



GROWTH BEYOND THE TOWN
A longitudinal study on youth leaving care

QUANTITATIVE RESEARCH REPORT

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In partnership with the
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SUMMARY OF KEY FINDINGS

This report presents the findings of the *Growth Beyond the Town* longitudinal research study since its inception in 2012, up until the last round of data collection, which took place in late 2018. It includes the results from 133 participants who were interviewed as they disengaged from Girls and Boys Town South Africa (GBTSA) and then presents on their outcomes measured each year during follow-up interviews for five years. The report also shows which resilience variables predict better outcomes for care-leavers as they transition out of care over those five years. In total, 335 interviews were conducted with these participants over a period of six years.

The disengagement interviews measured 24 different resilience variables within five overarching domains: relational, interactional, in-care, environmental and individual. The results revealed that the highest scoring of the resilience variables at disengagement mainly fell into the relational resilience domain. In particular, role model relationships, teacher relationships, family relationships and love relationships all fell within the top ten for care-leavers. In the in-care domain, supportive relationships with GBTSA staff and maintaining contact with GBTSA staff were shown to score highly for GBTSA youth. Two interactional domains were also prominent, including empathy and teamwork. The only high scoring resilience variable in the individual domain was optimism. No variables in the environmental domain emerged as high scoring.

During the follow-up interviews, various outcomes were measured to see how the youth were progressing on their transition from care. In most of the outcomes measured, participants showed that they either remained the same or improved over the years:

- Less than half the participants had self-supporting accommodation, and the majority were living in formal dwellings, and most with their families. There were low levels of homelessness, which is a positive finding compared to care-leavers from other parts of the world.
- Two thirds of the youth were not working one year out of care, which is not necessarily a negative finding, as many should still be in school or further education. Particularly in the first year out of care however, there were slightly higher levels of employment stability, which increased as the years went on.
- Fewer participants were studying as the years progressed, either resulting from youth dropping out of their studies or because of moving into work.
- Youth who were Not in Employment, Education or Training (NEET) is a concern, as the problems associated with being NEET compound the longer they are NEET. The participants' NEET rate is slightly higher than the national average and increased slightly over the years.
- A quarter of youth had a liveable income after leaving care, and this trend increased over the years, meaning youth were becoming increasingly self-sufficient. Participants initially relied on their families for financial support, despite many reporting financial challenges within the family home. Several years after care, independent employment became their primary source of income.
- There were generally low levels of substance use, but it did increase slightly over the years. Cigarette smoking was high.
- There was an upward trend in criminal activity, especially at year 5.

- Participants felt a strong sense of belonging to communities, even though many reported their communities not being very safe and/or having substance abuse problems.
- Participants showed consistently average overall global health scores across the five years. They showed higher levels of physical than psychological wellness.
- The resilience of care-leavers increased over the five years. For example, participants perceived ability to bounce back after illness, injury, or other hardships in their lives increased over the years. They increasingly thought of themselves as stronger and more able to deal with life's challenges and were less discouraged by failure.
- Upon disengagement, participants felt well prepared to leave GBTSA and optimistic about their futures. These feelings of positivity about their care experiences at GBTSA continued over the years (even five years later) and they still felt free to reach out to GBTSA staff after all the years.

The most important resilience predictors at disengagement for successful independent living outcomes later on were relational resilience, including relationships with friends, role models, community and family, as they significantly predict the largest number of successful outcomes over the five years from leaving care. All except for one of the in-care variables emerged as significant in promoting transitional outcomes, therefore these are also very important predictors of positive outcomes. One interactional domain (teamwork) and one individual domain (self-esteem) were prominent predictors. Composite (average) scores for relational resilience, in-care resilience, and individual resilience also predicted a significant number of positive outcomes. Resilience and friend relationships were the two outcomes that were most frequently predicted by the resilience variables.

These findings support the need to have a multilevel, holistic understanding of youth in transition out of care. Resilience, which enables youth to withstand hardship and overcome the challenges they experience as they leave care, is not only an individualised, internal trait but rather a process that can be facilitated and enhanced through their relationships, in care, and within the interactions that take place in their environments. This social-ecological view of resilience, means that at GBTSA, there are protective factors that can be put in place that will have a compounding positive effect on care-leavers and support them towards better outcomes as they transition from care.

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1. INTRODUCTION

The *Growth Beyond the Town* study was formed in 2012 through a partnership between Girls and Boys Town (GBTSA) and Prof Adrian van Breda in the Social Work Department at the University of Johannesburg (UJ). The purpose was to rigorously and repeatedly measure how youth were doing on a range of outcomes as they transitioned through and out of care at GBTSA. This longitudinal study provides data on their progress and describes how the youth adjust to life after they leave care. It also seeks to gain further clarity on the resilience factors that facilitate those smoother transitions. This in turn enables GBTSA to make informed decisions about where to focus their efforts in preparing youth to leave care and how they can be better supported thereafter. Through understanding and measuring their progress and adjustment after care, it is possible to gain an understanding into how well and in what areas the GBTSA programme is preparing youth adequately and what the areas they can be supported after care.

Research on care-leavers globally has shown that many experience considerable challenges once they transition out of care. Particular areas they have shown to struggle in include finding suitable accommodation, getting and maintaining employment, studying further, refraining from drugs and alcohol and getting involved in crime, suffering from depression, and becoming parents early. Often, this is the result of having to leave care before they are ready and while they are still too young. They may have battled with substance abuse, or been victims of abuse and neglect, they might have had learning difficulties, and many do not finish school. In contrast to peers of a similar age, where young people can stay in their family homes well into their twenties, leaving residential care, is sometimes unplanned and may be under quite drastic circumstances. This leaves them with little time to make preparations and adjustments to be adequately equipped to live life independently. Therefore, care-leavers may not receive the same support that other youth do, leaving them feeling unsupported, lonely, isolated, and frustrated. If they go into independent living, they would have gone from living a highly structured life in care, where they were constantly surrounded by other people, to almost no structure and often being on their own.

However, several studies have also shown that this is not the case for all care-leavers, and despite the odds, many go on to succeed and thrive. Data from the *Growth Beyond the Town* study up until this point has shown that some GBTSA youth seem to be doing surprisingly well in some areas, including fairly secure accommodation, low levels of homelessness, low levels of criminal involvement and substance abuse. One of the greatest concerns has been that too many youth become NEET, i.e. youth who are Not in Employment, Education or Training. The impact of this is tremendous, because being NEET means young people are unable to provide for themselves and this increases their feelings of being unproductive and feeling hopeless. It also means they have less likelihood of getting work in the future, and when they do, they have an increased chance of earning less (De Lannoy & Mudiriza, 2019). Thus, being NEET has a compounding negative effect over time.

This report provides the most up to date data on the resilience and outcomes of youth who have left GBTSA from 2012 to 2018 in the *Growth Beyond the Town* study. It shows how the youth are faring up to five years after they have left GBTSA's care. The report starts with an overview of the care-leaving landscape in South Africa, followed by the methodology. It then describes the impact of the study, with the aim of showing how a non-profit, Non-Governmental Organisation (NGO) and academic

based research collaboration can be mutually beneficial. The results are then presented, including disengagement and outcomes data. The report then reveals the most important resilience factors for care-leavers to improve their transitional outcomes, followed by a discussion on what those findings mean for practice. All analysed data is presented in tables with explanatory notes in the Appendixes.

2. THE CARE-LEAVING LANDSCAPE IN SOUTH AFRICA

In mid-2017, the total South African population was approximately 56.5 million people, 19.6 million (35%) of whom were young people 18 years of age and younger (Hall & Sambu, 2018, p. 132). Of these, 2.8 million children were orphans (Hall & Sambu, 2018, p. 134), and while there is very little robust data on the exact number of youth in residential care, there were approximately 355 registered CYCCs (Proudlock, 2014, p. 6) serving an estimated 21,000 children (Jamieson, 2017). Despite these figures, and the large financial cost of supporting youth living in residential care, little attention and priority has previously been given to youth exiting these homes. Pinkerton (2011) has also stated that care-leavers in South Africa have not been a focal point for government and international stakeholders. Very little in the way of formal care leaving programmes or support has existed and where support does occur, it has been on an ad hoc and discretionary basis at best. Legislation guiding care-leaving and aftercare support is still lacking and vague in South Africa (Dickens, 2018). Alongside this, not enough evidence-based research into transitions from care was taking place prior to 2012 and thus South Africa was underrepresented within the global landscape of care-leaving literature and knowledge generation. However, since 2012, Van Breda (2018) notes there has been a rapidly growing body of knowledge about care-leavers in South Africa. Many studies that were previously only descriptive in nature are now becoming explanatory, however many remain small.

In the field, important work is taking place: Mamelani, a transitional support programme, has made considerable strides in advocating for the needs of care-leavers and providing them with hands on, practical support. The South African Youth Education for Sustainability (SA-YES) also provides a one-on-one youth mentoring programme called Transition to Independent Living (TIL) programme, designed to offer care-leavers with mentors. This programme has shown to have a positive impact in facilitating positive outcomes for care-leavers (Pinkerton, 2011). The *Growth Beyond the Town* study run by GBTSA has also played an important role in contributing to both care-leaving literature and practice, through various channels including book chapters and journal articles, local and international conference presentations, networking with other CYCCs, heading up and co-ordinating a Gauteng based care-leaving forum group, and most recently, developing practice guidelines for CYCCs regarding care-leavers, which is being spearheaded by Adrian van Breda in conjunction with the Gauteng Care-leaving Forum (van Breda, 2019).

Based on anecdotal feedback, at the end of 2017, GBTSA adapted their Independent Living Skill daily lessons and sessions to that of an independence skills lived-experience within the daily milieu. Youth now take direct responsibility for their daily chores and independence responsibilities. The impact of this change has been notable with families expressing improved relationships with their children when they visit home. The youth are reportedly more helpful and contribute to family life, they have more time for recreation and enjoy their visits more, and they fight far less with family members.

In 2018, van Breda conducted a systematic review of research on residential care-leaving in South Africa, from 2003 to 2016. He identified a total of 40 research outputs related to eight identified focus areas, including a theory of leaving care, the design of measurement tools, care-leavers experiences of transitioning from care, outcomes of care-leavers, processes of leaving care, factors that facilitate improved outcomes, care-leaving services, and policy related to care-leavers (Van Breda, 2018, p. 513). Below are some highlights identified through the thematic analysis:

- Care-leaving in South Africa is primarily informed by resilience theory. As the findings in this report support, there has been a particular emphasis on a social-ecological view of resilience (Ungar, 2012; van Breda, 2018a), in that they “emphasize care-leavers' interactions with the world around them, rather than internal characteristics” (Van Breda, 2018, p. 514). Understanding care-leavers holistically, including their relationships, individual, interactional, in-care, and environmental factors (Van Breda & Dickens, 2018) is essential.
- Van Breda (2016) also argues that both agency and structure— and the interactions between them — are critical for youth to transition out of care successfully. Agency refers to the role youth play in shaping their own lives and the control they have on a micro level to influence their outcomes. Structure, on the other hand, refers to the interventions at the macro level or environment that surrounds care-leavers, including the opportunities, support and services they have access to (Van Breda, 2019a).
- Commonly reported in the care-leaving literature, both locally and abroad, is the abrupt transitions young people experience when leaving care. Insufficient support and services (Bond, 2010; Oelofsen, 2015), along with insufficient preparation and independent living and social skills means care-leavers can feel isolated, fearful, stigmatised, and a sense of loss as they transition out. These factors have shown to influence their outcomes for many years after leaving care. Youth are generally not given much notification prior to their leaving residential homes (Bond, 2010).
- Previous care-leaving studies in South Africa have focused on care-leaver’s outcomes. Positive outcomes, or “success” for care-leavers has been described as something they need to continue to strive towards (Muller et al., 2003). In a similar vein, Van Breda et al. (2012) found that care-leavers describe “success” as a verb (and hence coined the term “succeeding”) to show the active process of ‘striving towards’ a successful transition out of care. Van Breda (2018) notes several of these studies have shown poor outcomes in relation to the NEET status of youth, the educational outcomes of youth, and the outcomes in relation to independent living. There are no improvements over the years one and two out of care (Dickens et al., 2015; Van Breda, 2018b).
- Previous studies have also found that the enabling factors and facilitators of better transitional outcomes for care-leavers include having a high self-esteem (Dickens, 2016; Van Breda, 2016a), a sense of self-efficacy and hope (Bond, 2010), relationships with caring adults (Dickens, 2016, Oelofsen, 2015; Van Breda, 2016a), goal-setting and being street smart (Oelofsen, 2015), being able to work collaboratively in teams, spirituality and optimism (Dickens, 2016).
- There has been growing attention in South Africa towards focusing on the ‘interdependence’ of care-leavers rather than their ‘independence’. Mamelani (2013) describes this as more practical and realistic young people who have just left care. Interdependence focuses on building healthy relationships and support networks that are able to support and meet the needs of care-leavers. Therefore, youth healing in care and then transitioning into independence do not do so successfully in a void, where concurrent family strengthening and development work is essential to a child’s longer-term well-being and success. GBTSA advocate for the formal and structured

strengthening and skill development within the family, as well as assisting families to understand, access and use the supportive community and supportive State networks available to them from the moment their child is admitted into care.

- There are several obstacles when providing care-leaving services in South Africa, as described by Mamelani (2013): there is a lack of resources to do so, not enough family support and engagement, and residential care facilities do not provide adequate preparation and transitional support services. Mamelani, in response to these challenges, developed principles to guide transitional support services, and wrote a handbook to guide practitioners in preparation for care-leaving through a series of guidelines and activities.
- Van Breda (2018) describes GBTSA's well developed social skills programme and notes that, in a study conducted by Mmusi (2013), many of the skills were found to be useful and applied to care-leavers' lives after care. A further qualitative investigation into the use of social skills is currently underway at GBTSA, the findings of which will be released in 2019.
- There is very little in the way of policy related to care-leavers in South Africa (Bond, 2015). While there are some outlines in the Children's Act, they are vague and discretionary. Van Breda (2018) notes that this is because of the focus on the provision on basic welfare care as being the priority and more immediate needs of youth. He notes elsewhere the importance of social policy as creating an ecology of resilience for care-leavers (Pinkerton & Van Breda, 2019).
- The Africa Network of Care-Leaving Researchers (ANCR) (<https://careleaving.com/>) was established as an informal network of researchers in 2016, with the aim of promoting care-leaving research on the continent and providing a space for collaboration between countries. ANCR, in collaboration with Queens University Belfast (QUB) is currently pursuing a cross-country study on care-leaving in Africa (including South Africa, Zimbabwe, Uganda and Ghana). In 2017, ANCR was affiliated to the International Research Network on Transitions to Adulthood from Care (INTRAC) (<https://globalintrac.com/>), whose purpose it is to promote national and international research on care-leaving. ANCR is presently publishing a themed issue of the journal *Emerging Adulthood* on care-leaving in Africa, edited by Adrian van Breda and Kwabena Frimpong-Manso (of Ghana), to which GBTSA has contributed two articles (Dickens & Marx, 2018; Van Breda & Pinkerton, 2019).

3. METHODOLOGY

Research design. The *Growth Beyond the Town* study is a mixed-methods, longitudinal study currently running at GBTSA. The aim of the study is to "prospectively narrate the journey out of the care of GBTSA, describe care-leaving outcomes over time, and identify resilience resources that facilitate better transitional outcomes" (Van Breda & Dickens, 2017, p. 266). Up until 2019, it has been the only longitudinal study of youth leaving care in Africa and is the largest and longest running study of care-leaving outcomes in South Africa (Van Breda, 2018). The study is in its seventh year, having commenced with the first interviews in September 2012.

Research site. GBTSA is one of the largest national therapeutic residential child and youth care programmes in South Africa. It works with orphaned, abused or neglected vulnerable children, as well as youth who display challenging behaviours, including defiance of authority figures, substance use, and ranges of anger issues for example. Youth are admitted to and placed with GBTSA via the Children's Court (Van Breda & Dickens, 2016).

Disengagement phase. Every year, youth over the age of 14 years who are just about to disengage from GBTSA are invited to attend information workshops and then recruited into the study. Youth then partake in a disengagement interview, which has both a qualitative and quantitative component. In the qualitative component, youth are asked questions to get a detailed picture on their thoughts, opinions and beliefs as they prepare for disengagement. At the same time, the youth’s social worker completes a biographical questionnaire concerning their background and in-care history.

Measuring youth resilience. In the quantitative component of the disengagement interview, youth are asked to complete the Youth Ecological Resilience Scale (YERS) (Van Breda, 2017), which is a self-administered questionnaire, that was validated in 2014 (Van Breda, 2016b). Participants answer responses on a five-point Likert scale, from strongly disagree to strongly agree. The YERS measures resilience in the care-leavers, within a person-in-environment (PIE) framework ([Figure 1](#) below). The PIE framework (which graphically shows the social-ecological perspective) includes relationship, environmental, in-care, interactional and individual resilience domains.

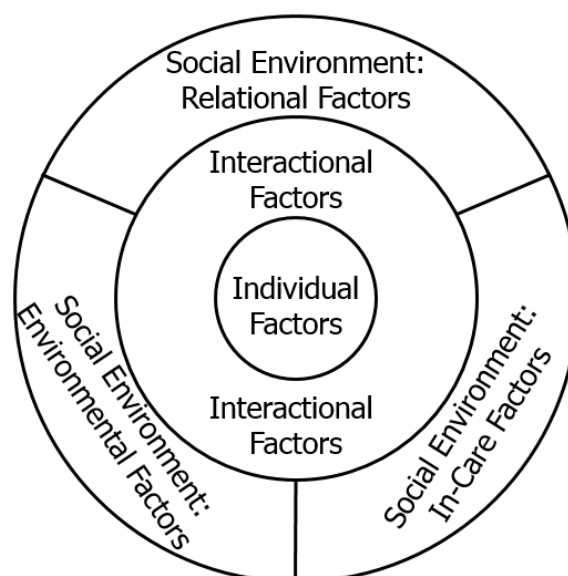


Figure 1. Person-in-environment domains of the YERS (adapted from Van Breda, 2017, p. 250)

Within each of these domains, subscales are used to measure specific resilience variables (column 2 in [Table 1](#)) and each scale ranges from 0 to 100. The resilience variables are called ‘predictors’ because they predict later outcomes of youth. They were selected because previous literature suggested they may contribute towards better outcomes for care-leavers and have been shown to promote and foster resilience in youth. Column 3 defines each resilience predictor (Van Breda, 2017a). Domains were established by summing the resilience variables (predictors) into composite (overall) scores (Van Breda & Dickens, 2017), thus relational resilience, environmental resilience, in-care resilience, interactional resilience and individual resilience.

Table 1. Resilience domains, variables and definitions

| Domains | Resilience Variables | Definitions |
|----------------|--|--|
| Relational | Family relationships | Relationships with family members are experienced as caring and supportive. |
| | Friend relationships | Relationships with friends are experienced as pro-social, caring and supportive. |
| | Teacher relationships | A relationship with at least one teacher who is experienced as caring and encouraging. |
| | Community relationships | A reciprocally supportive and caring relationship between the youth and community. |
| | Role model relationships | A relationship with at least one adult (other than parents, teachers or employers) who is experienced as caring and encouraging. |
| | Love relationships | A romantic relationship that is experienced as intimate and characterised by mutual understanding. |
| Environmental | Community safety | The perception of the community as being safe in terms of low crime/drugs and high in safety and security. |
| | Family financial security | The family has sufficient money to cover their needs and does not worry or argue about money. |
| | Social activities | Regular participation in pro-social group activities. |
| In-care | Supportive relationship with GBTSA staff | A relationship with at least one GBTSA staff member who is experienced as caring and encouraging. |
| | Positive care experience | A positive feeling about the in-care experience. |
| | Maintain contact with GBTSA staff | Feeling free to remain in contact with GBTSA staff after leaving care. |
| | Care-leaving readiness | A perception and feeling of being ready to leave residential care. |
| Interactional | Teamwork | A perceived ability to work productively with others in a team. |
| | Empathy | Feeling with and caring for the well-being of other people. |
| | Interdependent problem-solving | A preference for an interdependent approach to problem-solving. |
| Individual | High self-expectations | High expectation of self to work hard and achieve the best results. |
| | Bouncebackability | A general belief in one's ability to 'bounce back' after difficult times. |
| | Self-efficacy | The belief in one's ability to organise and execute the courses of action required to manage prospective situations. |
| | Optimism | A general expectation that good things will happen in the future. |
| | Self-esteem | A general feeling of self-worth and self-acceptance. |
| | Resourcefulness | A belief in one's ability to perform difficult tasks with limited resources. |
| | Distress tolerance | The perceived capacity to withstand negative psychological states. |

| Domains | Resilience Variables | Definitions |
|---------|----------------------|---|
| | Spirituality | A global orientation towards personal spirituality. |

Follow-up phase. Every year after the disengagement interview, participants are contacted and take part in a follow-up interview, which also includes qualitative and quantitative components. The qualitative part of the interview includes an in-depth unstructured open-ended question, with the goal of exploring the participant's journey since leaving GBTSA.

The quantitative part of the interview measures the outcomes of care-leavers, using two tools: a self-administered questionnaire and a structured interview schedule. These two tools assess eight indicator outcomes and 12 scale outcomes. Indicator outcomes are scored dichotomously – care-leavers are either 'achieving' this outcome or not and therefore they provide powerful 'clear cut' data. The scale outcomes differ because they range from 0 to 100 for each participant (approximating a percentage). For both types of outcomes, care-leavers who at follow-up are doing better in these areas can be considered to be having positive independent living outcomes. [Table 2](#) shows the eight indicators measured and their definitions (Van Breda, Dickens & Marx, 2015).

Table 2. Indicator outcomes and definitions

| Indicator Outcome | Definition |
|-------------------------------|--|
| Self-supporting Accommodation | The percentage of care-leavers who are paying for, or own, their own accommodation, or receive accommodation in exchange for work |
| Education for Employment | The percentage of care-leavers who have completed, or are busy with, secondary education or a trade qualification. |
| NEET | The percentage of care-leavers who are not working, studying, or in training |
| Reliable Employment | The percentage of employed care-leavers who have maintained a reliable work record |
| Diligent Education | The percentage of studying care-leavers who attend class and have not failed their modules during the past year |
| Liveable income | The percentage of care-leavers earning above R1600 per month through employment and with no short term loans (other than from the bank, friends or family) Note: minimum wage for domestic workers for 2015 = R2000/month |
| Drug & Alcohol 'Free' | The percentage of care-leavers who, during the past 2-4 weeks, avoided binge drinking more than once a week, who used dagga no more than twice a week, and who did not use hard drugs |
| Crime 'free' | The percentage of care-leavers who avoided any serious crime or trouble with the law during the past year |

[Table 3](#) shows the scale outcomes and corresponding definitions (Van Breda et al, 2015).

Table 3. Scale outcomes and definitions

| Scale Outcome | Definition |
|-----------------|--|
| Accommodation | The extent to which care-leavers live independently (or with a partner) in self-funded accommodation, with no moves or periods of homelessness since their last interview. |
| Paid Employment | The extent to which working care-leavers have stable employment and perform well in their jobs. |

| Scale Outcome | Definition |
|-----------------------------------|---|
| Studying | The extent to which studying care-leavers persist in and perform well in their studies. |
| Financial Security | The extent to which care-leavers are financially independent, with a well-paying job, their own bank account, sufficient savings and no 'bad' debt. |
| Drugs & Alcohol | The extent to which care-leavers used cigarettes, alcohol, cannabis and hard drugs over the past 2-4 weeks. |
| Crime | The extent to which care-leavers engaged in vandalism, theft and violence and have had trouble with the law since their last interview. |
| Health & Well-being | Physical health: The extent to which care-leavers feel healthy (e.g. good energy, mobility, sleep and absence of pain), so that they can function in daily life. Well-being: The extent to which care-leavers experience psychological health (e.g. good body image, self-esteem, concentration, meaning in life and absence of negative emotions), so that they can function in daily life. |
| Relationships | Family relationships: Relationships with family members are experienced as caring and supportive. Friends relationships: Relationships with friends are experienced as pro-social, caring and supportive. Love relationship: A romantic relationship that is experienced as intimate and characterised by mutual understanding. |
| Resilience | Measured using the Connor–Davidson Resilience Scale (CD-RISC), defined as “the personal qualities that enable one to thrive in the face of adversity” (Connor & Davidson, 2003, p. 76) |
| 'Bouncebackability' | A general belief in one's ability to 'bounce back' after difficult times. |
| Positive Care Experience | A positive feeling about the in-care experience. |
| Maintain Contact with GBTSA Staff | Feeling free to remain in contact with GBTSA staff after leaving care. |

Data management and analysis. Once the data was collected, it was captured in an Access database and quantitative data were exported and analysed in SPSS v24. Descriptive statistics and frequencies were run and predictions were done using the Mann-Whitney U test for dichotomous categories and Spearman's rho correlation to examine association between pairs of continuous variables.

Ethics. In order to protect participants, careful ethical procedures were followed throughout. Informed consent was obtained from both the youth and, if younger than 18 years old, their parents or guardians too at the start of each interview. Youth could choose to decline from participating in the study and could also withdraw at any point in time. Participants were offered compensation for travel and for their time. The narrative part of the interview encouraged participants to build rapport, and also gave the youth an opportunity to reflect and debrief about their experiences in the past year. Participants were also given the option of seeing a social worker at the end of every interview, as a type of debriefing. During the interviews, participants were given a summary of the results of the study, so they too were aware of the outcomes. Ethical clearance for the study was given by the University of Johannesburg (UJ) Faculty of Humanities Ethics Committee on 20 September 2012.

4. IMPACT OF THE STUDY

Core to the *Growth Beyond the Town* study has been the partnership that was formed between Adrian van Breda at UJ and GBTSA. This NGO-academic collaboration has had several benefits to both role-players. For academics, research based in an NGO means the study is grounded in practice and offers

access to participants, which can be difficult for researchers to obtain. The needs of NGOs are often more urgent and in direct response to the needs of the people they serve and so this ensures academics work with a very purpose-driven, responsive research agenda designed to make lasting and real change. For non-profit NGOs, co-producing research alongside academics increases the credibility and rigour of the research and opens up possibilities in terms of publications and exposure to other partners and very importantly, funders as well. Together, there is increased likelihood they can demonstrate evidence-based change and impact and influence policy and practice.

Both UJ and GBTSA have been privileged to benefit from their strong collaboration. [Figure 2](#) shows the impact and reach of the *Growth Beyond the Town* study. Some findings from the study have informed and adjusted certain areas of practice at GBTSA, such as focused attention to teaching and practicing independent living skills. From 2012 to 2018, 13 journal articles were published, 31 local and international conference presentations, seminars and lectures took place, a set of standard tools were developed, and through the study, contributions have been made to the ANCR. Furthermore, because of the validity and rigour of the study, the study has been replicated locally and in Africa. Furthermore, there is a strong link and work with other NGO's in the practice sector and an established care-leaving forum has enabled us to present our findings, but also get feedback and input from the sector on the results. The GBTSA research methodology is currently (in 2019) being adapted for use in a multi-country study in Africa, with substantial funding from the Global Challenges Research Fund in the United Kingdom.

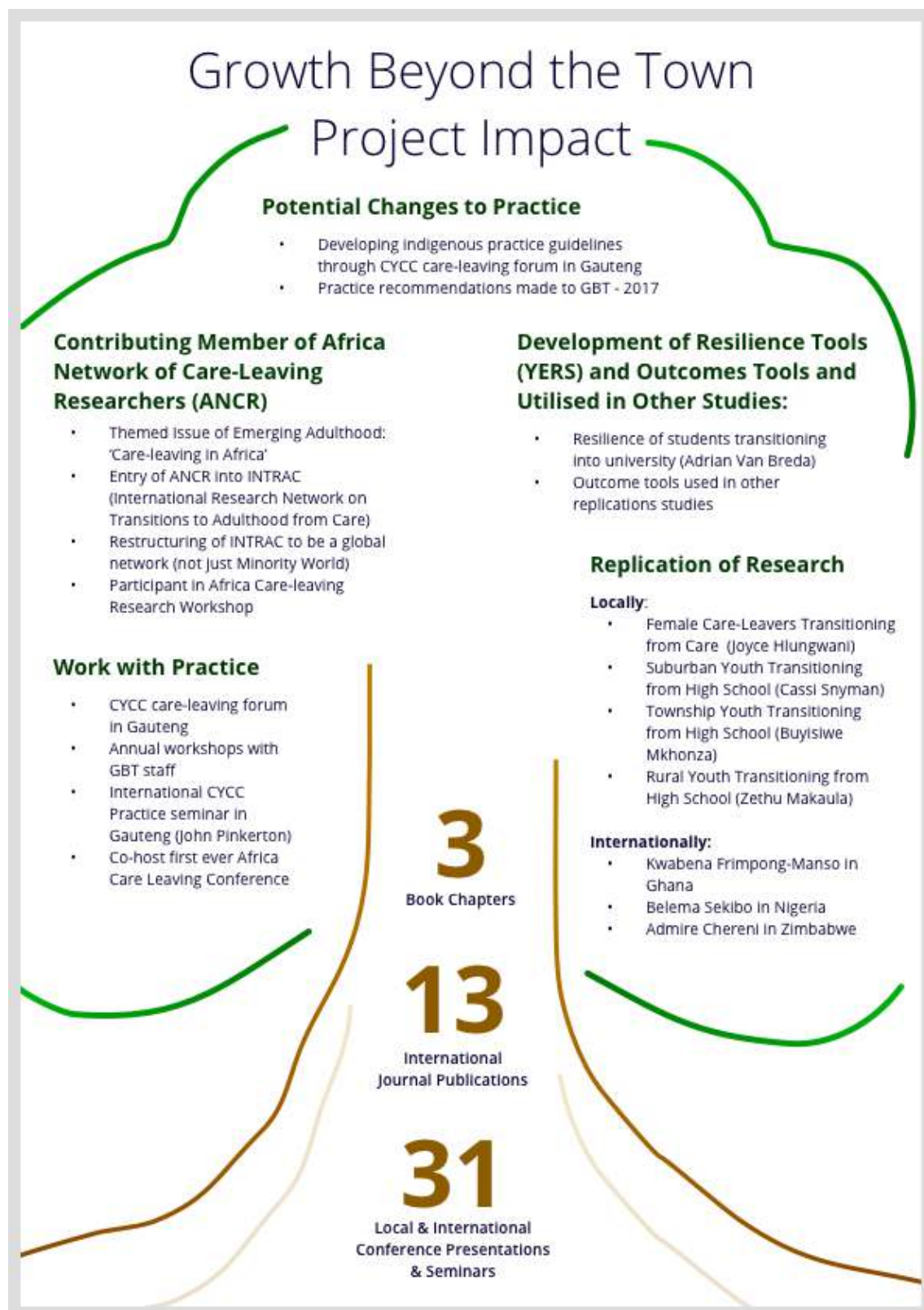


Figure 2. Impact of the *Growth Beyond the Town* study

5. STUDY FINDINGS

5.1. Demographic Data

Between September 2012 and December 2017, 133 participants took part in the disengagement interviews, comprising 13 cohorts. There are two cohorts per year: a cohort at the end of each year and a cohort during the course of the year. Most of the youth disengage from GBTSA during the end of the school year, so those cohorts are larger than the cohorts of youth who disengage during the year. Appendix 1 ([Table 8](#) to [Table 15](#)) presents a detailed breakdown of the demographic data, and reference to specific tables is cross-referenced to the appendixes in the text.

The data presented in this report includes 133 baseline interviews, 68 one-year follow-up interviews, 51 two-year interviews, 33 three-year follow-ups, 22 four-year follow up interviews, and 12 five-year follow-up interviews ([Table 8](#)). Only five participants (who were all from cohort 1) had six-year follow-up interviews; these are excluded from the report because of the very small number of participants in this group. Participants mainly disengaged from GBTSA at the end of the school year, therefore those cohorts were bigger (Cohorts 1, 3, 5, 7, 9, 11,13) and ranged between 13 to 21 participants per cohort ([Table 9](#)). Of the 133 participants, 63% of youth are still active, 2% have passed away, 26% have been lost to follow up and cannot be located, 3% were readmitted into care and 6% have chosen to withdraw from the study ([Table 10](#)). This has meant the retention rate at one year is 61%, at two years is 53%, at three years is 40%, at four years is 34%, and at five years is 26%. The high dropout rate is a limitation of the study and concerted efforts have been made to address this.

Of the 133 participants, 66% disengaged from GBTSA's Youth Development Centres (YDCs) and 34% from the Family Homes (FHs) (see [Table 11](#)). The campus where the most participants came from was Magaliesburg (28%), 23 % came from Tongaat, 11% were from Macassar and only 5% were from Kagiso (see [Table 12](#)). The age range of participants at disengagement was between 13-21 years old, where most of the youth disengage at the ages of 16 (11%), 17 (11%), 18 (26%) and 19 years (12%) ([Table 13](#)). The participants are largely comprised of males (83%) compared to only 17% who were females ([Table 14](#)). This is changing though and every year more females disengage from GBTSA and join the study. Just over half (56%) of participants are African, 17% are Coloured, 7% are Indian or Asian, and 19% are White ([Table 15](#)).

5.2. Disengagement Data

The disengagement data provided in this section shows the highest scoring resilience variables youth reported as they were preparing to leave care. It also includes a deeper item level analysis of particular data. The sample size for the disengagement data analysis is n=133 for most analyses. In Appendix 2, [Table 16](#) provides the resilience disengagement scores and [Table 17](#) provides a breakdown of responses to each individual YERS item.

5.2.1. Highest scoring resilience variables

The 10 highest scoring resilience variables during disengagement (from the 24 variables measured) are shown in [Figure 3](#) (see [Table 16](#) for item-level detail). The higher the average (means) score of each, the higher or better the resilience participants demonstrate in those areas. Figure 3 shows a distinct grouping of the top five and then the second top five, differentiated by a 5 percentage point difference (between Teamwork and Family relationships).

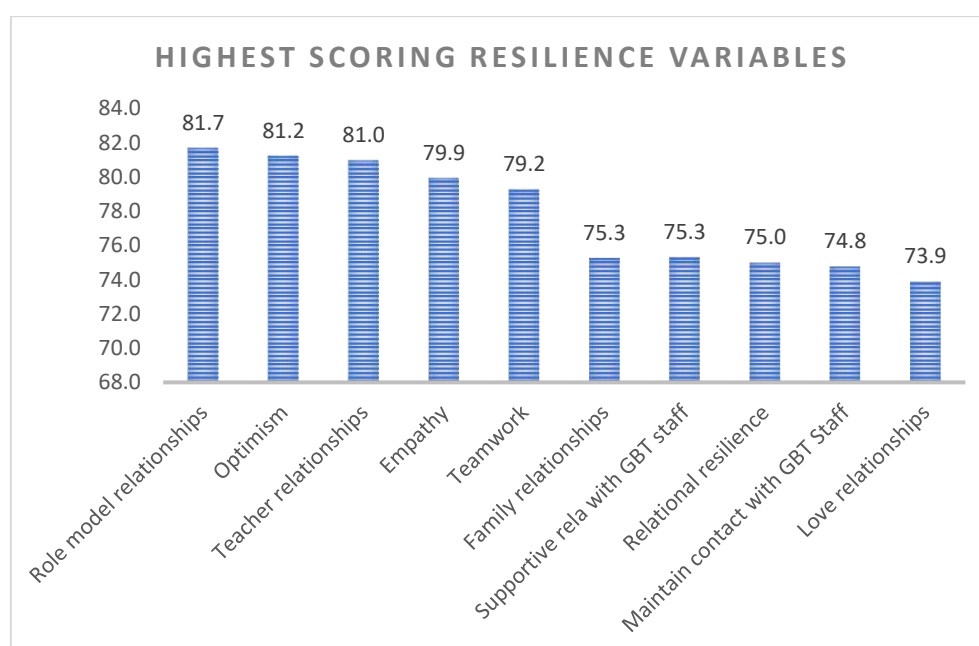


Figure 3. Highest scoring resilience variables

The findings reveal that the 10 highest scoring resilience variables were comprised of five relational domains, two interactional domains, two In-care domains, and one individual domain. None of the environmental domains were represented in the top 10 highest scoring resilience variables.

The prominence of the **relational** domains in the 10 top scoring resilience variables suggests the importance of relationships for youth who are just about to disengage from care. Of all the resilience variables, participants felt most cared for and encouraged by role models (adult in their lives other than parents/guardians, teachers or caregivers) during their disengagement. This may suggest that due to the distance youth have from family members, participants may form closer bonds with other people in their environments and therefore think of these relationships as stronger. The same is true for teachers, which was the second highest scoring type of relationship. However, family relationships, love relationships are also amongst the higher scoring resilience variables measured, showing overall the importance of relationships in resilience.

The two **in-care** domains that were high scoring included relationships with GBTSa staff and maintaining contact with GBTSa staff. This reiterates the importance of the youth's relationships with their carers at GBTSa and the importance for them of maintaining these relationships once they leave care. As GBTSa models are centred around relational child and youth care practices, youth are likely

to identify GBTSA staff as a great source of support and encouragement for them and that they feel they can freely contact GBTSA staff after leaving.

Two **interactional** domains were prominent, including empathy and teamwork. Therefore, these results support an ecological view of resilience (Ungar, 2012), showing that resilience is fostered through various domains of the PIE framework, and not only individual resilience. However, it is surprising that none of the three environmental domains were prominent.

Optimism was the only high scoring of the **individual** domains, suggesting the importance of youth looking toward their futures with excitement and a promise of succeeding in life after GBTSA.

5.2.2. Item level analysis at disengagement

Exploring some of the items within the environmental domain further, it is noteworthy how participants perceived their community and financial situations at home. [Figure 4](#) (see [Table 17](#) for item-level detail) depicts the feelings the participants have about the safety and security within their communities.

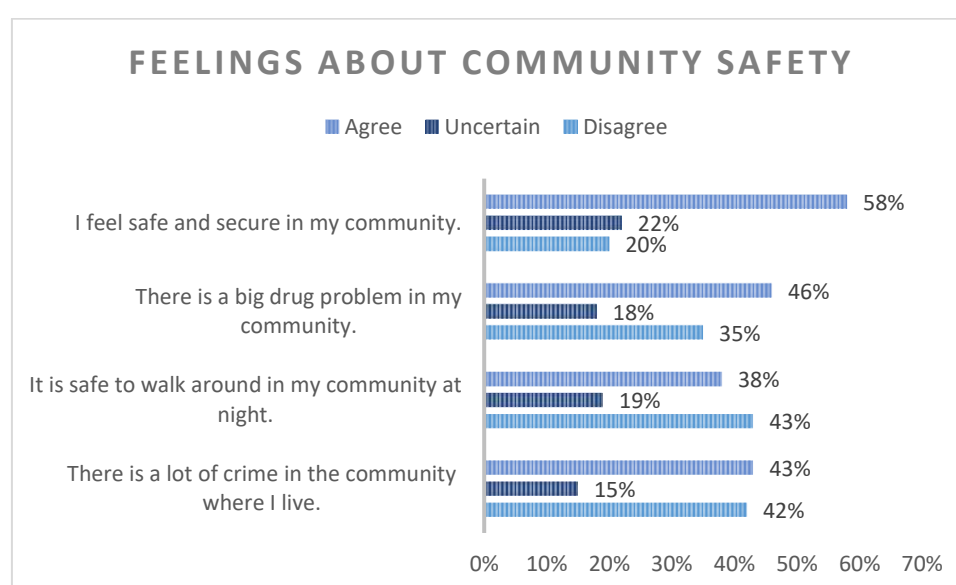


Figure 4. Item level analysis about community safety

Although just under half the participants perceive their communities to have drug problems and just over a third think there is a lot of crime in their communities, a third think it is okay to walk around at night, and even more surprisingly, a half to two thirds feel safe and secure in their communities. This may be because participants feel a strong sense of belonging with their neighbours within a tightknit community, whilst still not actually being safe. They have also been living away from their community for at least some time, so their thoughts and feelings of their community may be of safety, but the reality is that the communities have security and substance abuse problems.

It is also interesting to note how participants thought about their family's financial situation upon their disengagement from GBTSA, shown in [Figure 5](#). Many financial challenges within the family home were clear from the participants responses: Just under a quarter of the youth said their families often

argue about money, under half said their family worries a lot about money and a quarter said their family does not have enough money to live comfortably. Alarming, a quarter said there is often not enough food for the family to eat. These results suggest the financial concerns and pressures of the families of many participants.

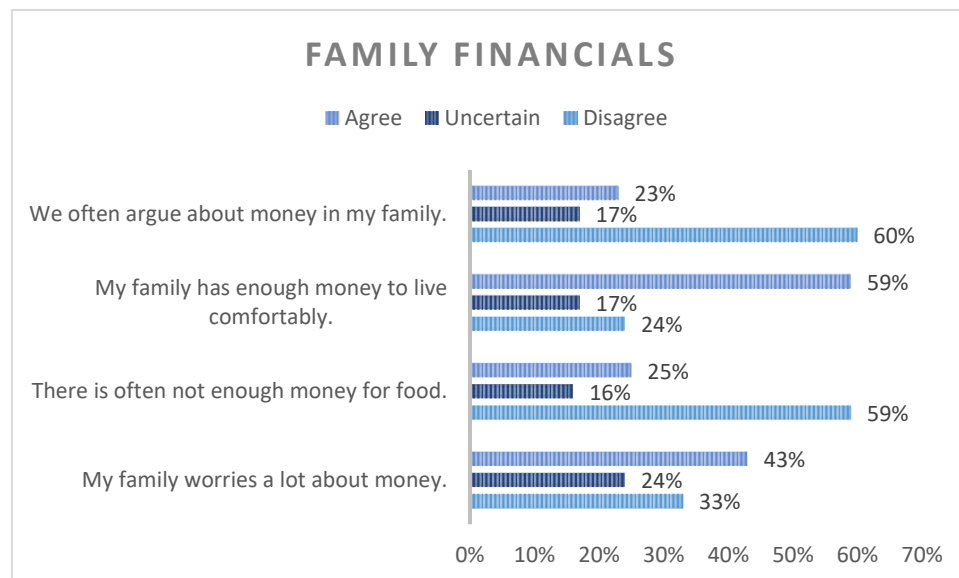


Figure 5. Item level analysis of family financial situations

Figure 6 shows the participants feelings about leaving GBTSA. Three quarters of participants said they felt ready to leave GBTSA, with a similar percent stating GBTSA had prepared them for life. These results suggest participants felt well prepared to leave GBTSA, and as seen earlier, they may optimistic about the futures. However, the results also show a third said they were worried about going back home, perhaps pointing towards their ambivalence towards what life might be like once they returned home or their uncertainty about reintegrating back into living with their families. A third of participants also wish they could stay longer at GBTSA.

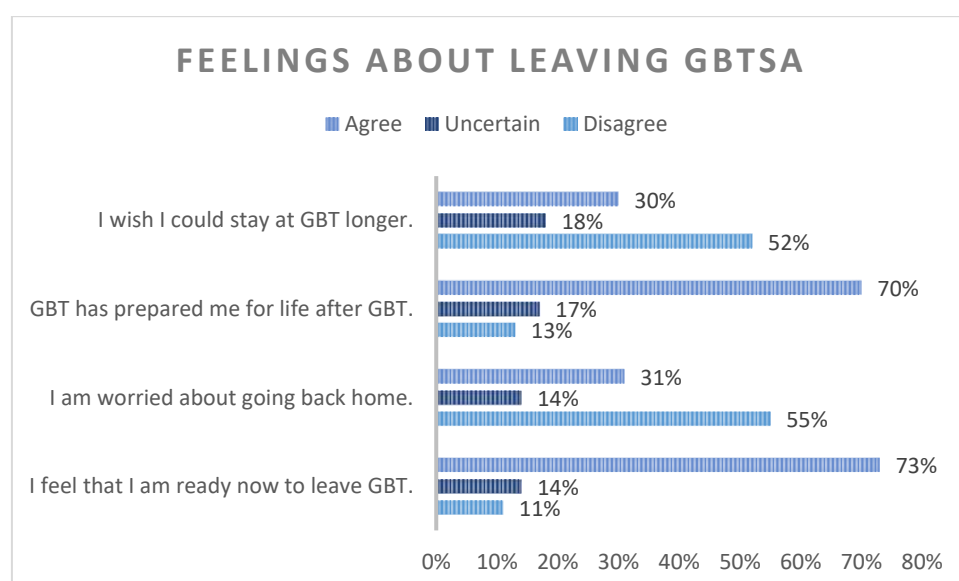


Figure 6. Feelings about leaving GBTSA

5.2.3. Impression Management Index

The YERS scale included 10 items of the Impression Management Index (IMI) (Van Breda & Potgieter, 2007) that were scattered throughout. The IMI items measures the degree of honesty in the participants' answers. Impression management give an indication as to how much participants give an exaggerated impression of themselves in a research study and shows the degree to which they give answers they think the researcher wants to hear, by portraying themselves in a positive light rather than being completely honest (Van Breda & Potgieter, 2007). Impression management impacts on the validity of the data and it should be reduced as far as possible. Therefore, the YERS tested for this using the IMI. The results are shown in Appendix 2, Table 18.

The mean IMI score was 12.7%, which is considerably lower than the mean score for an anonymous survey in the validation of the IMI, viz. 48.8% (Van Breda & Potgieter, 2007), suggesting very low levels of impression management overall. The IMI has a cutting range of 46-70%, meaning people who score below 46% may be regarded as not showing impression management and those above 70% as showing impression management, while those with the 46-70% range may or may not be showing impression management. In our study, all but three participants scored below 46% and none scored above 70%. This give us confidence that participants are reporting honestly and not attempting to create an overly positive image of themselves.

5.3. Outcome Data

All the analysed outcome data is presented in Appendix 3. Table 19 shows the descriptive statistics of the indicator outcomes. Table 20 depicts the descriptive statistics of the scale outcomes. An item level analysis of the outcomes data is provided in [Table 21](#) to [Table 36](#). [Table 4](#) and [Table 5](#) below summarise the detail in the appendixes and is followed by a discussion of some of the highlights.

A summary of the indicator outcomes (by percentage) over the five years is shown below in [Table 4](#). These are the percentages of care-leavers who met the criteria for each of the outcomes. The table provides a summary of the trends of the care-leavers over the five years. For all indicator outcomes, except NEET, a high score indicates a desirable or positive outcome.

Table 4. Indicator outcomes over five years

| Indicator Outcome | Y1 | Y2 | Y3 | Y4 | Y5 |
|-------------------------------|-----|-----|-----|-----|------|
| Self-Supporting Accommodation | 31% | 57% | 38% | 45% | 42% |
| Education for Employment | 61% | 65% | 61% | 64% | 67% |
| NEET* | 42% | 35% | 30% | 36% | 50% |
| Reliable Employment | 70% | 65% | 73% | 70% | 100% |
| Diligent Education | 57% | 29% | 42% | 75% | 50% |
| Liveable Income | 21% | 23% | 19% | 27% | 33% |
| Drugs & Alcohol 'Free' | 85% | 90% | 79% | 77% | 83% |
| Crime 'Free ' | 76% | 82% | 82% | 82% | 58% |

* A low score is desirable.

[Table 5](#) provides a summary of the scale outcomes over the five years. These are the percentages scored for each outcome, on a range of 0-100. As with the previous summary table, one can see the

changes over the years. For all scale outcomes, except Drugs & Alcohol and Crime, a high score indicates a desirable or positive outcome.

Table 5. Scale outcomes over five years

| Scale Outcome | Y1 | Y2 | Y3 | Y4 | Y5 |
|-----------------------------------|-----|-----|-----|-----|-----|
| Health Global | 74% | 74% | 73% | 77% | 76% |
| Health Physical | 77% | 77% | 76% | 81% | 80% |
| Health Psychological | 71% | 70% | 71% | 72% | 72% |
| Family relationships | 68% | 68% | 75% | 72% | 72% |
| Friend Relationships | 72% | 71% | 71% | 69% | 72% |
| Love relationships | 84% | 84% | 80% | 82% | 86% |
| Resilience | 74% | 71% | 75% | 73% | 79% |
| Bouncebackability | 58% | 58% | 62% | 61% | 65% |
| Positive GBTSA Experience | 78% | 82% | 80% | 82% | 80% |
| Maintain Contact with GBTSA Staff | 70% | 72% | 70% | 74% | 69% |
| Accommodation | 40% | 45% | 40% | 37% | 39% |
| Employment | 76% | 51% | 50% | 54% | 54% |
| Studying | 76% | 54% | 53% | 67% | 50% |
| Finances | 51% | 52% | 48% | 54% | 45% |
| Drugs & Alcohol* | 9% | 9% | 13% | 11% | 10% |
| Crime* | 5% | 4% | 5% | 5% | 9% |

* A low score is desirable

5.3.1. Accommodation

[Table 4](#) shows that, besides for the second year after leaving GBTSA, less than half the participants had **self-supporting accommodation** across the five years. As 82% of the participants were 18 years or younger at the time of their disengagement, this is an expected finding, as it is unrealistic for them to be paying for their own accommodation, particularly in the first years out of care and especially if they are not working and earning an income. There is also a flat trend over the five years, indicating that participants' self-sufficiency in their accommodation does not increase over time.

An item level analysis of accommodation (Table 29) also shows that across the five years, the majority of participants lived in whole formal dwellings (such as a house) and that not many were living in informal dwellings like shacks. Furthermore, the majority of participants lived with their families and were not paying rent even after four and five years after care, while some live on their own or with a partner or friend.

The results reveal that at each year out of care, between two and five youth experienced at least some period of homelessness. International literature shows this can be common amongst care-leavers, particularly in the first year (e.g., Dworsky, Napolitano & Courtney, 2013). For this reason, aftercare planning, placement and preparation from staff in this area before youth leave care is imperative.

5.3.2. Employment

[Figure 7](#) ([Table 30](#) for item-level detail) shows of the trend in participants who were working over the five years since leaving GBTSA.

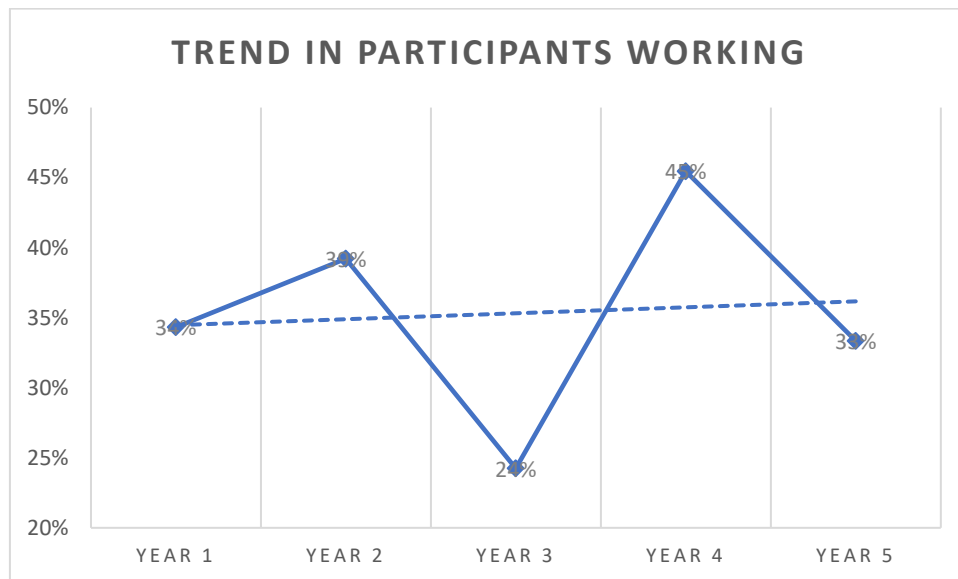


Figure 7. Trend in participants who were working

There were more youth who were not working compared to those who were working over the five years. There was a 21 percentage point difference between the lowest and highest percentages of youth who were working. The employment trend also did not change, thus remained consistent, over the five years. Of those youth who were working, more worked on a full-time compared to part-time basis at every year.

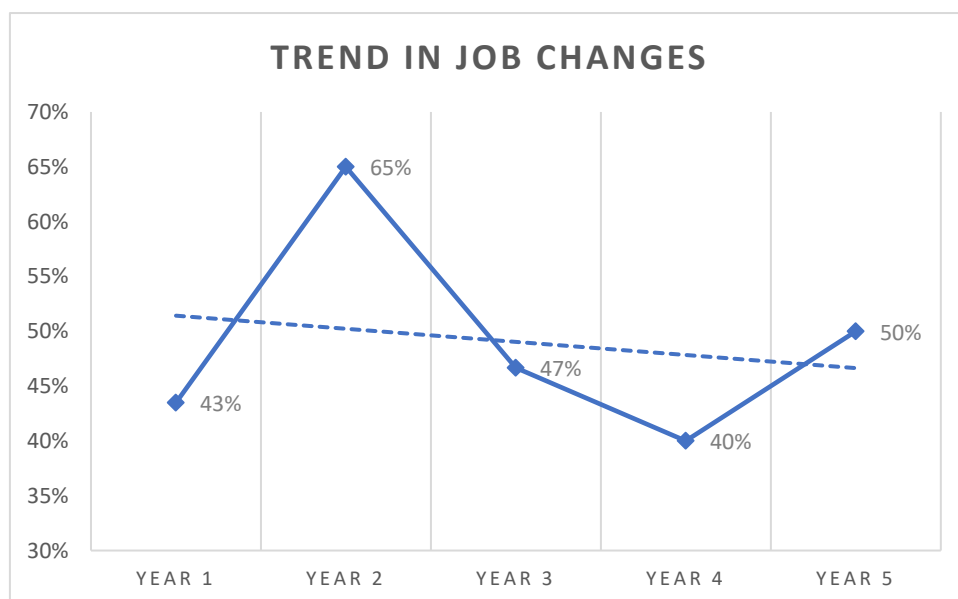


Figure 8. Trend in participants who changed jobs

Of the youth who were working (Table 32), just under half had changed jobs once or more in the first year out of care, and then a slight downward trend in the number of job changes over the years (shown in [Figure 8](#)). This suggests slightly higher levels of employment stability and lower levels of movement between jobs.

Youth were engaged in quite a range of differing types of jobs. At one and two years out of care, as one would expect, the jobs were more entry level opportunities, including for example administrative work, bartending and waitrons, gardening work, construction work and plumbing. At four and five years, the jobs become slightly more skilled and specialised, and include for example web design, student advisor, mechanic, chef work and construction work.

5.3.3. Not in Employment, Education or Training (NEET)

One concern arising from the findings of this study has been the number of **NEET** participants following disengagement (Dickens & Marx, 2018). Comparing this study NEET rate of 42% one year after leaving care ([Table 4](#); see Table 31 for item-level detail) with the 29.8% second 2018-quarter NEET rate of youth in South Africa in the general population aged 15-24 (De Lannoy & Mudiriza, 2019, p. 33), study participants seem to struggle more than the national average. [Figure 9](#) also shows a rise in the participant youth NEET rate over the five years, implying the problem compounds for care-leavers. The literature supports this finding, were the effects of being NEET compounded. Thus, the longer a young person is NEET, the harder it is for them to get work in the future (Bäckman & Nilsson, 2016) and results in a “scarring effect”, affecting their sense of well-being, future earnings and employability potential (Brown & Prinstein, 2011). In South Africa, being NEET puts young people at risk for poverty, chronic unemployment and social exclusion (Graham & De Lannoy, 2016).

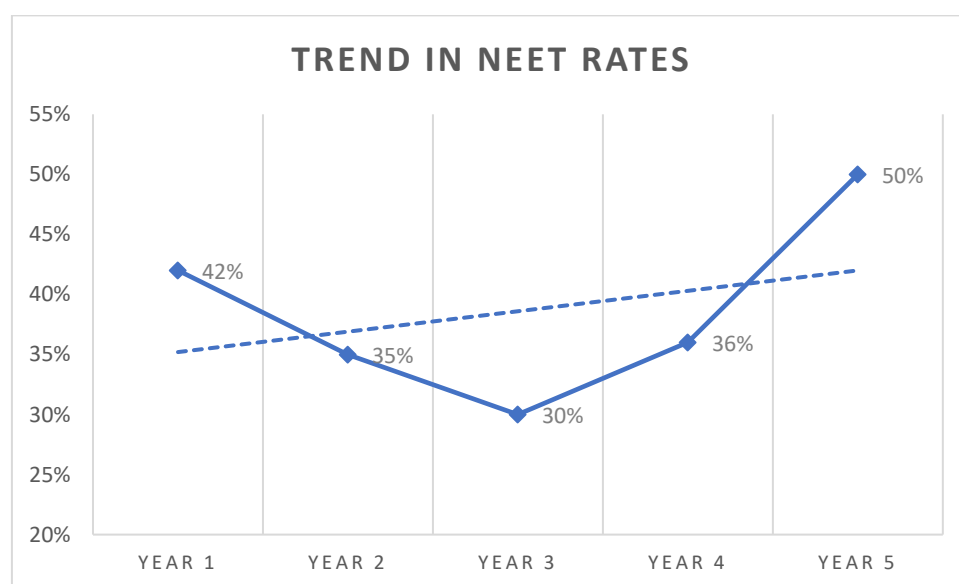


Figure 9. Trend in participants who were NEET

Participants have consistently reported, per year, that the two most common reasons for not securing work was that they were awaiting the season for work and/or that they were unable to find work requiring their skills. Furthermore, across the years, less than half of youth had been for a job interview and less than a fifth had applied for any course of study.

5.3.4. Studying

[Figure 10](#) ([Table 30](#) for item-level detail) shows the trend in participants who were studying over the five years since leaving GBTSA. There was a downward trend in the percentage of participants who were studying over the five years, implying that less participants were studying as the years progressed, either due to a higher dropout rate or more participants moving from studying into work.

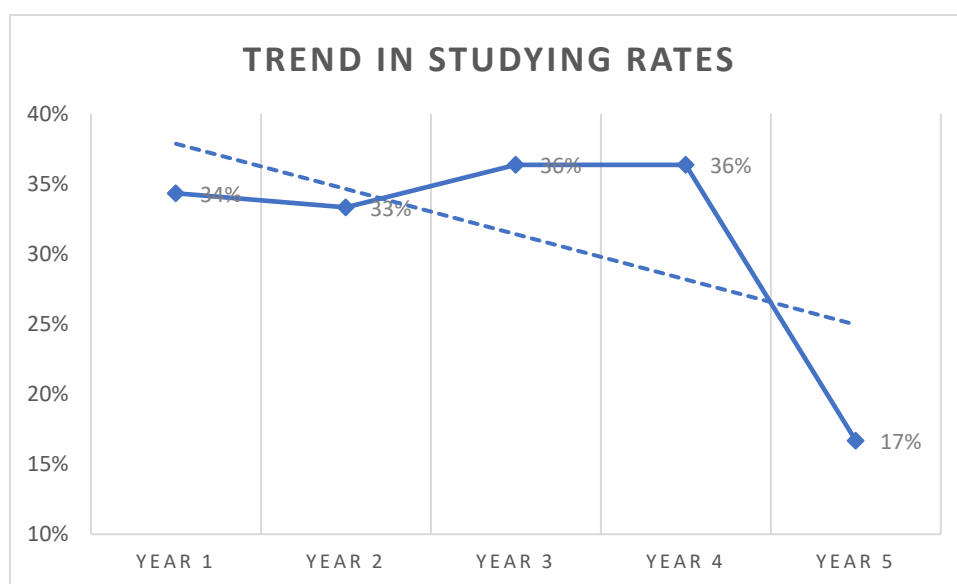


Figure 10. Trend in participants studying

[Table 4](#) ([Table 30](#) for item-level detail) shows by one year out of care, just under two thirds of care-leavers had **education for employment**, i.e. they had a matric or were studying towards matric or were training for a trade. This means that, one year after leaving GBTSA, about two thirds of the youth had attained a level of education that seemed to set them up for better chances of gaining employment in the future. This is of concern, as the lack of educational attainment can have long-term ripple effects over their young adulthood.

Of youth who were studying after the first year since disengagement, 57% demonstrated **diligent education**, where they regularly attended class and had not failed any of their modules. Overall, diligent education showed a modest upward trend from 29% to 75% over the 5 years.

5.3.5. Financial Security

One year after leaving GBTSA, under a quarter of the youth met the requirements for the **liveable income** indicator ([Table 4](#); see [Table 34](#) for item-level detail), where only 21% of participants earned above R1,600 per month through employment and had no short-term loans of an unusual nature, other than perhaps loans from the bank, friends or family.

It is noteworthy that the percentage of GBTSA care-leavers who had a liveable income increased steadily over the years (with a 14 percentage point difference between the highest and lowest), as shown in [Figure 11](#). This is consistent with the findings shown in [Figure 7](#), which reported an increase

in participants working over the five years and suggests increased self-sufficiency for the GBTSA care-leavers over the years.

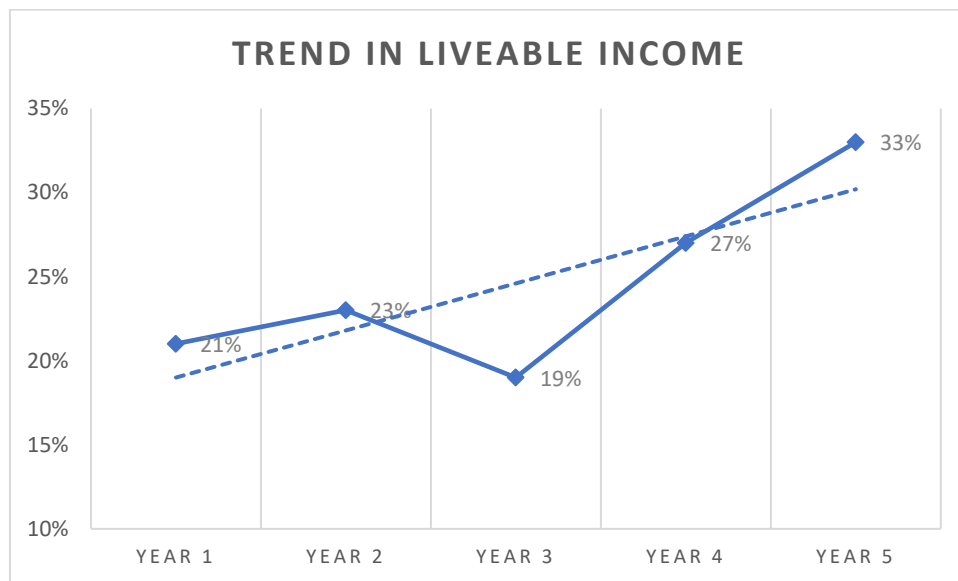


Figure 11. Trend in participants who had a liveable income

Figure 12 (Table 34 for item-level detail) shows the participants' main source of income over the five years.

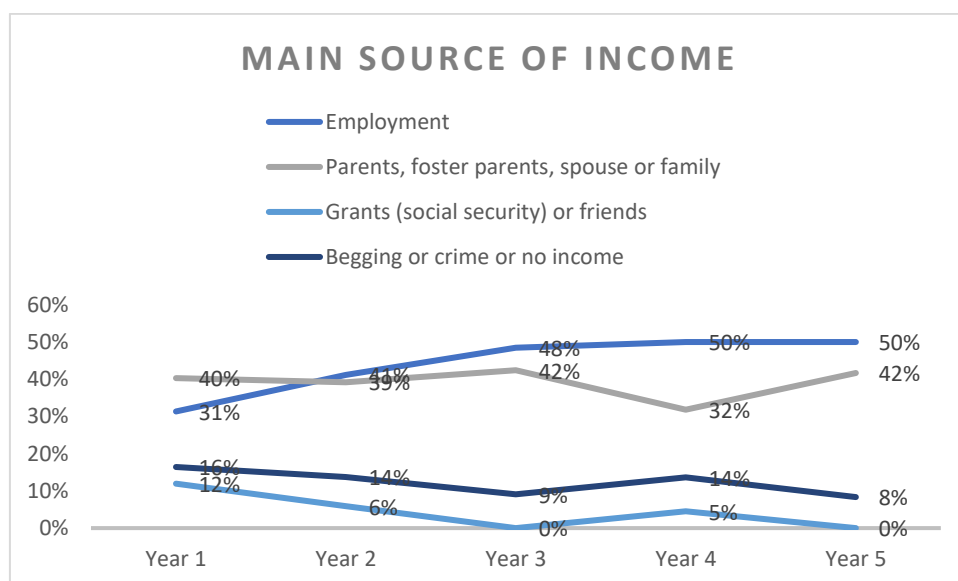


Figure 12. Main source of income

It is encouraging to note that, while in year one the most prominent source of income was participants' parents, fosters parents, or family, thereafter employment becomes the primary source of income. This suggests that GBTSA care-leavers become more independent as they mature and are able to generate their own income, even if needing additional support from family (as is probably true for most young people).

Indeed, it is encouraging to note that youth *are able* to rely on their families for support, especially those who are unemployed. This may help to explain the lower rates of homelessness seen amongst our care-leavers and may possibly point to stronger family relationships. This suggests GBTSA is doing good work in preparing youth and their families to build relationships before they disengage, as discussed in the disengagement data. GBTSA also trains parents and families through two of their programmes: the Common Sense Parenting programme and through their 'Building Skills in High Risk Families' model. Both of these models are designed in line with principles to increase and strengthen relationships.

One year after leaving care, over a third of participants did not have their own bank account and two thirds did not have any savings. This outcome suggests the need to prepare youth for disengagement with a focus on financial preparation with youth, before they leave care and for ongoing financial education and budgeting as important elements of an aftercare programme. There could also be targeted financial education elements within the GBTSA family development programmes so that youth have better financial role models within their families.

5.3.6. *Drugs and Alcohol*

One year after leaving GBTSA, the vast majority of participants were **drugs and alcohol 'free'** ([Table 4](#); see [Table 35](#) for item-level detail). Overall, the percent of youth that remained drugs and alcohol 'free' over the next few years remained high, although there was a downward trend over the years, suggesting an increase in youth who were taking substances over the years. For example at one year after care, just over a third of the participants had drunk alcohol during the past two weeks prior to their interview, a quarter of whom reported more than one drink in a row. A further eleven youth had used dagga during the two weeks prior to the interview. Furthermore, dagga usage over year 2 and year 3 is a concern, but then with only one youth reported using dagga at years 4 and 5. Cigarette smoking is high amongst participants, where half of the 'one year out of care' youth smoke cigarettes at least every day and that trend remains consistent or increases over the next few years.

5.3.7. *Crime*

The results show that, one year out of care, 76% of youth were **crime 'free'**, with a quarter having been involved in crime or in trouble with the law (see [Table 4](#); [Table 36](#) for item-level detail). Less than a fifth of these youth were involved in unarmed assault, two were assaulted requiring medical care and three were threatened with the use of a weapon, but not actually assaulted. There was a slightly downward trend of youth who remained crime 'free', implying an increase in criminal activity over the years. In the fifth year, one of those youth was serving a prison sentence, one youth had been found guilty of a crime, two had had charges laid against them and one had spent at least one night in a correctional facility. The one youth who was serving a prison sentence had been charged with murder in his fourth year out of care and subsequently found guilty. He is currently serving a 20-year sentence for murder, as well as 10 years for robbery with aggravating circumstances and another three years for theft.

A separate, in-depth analysis of criminal activity among the participants who have had at least two interviews since leaving care (Van Breda, forthcoming) suggests three groups of care-leavers:

1. **Crime ‘free’.** Those reporting no (or very low level and infrequent) criminal activities (73% of participants);
2. **Incidental crime.** Those reporting criminal activity in just one follow-up interview, with the crime being of low severity and seldom having conflict with the law (10% of participants); and
3. **Regular crime.** Those reporting criminal activity in two or more follow-up interviews; more severe types of crime, with the greater likelihood of coming into conflict with the law (including being found guilty of a crime in court and spending a night or more in jail); and an increase in frequency and severity of crime over the years out of care (18% of participants).

5.3.8. Health and wellbeing

The findings showed a consistent average overall global health score across the five years (ranging from 73-76%) ([Table 5](#); [Table 21](#) for item-level detail). [Figure 13](#) compares the average physical and psychological health of participants who at every year, reported higher physical rather than psychological wellness.

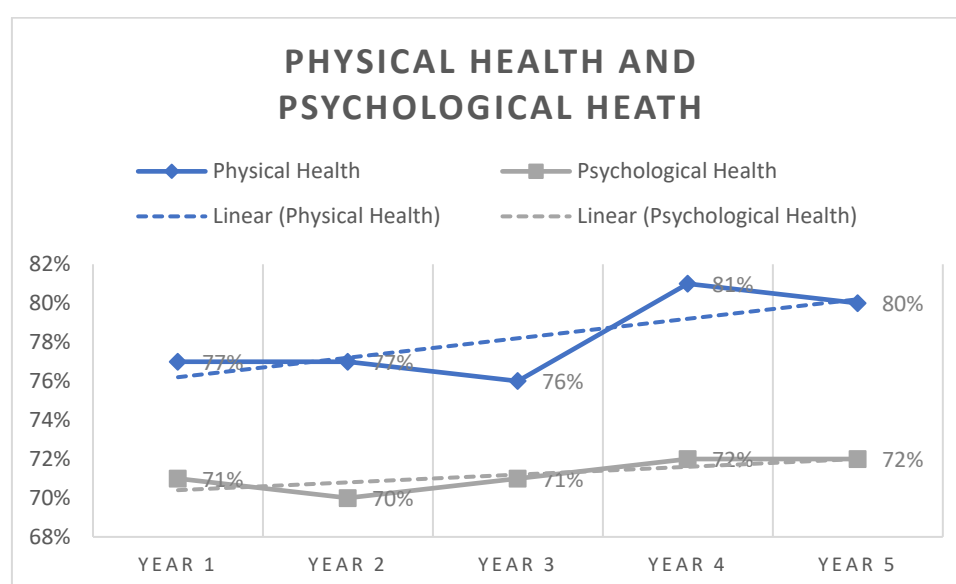


Figure 13. Comparison of physical health and psychological health

5.3.9. Relationships

The relationship status of participants is shown in [Table 22](#). One year after care, three of the 68 participants categorised themselves as being married, six said that they were living together, but the vast majority (87%) were never married. One year after leaving care, half the participants said they were in a romantic relationship, but by the fifth year, only a third said they were in a romantic relationship. After the first year, a tenth of participants already had a child or were expecting a child; this percentage remained constant over the following four years.

5.3.10. Resilience

At every follow-up, the youth’s resilience was measured using the Connor–Davidson Resilience Scale (CD-RISC), called ‘Resilience’ ([Table 5](#); see [Table 26](#) for item-level analysis). Participants

‘bouncebackability’ was also measured, defined as the general belief in one’s ability to ‘bounce back’ after difficult times. [Figure 14](#) shows the upward trend on both the resilience and the bouncebackability measures over the five years, suggesting participants are more able to cope and bounce back from adversity as they adjust to life after care. This may be because the skills they learnt while in care at GBTSA become more relevant and accessible to youth, or they have more opportunity to ‘find their feet’ as they mature and gain life experience – and then were able to draw on their GBTSA learned social, emotional, decision-making and rationale problem-solving skills in retrospect. They may develop greater competence in using challenges as opportunities for growth, problem-solving and learning, rather than seeing them as merely obstacles (Newman & Blackburn, 2002). It also may point to an increased ability and desire to foster relationships and network with those around them over the years, which is an important support factor in helping youth overcome adversity. Finally, it may be suggestive of the young people’s ability towards increased self-reliance, where they are able to trust themselves more to handle difficulties, as they become active agents in their own lives (Bengtsson, Sjöblom & Öberg, 2018).

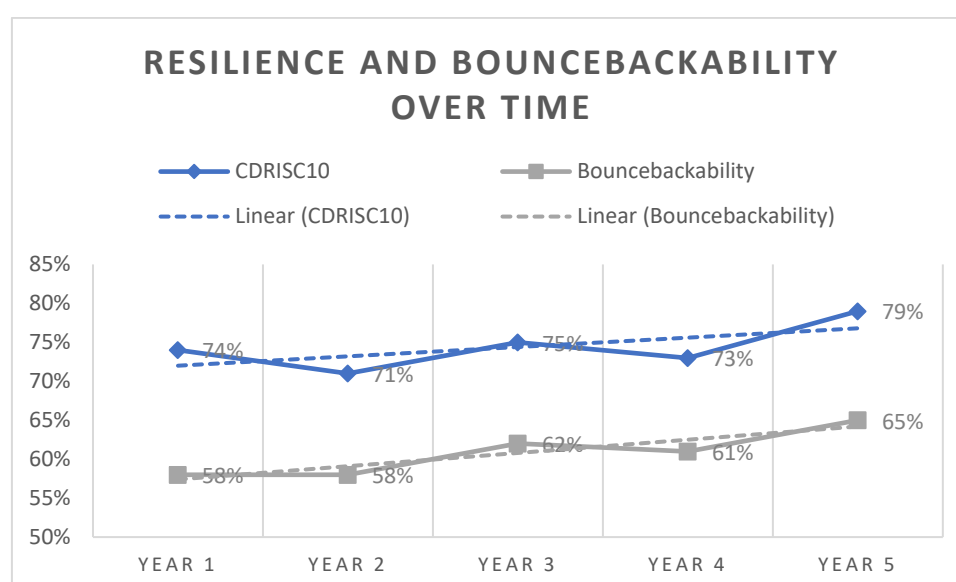


Figure 14. Resilience and bouncebackability over time

5.3.11. In-Care Experiences

The findings show that, looking back at their care experience, participants were positive about their experiences at GBTSA over the years, with approximately four fifths of participants at every year stating they had positive in-care experience. It is positive to note that, at all five years since leaving GBTSA, more than three quarters of participants reported having felt prepared by GBTSA for life after care, depicted in [Figure 15](#) (see [Table 28](#) for item-level detail). It is also noteworthy that this increases over the years, suggesting that the longer they are out of care, the more they perceive GBTSA to have prepared them for the ongoing challenges of post-care life and the more solidified the lessons they learnt while at GBTSA become for them.

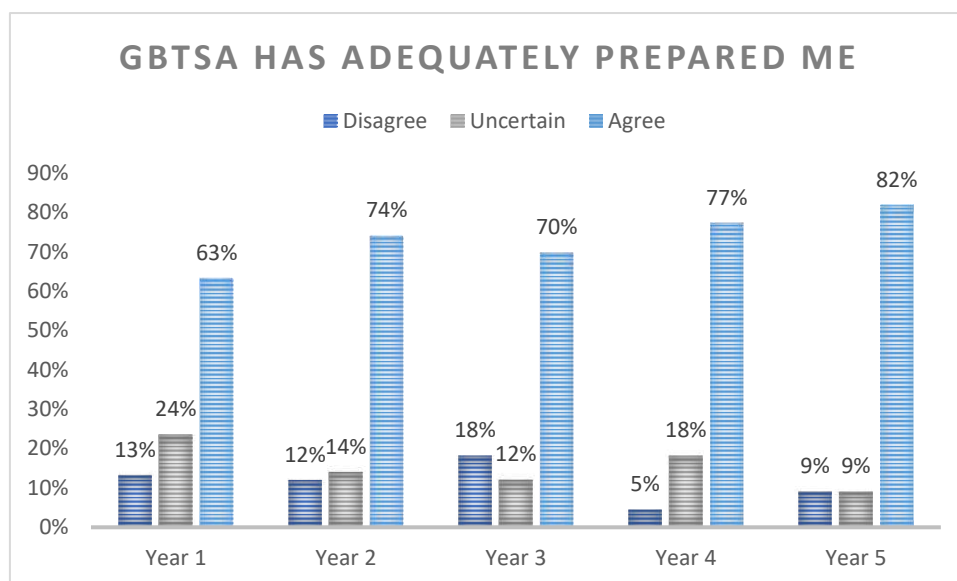


Figure 15. Preparation for life after care

Participants reported on whether they felt free to be in contact with GBTSA staff members at each follow-up interview, shown in Figure 16 (see [Table 28](#) for item-level analysis).

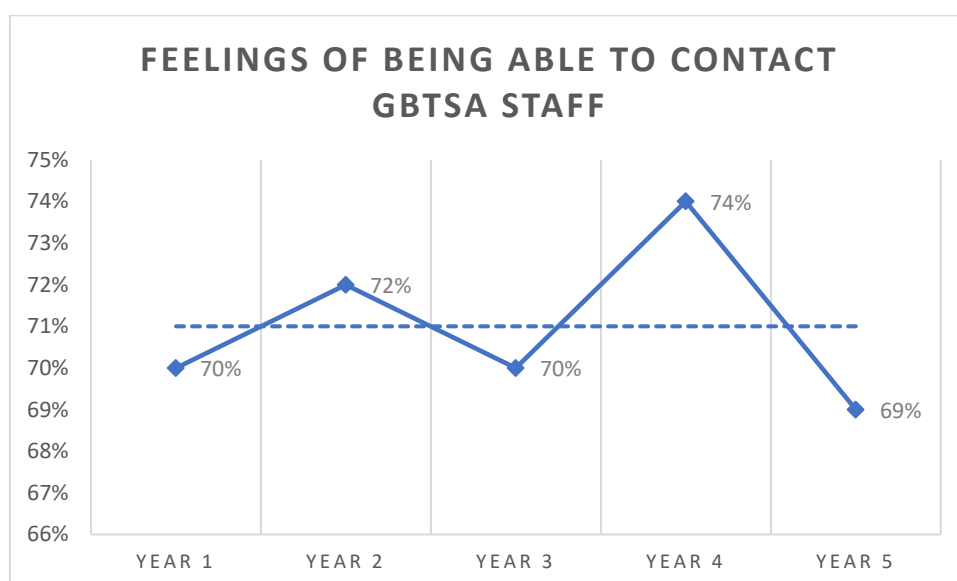


Figure 16. Feelings of being able to contact GBTSA staff

The overall trend is very stable over the years, showing that even after several years of leaving care, youth felt free to make contact with staff members, which is a positive finding. It supports what was noted upon disengagement ([Figure 3](#)), how important the youth's relationships are with their carers at GBTSA and that they are a great source of support and stability for them. With positive relationship building and development being a core principle for youth outcomes within the GBTSA programme, it is significant to note that the participants' perceptions do not change over the years, GBTSA continues to offer a place of caring for them and plays an important role in their lives, even several years after care.

6. CONTRIBUTION OF RESILIENCE TO OUTCOMES

This section presents the findings on the resilience variables, which the data suggests facilitates improved outcomes for care-leavers over time. Thus, it identifies the most important resilience variables at disengagement, and then examines which are the outcomes most frequently predicted by those resilience variables. This was achieved by measuring the youth's resilience at disengagement and then statistically comparing that with their outcomes every year thereafter. The section ends with the PIE framework, which pulls together the findings into one graphic.

6.1. Prominent Resilience Variables at Disengagement

[Table 6](#) provides a summary of the most important resilience variables at disengagement, because they significantly predict the most outcomes over the five years. The resilience variables are connected to the PIE domain within which they are located (see [Figure 1](#)), shown in column 1. 'Prominent' resilience variables, shown in bold, produced nine or more significant tests over the five years. In Appendix 4, Table 37 provides a detailed analysis of the indicator outcome predictions and Table 39 shows a detailed analysis of the scale outcome predictions.

Table 6. Prominent resilience variables at disengagement

| PIE domain | Resilience variable (at disengagement) | No of indicator outcome predictions | No of scale outcome predictions | Total no of significant tests Y1-Y5 |
|---------------|---|-------------------------------------|---------------------------------|-------------------------------------|
| Relationship | Family relationships | 1 | 8 | 9 |
| | Friend relationships | 5 | 13 | 18 |
| | Teacher relationships | 0 | 5 | 5 |
| | Community relationships | 2 | 10 | 12 |
| | Role model relationships | 4 | 12 | 16 |
| | Love relationships | 1 | 3 | 4 |
| | Relational Resilience | 1 | 18 | 19 |
| Environmental | Community safety | 2 | 4 | 6 |
| | Family financial security | 1 | 5 | 6 |
| | Social activities | 1 | 6 | 7 |
| | Environmental resilience | 3 | 4 | 7 |
| In-care | Supportive relationship with GBTSA staff | 1 | 9 | 10 |
| | Positive care experience | 0 | 9 | 9 |
| | Maintain Contact with GBTSA staff | 1 | 7 | 8 |
| | Care-leaving readiness | 3 | 11 | 14 |
| | In-care resilience | 1 | 14 | 15 |
| Interactional | Teamwork | 1 | 8 | 9 |
| | Empathy | 0 | 4 | 4 |
| | Interdependent Problem-solving | 2 | 2 | 4 |
| | Interactional resilience | 0 | 3 | 3 |
| Individual | High Self-expectations | 1 | 6 | 7 |
| | Bouncebackability | 1 | 7 | 8 |
| | Self-efficacy | 0 | 1 | 1 |
| | Optimism | 2 | 5 | 7 |
| | Self-esteem | 2 | 13 | 15 |

| PIE domain | Resilience variable (at disengagement) | No of indicator outcome predictions | No of scale outcome predictions | Total no of significant tests Y1-Y5 |
|------------|--|-------------------------------------|---------------------------------|-------------------------------------|
| | Resourcefulness | 2 | 2 | 4 |
| | Distress tolerance | 0 | 0 | 0 |
| | Spirituality | 0 | 2 | 2 |
| | Individual resilience | 1 | 11 | 12 |
| Global | Global resilience | 1 | 11 | 12 |

The bolded rows in [Table 6](#) show which of the resilience variables facilitate (nine or more) better outcomes once the youth leave care. It is noteworthy that most of the composite measures (relational resilience, in-care resilience, individual resilience, and global resilience, but not environmental or interactional resilience) are prominent, suggesting that resilience is multifaceted and that care-leavers draw on the full spectrum of resilience enablers across the PIE framework.

Four different relationship types emerged as prominent, which confirms the importance of **relational** resilience for improving outcomes in care-leavers over time. Friend and role model relationships produced the greatest number of outcomes over the years. They may act as a buffer against some of the challenges the care-leavers face, perhaps because they help improve their self-confidence, they could give them access to opportunities and resources around them, they may help them to learn of important social skills, and also, give them a sense of belonging. Positive, consistent and supportive relationships have also shown to improve young people's self-concept and self-worth (Bostock, 2004) because youth feel listened to, cared for, and worthy. In international studies of care-leavers, support from friends has shown to contribute to their overall life satisfaction, which can result in positive outcomes (Refaeli, Benbenishty & Zeira, 2019).

It is also notable that all but one of the **in-care** variables emerged as significant in improving care-leavers outcomes. This is very empowering for GBTSA, because it suggests that there are specific resilience processes that they already do, but can continue fostering and developing within their programme that could improve outcomes later in the young people's lives. Experiences in care are an important determinant of how well the young person will do after care. In particular, care-leaving readiness produced the most significant tests, suggesting that the feeling of being ready to leave care is very important. This may include feeling equipped with both independent (e.g., cooking, budgeting) and interdependent (e.g., conflict negotiation, greeting) living skills, having healthy relationships in place, being optimistic about the future, having stable and positive in care experiences, and feeling good within themselves (Benbenishty & Zeira, 2012) – and all key elements within the GBTSA models of care. The other two in-care variables, supportive relationship with GBTSA staff and positive care experiences, highlight the importance of the carer-youth relationships, as well as a sense of stability and security these can offer them. Gilligan and Arnau-Sabatés (2015) note that these relationships with carers can open up opportunities for the youth people, offer them practical support and develop their skills. They can also become important role models to the youth and play a central role in cultivating agency in the youth.

Within the **interactional** domain, teamwork showed to be the most important resilience enabler. Care-leavers who are able to co-operate effectively and work together with others, also become

connected to others and gain a sense of belonging. Such skills and abilities are fostered within and through the GBTSA social skills teaching and family-style living programme. Through teamwork, they learn important skills like respecting others, listening to one another, using their own creativity to contribute to a shared goal, and fostering a sense of responsibility. They also learn to trust others and communicate effectively. This might open opportunities for them post-care, both in a social and work environment, making them more employable (Brewer, 2013).

Of the resilience variables within the **individual** domain, self-esteem was prominent in facilitating improved outcomes over time. Self-esteem is considered a fundamental resilience-promoting factor in the care-leaving literature (e.g., Bostock, 2004; Stein, 2005). Because low self-esteem is linked to certain risk behaviours, it is of particular concern for care-leavers (Refaeli et al, 2019). While it usually stems from positive attachment experiences, Bostock (2004) explains that self-esteem can also be promoted through participating in activities that young people value – and where GBTSA are known for their intervention focus on offering youth real self-governance opportunities and responsibilities. Together, these findings support the notion that a social-ecological view of resilience (Ungar, 2012; van Breda, 2018a), promoting a holistic view of care-leavers, can enable a number of positive outcomes. While individual factors, such as self-esteem play an important protective role, it is the relational, interactional and in-care factors too – which all involve how care-leavers interact with the world around them - that can enhance and impact positively on the care-leaver outcomes.

6.2. Most Frequently Predicted Outcomes

[Table 7](#) integrates and summarises which outcomes are most frequently predicted by the resilience variables. It lists the indicator and scale outcomes and the combined number of significant correlations that were found over the five years. Prominent outcomes have been shown in bold, where they predict nine or more significant outcomes over the five years.

Table 7. Most frequently predicted outcomes

| Outcome | Total no of significant correlations Y1-Y5 |
|-------------------------------|---|
| Resilience | 29 |
| Friend relationships | 27 |
| Global health | 22 |
| GBTSA contact | 21 |
| Physical health | 20 |
| Family relationships | 20 |
| GBTSA experience | 19 |
| Psychological health | 18 |
| NEET | 12 |
| Crime | 11 |
| Bouncebackability | 10 |
| Studying | 10 |
| Employment | 7 |
| Self-supporting accommodation | 6 |
| Education for employment | 6 |
| Drugs & alcohol | 6 |
| Reliable employment | 5 |
| Accommodation | 5 |

| Outcome | Total no of significant correlations Y1-Y5 |
|--------------------|--|
| Liveable income | 3 |
| Drugs alcohol free | 3 |
| Crime 'free' | 3 |
| Love relationships | 3 |
| Diligent education | 2 |
| Finances | 2 |

Resilience and bouncebackability were both predicted by a substantial number of resilience processes, highlighting how resilience processes during disengagement can be an enabler for later resilience.

GBTSA contact and GBTSA experience, two GBTSA-care-related outcomes, were also predicted by several resilience processes, located in the social environment of the youth. This means that certain resilience processes at disengagement may impact on the contact care-leavers have with GBTSA staff as well as their feelings of positivity towards their in-care experience. These are important outcomes, because of the significant supportive and enabling role GBTSA carers do, but can to an even greater extent, play in positively influencing and supporting youth once they have left care.

In terms of the more personal, intrapsychic outcomes (Van Breda & Dickens, 2017), it is noteworthy that all three **health outcomes** – global health, physical health and psychological health - were predicted by many resilience processes. Family and friends relationships, which are interpersonal outcomes, were similarly predicted by a large number resilience processes.

Crime, studying and NEET, which are more environmental and tangible measures in the care-leavers' lives, were predicted by several resilience processes. NEET, which is considered an 'objective' measure of the vulnerability of care-leavers (Van Breda & Dickens, 2017), was predicted by 12 resilience variables.

Thus, these results show that a mix of both the intangible or 'softer' outcomes (such as health and relationships) as well as tangible or 'harder' outcomes (such as NEET, crime and studying) were frequently predicted by the resilience variables. This suggests the resilience processes at disengagement can positively impact multiple areas of the care-leavers' lives once disengaged from care. It also confirms earlier findings from this study, which after investigating the one-year outcomes of GBTSA care-leavers (Van Breda & Dickens, 2017), found that resilience at disengagement can have a multisystemic and multilevel impact later.

6.3. Summary of Findings in PIE Framework

A summary of these findings is shown in the PIE framework below (adapted from Van Breda, 2017, p. 250). [Figure 17](#) illustrates the resilience processes within each domain that emerged as prominent, along with the most frequently predicted transitional outcomes that they produce. This framework is useful for understanding how resilience processes at various levels (except environmental) seem to enable independent living outcomes in many areas of the care-leavers' lives.

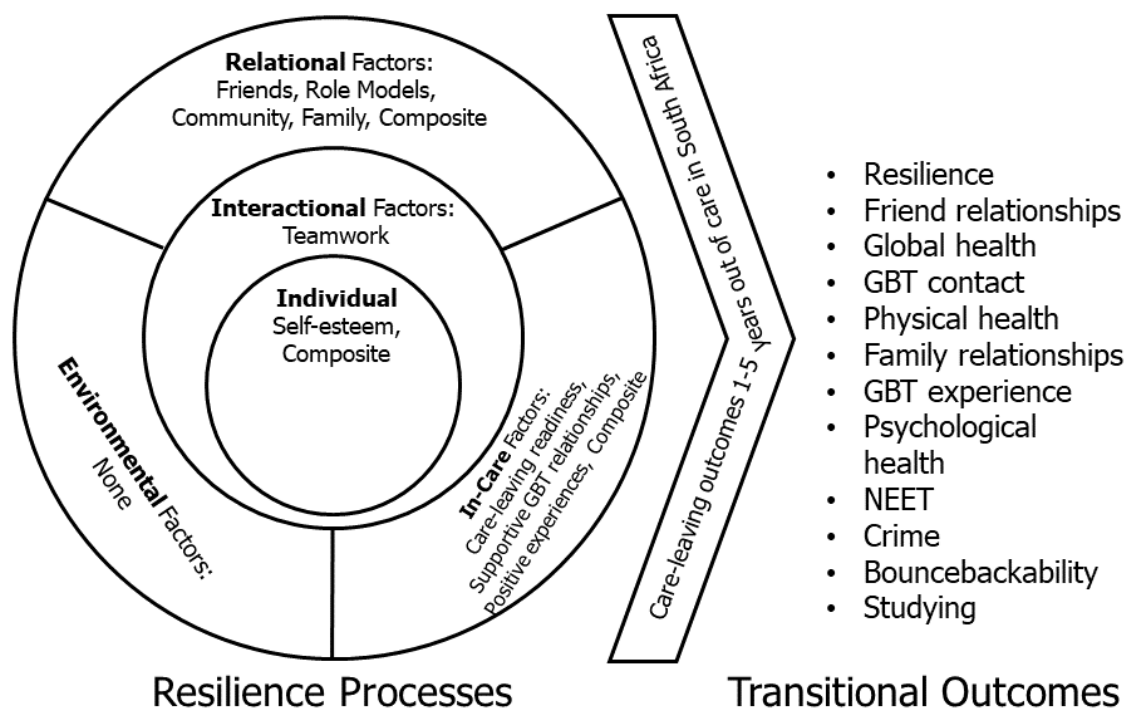


Figure 17. Prominent resilience predictors in the PIE framework

7. PRACTICE IMPLICATIONS

The results from this report highlight the important role of resilience processes for care-leavers about to disengage from care.

A recurring theme from the findings has been the critical role relationships play at the various stages in transitioning out of care. This confirms previous findings from this study (Van Breda & Dickens, 2017; Van Breda, 2014; 2018; Van Breda & Pinkerton, 2019), which support a social-ecological view of resilience. While previously, resilience research over emphasised individual factors or inherent traits that make individuals resilient, these findings suggest the importance of care-leavers' interactions with the world around them as playing a protective and enabling role in fostering resilience.

Another noteworthy theme has been the prominent contribution of in-care processes, especially relationships with GBTSA staff for later outcomes, positive care experiences and care-leaving readiness as playing a protective role that promotes better transitional outcomes over the five years. These resilience variables, also located in the social environment of the care-leavers, also provides support for a social-ecological view of resilience. The findings highlight the importance of contextual factors in supporting care-leavers, and that through creating supports in their environments, can buffer them against life's challenges.

Thus, there is much work that can be done with the youth during their time in care to influence and improve their transitional independent living outcomes later.

Along with relationships and in-care factors, individual and interactional factors have the ability to impact on both the tangible and intangible outcomes in care-leavers. This has certain implications for practice, noted below.

7.1. In-Care Recommendations

- **Build on strengths.** Youth at disengagement have demonstrated higher resilience in certain areas. They have a tendency towards establishing strong, supportive relationships, especially with role models, teachers, family, and love relationships. These relationships should be nurtured and encouraged, because of the significant protective role they play in buffering youth from life's challenges. Together with this, the findings have shown how important relationships with GBTSA carers are to the youth, as evidenced by the fact that they also feel they can freely connect with and contact them. GBTSA does have an alumni association, which provides a support and mentoring service for care-leavers. Other formal structures with partners could also be put in place to foster these relationships. For example, SA-Yes, through their Transition to Independent Living (TIL) programme, could provide youth with structured weekly mentorship, and these relationships would likely extend past disengagement.
- **Build interpersonal skills.** Upon disengagement, care-leavers scored highly in terms of their empathy and teamwork, which both support their ability to form nurturing relationships. Particular focus on these two social skills through modelling and time to practice and enhance these skills is offered to youth while in care. Time for self-care and self-reflection also provides opportunities to enhance these and other skills. Through the Peer Group System (PGS) at GBTSA, older youth are also given the opportunity to mentor younger youth in care (like a buddy system). This gives them the chance to practice important interpersonal skills. Once youth have left care, the GBTSA alumni association provides the platform for a mentorship system. Caring for others is an effective way to enhance self-esteem as well. Local research has shown that the social skills youth learn while they are in care at GBTSA are well implemented in other social contexts (Mmusi & Van Breda, 2017), so learning these skills will have a lasting effect beyond care. These skills contribute to care-leavers' ability to live interdependently.
- **Hope for the future.** The findings show that youth feel optimistic about their futures, that good things will happen to them. These positive and hopeful feeling should be used in preparation and planning for their disengagements and should also be used to encourage staff at GBTSA that indeed youth are enthusiastic about their future prospects. It is an important reminder though, that while youth may feel very optimistic, careful discussions take place with them about setting realistic goals and managing expectations after care. The development of possible selves (images of the self in the future) can be a powerful way to nurture hope for the future and to motivate behaviour that leads towards positive future selves (Bond & van Breda, 2018).
- **Foster self-esteem.** While the practical part of getting youth ready to leave care is extremely important, therapeutic work with youth should also be a focal point. GBTSA currently measures the resilience of youth entering care so as to track progress. While in care, fostering self-esteem and working on interventions that build their individual resilience will act as an important buffer for care-leavers to improve their outcomes later. Self-esteem can be enhanced through participation in shared activities that youth find meaningful. Currently GBTSA staff encourage youth to participate in activities, at school, in sports, and in cultural and religious activities.

Building sincere, supportive relationships with GBTSA carers may also have an impact on their self-esteem, reduce stigma and develop their self-confidence.

- **Community connection.** Youth at GBTSA reported feeling a strong sense of belonging to their communities, even though they report feeling not very safe in their communities. Building networks of support and connections within their communities should be a very important part of preparing for disengagement. This may include fostering relationships with family, friends, and others in the community, such as religious leaders, neighbours, schools and cultural centres. It may also be valuable to explore what the key elements are that make youth feel unsafe in their communities, and then working through practically how they can stay safe once returning home. Substance use prevention and education and crime prevention may also form an important component of this education.
- **Financial education.** The findings suggested youth perceived there to be many financial challenges within the family home. Part of the daily programme at GBTSA includes empowering youth through financial literacy programme (such as budgeting and saving). This is an important part of preparation planning. Ensuring youth have a bank account in place is also imperative. If youth are under the age of 18, GBTSA provides assistance to youth in accessing the Child Support Grant or other grants that may be available to them.
- **Care-leaving preparation and readiness.** Improving the readiness of care-leavers for life once they leave care is very important and can have a lasting impact on their post care journey. This means giving youth as much warning as possible before they are due to leave, so they can emotionally and practically prepare. Care-leaver's readiness for disengagement should be based on meeting certain minimum requirements that set them up to be able to cope after care. Consideration should be given to a type of resilience or readiness questionnaire to assess their readiness. Securing accommodation that is safe, stable and secure should form part of this assistance, while also thinking through pre-planned alternatives if these plans do not work out.
- **Focus on reducing NEET rate.** Being NEET affects all other areas of a young person's life. Prevention of this outcome starts with education while they are in care. Youth who are unable to attend mainstream schooling should be encouraged to study further in trades and practical courses. This is especially important in the context of the chronic youth unemployment problems being experienced in South Africa today. The macro social context must be taken into consideration when planning for young people's disengagement (Van Breda & Dickens, 2016).
- **Pathways towards youth's employability.** Further NEET-reducing strategies could also include securing them into jobs, employment programmes, the next level of schooling or further education *before* they leave care. An important part of this is enhancing the youth's employability and job readiness (such a preparation of CV's or practicing interview skills), through fostering entrepreneurial skills, or promoting apprenticeships. The high rate of movement between jobs, particularly in the first year, suggests some focus needs to be on 'stickability' in jobs and how to manage potential problems that may arise.

7.2. After-Care Recommendations

- **Continue to cultivate relational networks.** Relationships appear to offer structural benefits to care-leavers. Beyond care, youth should be encouraged to foster relationships on various levels, including relationships with friends, family, role models, teachers, love relationships, and relationships with people in the community where the youth will return to. Relationships may act

as a buffer and safety net for the care-leavers, especially in terms of tangible outcomes. Multiple networks may offer opportunities for employment, bursaries, accommodation assistance, preventing youth from becoming NEET and improving their health and well-being. They also may reduce isolation and stigma care-leavers could experience after care.

- **Maintaining GBTSA relationships.** Additionally, the importance of ongoing, stable relationships with GBTSA staff members after care should not be underestimated. Currently, GBTSA staff formally maintain contact with youth for six months after care, however care-leavers are also welcomed back and invited for dinners, to address and share their experiences with newer youth, to participate in GBTSA events, and engage in media opportunities for example. However, further strategies could be put in place to encourage carers with existing relationships to maintain these relationships over time. They could perhaps be recognised for this work and given time within their normal work hours to foster relationships with youth who have left care. It may also be worthwhile to assign a staff member who the young person easily trusts and connects with to be a designated contact once they leave care. This can become an important method in monitoring care-leaver progress after disengagement.
- **Mobilising practical, quality support.** While practical or financial support is often beyond the capacity of residential care organisations, other means of practical ongoing and reliable aftercare support and resources should be mobilised. The continuity in care offered to care-leavers may become a lifeline to them and could be mobilised through transitional support programmes such as Mamelani, for example. Informal support networks, such as through extended family or religious institutions, for example, could also play a critical role in offering practical support.
- **Advocacy.** The Growth Beyond the Town research and other studies are highlighting the need for continued advocacy by both practitioners and researchers to change legislation so that youth are able to stay in care longer.

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9. APPENDIXES

APPENDIX 1: DEMOGRAPHIC DATA

[Table 8](#) to

[Table 15](#) below show participant numbers per demographic field. This includes the number of study participants per year, the number of participants per cohort, the status of participants, a breakdown of youth in family homes and youth development centres (YDCs), a breakdown of participants per campus, the age of participants at disengagement, the gender of participants, and the participant population group.

Table 8. Number of participants per year

| Year | Frequency |
|---------------|-----------|
| Disengagement | 133 |
| 1 | 68 |
| 2 | 51 |
| 3 | 33 |
| 4 | 22 |
| 5 | 12 |

Table 9. Number of participants per cohort

| Cohort | Frequency | Percent |
|--------|-----------|---------|
| 1 | 20 | 15 |
| 2 | 5 | 4 |
| 3 | 21 | 16 |
| 4 | 4 | 3 |
| 5 | 15 | 11 |
| 6 | 2 | 2 |
| 7 | 14 | 11 |
| 8 | 4 | 3 |
| 9 | 10 | 8 |
| 10 | 3 | 2 |
| 11 | 13 | 10 |
| 12 | 3 | 2 |
| 13 | 19 | 14 |
| Total | 133 | 100 |

Table 10. Status of participants

| Status | Frequency | Percent |
|-------------------|-----------|---------|
| Active | 85 | 63 |
| Deceased | 2 | 2 |
| Lost to Follow-up | 34 | 26 |
| Readmitted | 4 | 3 |
| Withdrawn | 8 | 6 |
| Total | 133 | 100 |

Table 11. Participants per Family Homes and Youth Development Centres

| Campus | Frequency | Percent |
|---------------------------|-----------|---------|
| Family Homes | 45 | 33.8 |
| Youth Development Centres | 88 | 66.2 |
| Glenwood Family Home | 133 | 100 |

Table 12. Participants per campus

| Campus | Frequency | Percent |
|----------------------------|-----------|---------|
| Alpha Family Home | 6 | 5 |
| Dingle Family Home | 10 | 8 |
| Glenwood Family Home | 8 | 6 |
| Kagiso Family Home (Boys) | 4 | 3 |
| Kagiso Family Home (Girls) | 12 | 9 |
| Verulam Family Home | 5 | 4 |
| Kagiso YDC | 6 | 5 |
| Macassar YDC | 15 | 11 |
| Magaliesburg YDC | 37 | 28 |
| Tongaat YDC | 30 | 23 |
| Total | 133 | 100 |

Table 13. Participant age at disengagement

| Years old | Frequency | Percent |
|-----------|-----------|---------|
| 13 | 4 | 3 |
| 14 | 9 | 7 |
| 15 | 9 | 7 |
| 16 | 14 | 11 |
| 17 | 15 | 11 |
| 18 | 35 | 26 |
| 19 | 16 | 12 |
| 20 | 2 | 2 |
| 21 | 1 | 1 |
| Total | 105 | 79 |
| Missing | 28 | 21 |
| | 133 | 100 |

Table 14. Participant gender

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 110 | 83 |
| Female | 23 | 17 |
| Total | 133 | 100 |

Table 15. Participant population group

| Population | Frequency | Percent |
|-------------------|-----------|---------|
| African | 75 | 56 |
| Coloured | 23 | 17 |
| Indian / Asian | 9 | 7 |
| White | 25 | 19 |
| Total | 132 | 99 |
| Missing | 1 | 1 |
| | 133 | 100 |

APPENDIX 2: DISENGAGEMENT DATA: RESILIENCE PREDICTORS

Resilience Variables - Descriptive Stats

[Table 16](#) shows the disengagement scores across all the resilience variables measured in the YERS questionnaire.

The first column shows the domain (i.e. relational, environmental, interactional, internal, or resilience in GBTSA). The second column lists the resilience predictors. The third column presents the frequency (n) of participants per predictor who answered that scale. It is worth noting that (a) not all participants answered every question, some leaving out questions they did not want to answer, hence the fluctuating number of participants across categories and predictors and (b) love relationships only those who reported they were in love relationships (n=104) were asked to complete the love relationships section. The fourth column indicates the mean scale scores (\bar{x}) for each resilience predictor. The mean reflects the average score for all the items within a scale, for all the GBTSA participants. This is scored as a percentage, with a possible range of 0 to 100 and shows which of the resilience constructs participants reported as highest or lowest. The fifth column reflects the standard deviation (SD) which measures the standard difference from the mean value.

Table 16. Resilience Disengagement Scores

| Domain | Resilience Predictor | N | \bar{x} | SD |
|---------------|---|-----|-----------|------|
| Relational | Family Relationships | 133 | 75 | 25.0 |
| | Friend Relationships | 133 | 69 | 21.5 |
| | Teacher Relationships | 120 | 81 | 19.9 |
| | Community Relationships | 133 | 70 | 19.5 |
| | Role Model Relationships | 132 | 82 | 19.9 |
| | Love Relationships | 104 | 74 | 22.7 |
| Environmental | Community Safety | 133 | 52 | 26.1 |
| | Family Financial Security | 133 | 59 | 24.0 |
| | Social Activities | 132 | 58 | 23.6 |
| In-care | Supportive Relationships with GBTSA Staff | 130 | 75 | 22.7 |
| | Positive Care Experience | 133 | 73 | 25.8 |
| | Care-leaving Readiness | 132 | 66 | 26.0 |
| | Maintain Contact with GBTSA Staff | 133 | 75 | 24.5 |
| | Teamwork | 133 | 79 | 21.2 |
| | Empathy | 132 | 80 | 21.2 |
| | Interdependent Problem Solving | 133 | 49 | 20.4 |
| Individual | High Self-Expectations | 133 | 71 | 15.0 |
| | Bouncebackability | 133 | 54 | 18.2 |
| | Self-Efficacy | 133 | 74 | 15.0 |
| | Optimism | 133 | 81 | 15.8 |
| | Self-Esteem | 132 | 65 | 16.2 |
| | Resourcefulness | 133 | 69 | 16.5 |
| | Distress Tolerance | 132 | 39 | 20.0 |
| | Spirituality | 132 | 71 | 22.9 |
| Global | Relational Resilience | 133 | 75 | 13.9 |
| | Environmental Resilience | 133 | 56 | 16.6 |

| Domain | Resilience Predictor | N | \bar{x} | SD |
|--------|------------------------|-----|-----------|------|
| | Interactive Resilience | 133 | 70 | 12.0 |
| | Internal Resilience | 133 | 63 | 10.5 |
| | Resilience in GBTSA | 133 | 72 | 15.3 |
| | Global Resilience | 133 | 66 | 9.6 |

Resilience Predictors – Frequencies

[Table 17](#) provides an item level analysis of the YERS by percent. To present concise results, the five response categories have been added and combined into three response categories, viz. ‘disagree’ represents the ‘disagree’ plus ‘strongly disagree’ responses; ‘agree’ represents the ‘agree’ and ‘strongly agree’ responses; and ‘uncertain remains as reported. For some of the YERS items, the total score across the three categories does not equal to 100%, due to the rounding of the decimals to report the percentages. The ten items that form part of the Impression Management Index (IMI) discussed after have been removed from the table.

Table 17. Responses to the YERS Items

| | | Disagree | Uncertain | Agree |
|---|--|----------|-----------|-------|
| Family relationships | | | | |
| 1. | My family really tries to help me. | 9% | 9% | 82% |
| 2. | I get the emotional help and support I need from my family. | 15% | 11% | 73% |
| 3. | I can talk about my problems with my family. | 22% | 16% | 62% |
| 5. | My family is willing to help me make decisions. | 13% | 14% | 73% |
| 6. | I feel cared for/loved by my family. | 7% | 13% | 80% |
| Relationships with friends | | | | |
| 7. | I have friends about my own age who really care about me. | 14% | 10% | 76% |
| 8. | I have friends about my own age who talk with me about my problems. | 23% | 10% | 68% |
| 9. | I have friends about my own age who help me when I’m having a hard time. | 17% | 10% | 73% |
| 10. | My friends try to do what is right. | 12% | 17% | 70% |
| 11. | My friends do well in school or work. | 15% | 15% | 68% |
| 12. | My friends are sensitive to my needs. | 16% | 29% | 55% |
| School relationships | | | | |
| 13. | At my school, there is a teacher who really cares about me. | 9% | 8% | 74% |
| 14. | At my school, there is a teacher who notices when I’m not there. | 7% | 11% | 72% |
| 15. | At my school, there is a teacher who listens to me when I have something to say. | 7% | 7% | 76% |
| 16. | At my school, there is a teacher who tells me when I do a good job. | 5% | 5% | 79% |
| 17. | At my school, there is a teacher who always wants me to do my best. | 6% | 5% | 79% |
| 18. | At my school, there is a teacher who believes I will be a success. | 5% | 10% | 76% |
| Relationships with people in the community | | | | |
| 19. | I feel part of the community where I live. | 15% | 14% | 71% |
| 20. | I care about my community. | 9% | 11% | 80% |

| | | Disagree | Uncertain | Agree |
|---|--|----------|-----------|-------|
| 22. | People in my community look out for me. | 19% | 27% | 54% |
| 23. | I am close to people in my community. | 15% | 20% | 65% |
| 24. | I try to help others in my community | 10% | 14% | 76% |
| Relationships with role models | | | | |
| 25. | There is an adult in my life who really cares about me. | 11% | 7% | 82% |
| 26. | There is an adult in my life who notices when I am upset about something. | 11% | 7% | 82% |
| 27. | There is an adult in my life who I trust. | 11% | 10% | 78% |
| 28. | There is an adult in my life who tells me when I do a good job. | 6% | 7% | 87% |
| 29. | There is an adult in my life who believes that I will be a success. | 3% | 8% | 88% |
| 30. | There is an adult in my life who always wants me to do my best. | 5% | 5% | 90% |
| Love relationships | | | | |
| 31. | When I have free time I spend it with my partner. | 14% | 5% | 58% |
| 32. | I often show my partner affection. | 10% | 16% | 52% |
| 33. | I often share very personal information with my partner. | 14% | 14% | 51% |
| 34. | I understand my partner's feelings. | 5% | 11% | 61% |
| 35. | I feel close to my partner. | 8% | 10% | 60% |
| MY SITUATION | | | | |
| Feelings about my community | | | | |
| 36. | There is a lot of crime in the community where I live. | 42% | 15% | 43% |
| 37. | It is safe to walk around in my community at night. | 43% | 19% | 38% |
| 38. | There is a big drug problem in my community. | 35% | 18% | 46% |
| 39. | I feel safe and secure in my community. | 20% | 22% | 58% |
| Financials | | | | |
| 40. | My family worries a lot about money. | 33% | 24% | 43% |
| 41. | There is often not enough money for food. | 59% | 16% | 25% |
| 42. | My family has enough money to live comfortably. | 24% | 17% | 59% |
| 43. | We often argue about money in my family. | 60% | 17% | 23% |
| Activities I'm involved in | | | | |
| 44. | I participate in group sports regularly. | 29% | 7% | 63% |
| 45. | I am a regular member of a club. | 50% | 11% | 39% |
| 46. | I participate regularly in a dance or music group. | 59% | 8% | 33% |
| 47. | I enjoy doing activities with others. | 10% | 5% | 83% |
| 48. | I participate regularly in a community organisation serving others. | 41% | 14% | 43% |
| 49. | I have a hobby that I do regularly with other people. | 19% | 10% | 71% |
| MY INTERACTIONS WITH THE WORLD AROUND ME | | | | |
| Solving problems and making decisions | | | | |
| 50. | In general, I do not like to ask other people to help me to solve problems. | 31% | 21% | 48% |
| 52. | I like to get advice from my friends and family when deciding how to solve my personal problems. | 20% | 11% | 69% |
| 53. | I would rather struggle through a personal problem by myself than discuss it with a friend. | 39% | 22% | 39% |
| 54. | I prefer to make decisions on my own, rather than with other people. | 34% | 21% | 44% |
| 55. | I do not like to depend on other people to help me to solve my problems. | 21% | 22% | 57% |
| Belief in my ability | | | | |

| | | Disagree | Uncertain | Agree |
|---|--|----------|-----------|-------|
| 56. | I can always manage to solve difficult problems if I try hard enough. | 7% | 5% | 88% |
| 57. | It is easy for me to stick to my plans and accomplish my goals. | 15% | 14% | 71% |
| 58. | I am confident that I could deal efficiently with unexpected events. | 9% | 26% | 65% |
| 59. | I can solve most problems if I invest the necessary effort. | 4% | 11% | 85% |
| 60. | When I am confronted with a problem, I can usually find several solutions. | 6% | 17% | 77% |
| 61. | If I am in trouble, I can usually think of a solution. | 4% | 11% | 85% |
| 62. | I can usually handle whatever comes my way. | 14% | 18% | 67% |
| Using what I have to get things done | | | | |
| 63. | I am positive when things go wrong. | 20% | 18% | 62% |
| 64. | I cope with difficult situations. | 15% | 17% | 68% |
| 66. | I usually manage one way or another. | 11% | 15% | 74% |
| 67. | I look for positive aspects in new situations. | 7% | 11% | 82% |
| 68. | I am resourceful in new situations. | 9% | 20% | 71% |
| 69. | I am efficient in difficult situations. | 12% | 27% | 61% |
| 70. | I work through long, difficult tasks. | 13% | 15% | 72% |
| Teamwork | | | | |
| 71. | I am generous and helpful to others. | 4% | 6% | 71% |
| 72. | I am an effective team member. | 11% | 11% | 77% |
| 73. | I co-operate well with people. | 18% | 47% | 35% |
| 74. | I work well with people. | 5% | 11% | 84% |
| 75. | I consider the feelings of other people when I work with them. | 4% | 12% | 84% |
| Understanding others | | | | |
| 76. | I feel bad when someone gets their feelings hurt. | 5% | 8% | 86% |
| 77. | I try to understand what other people feel and think. | 3% | 8% | 88% |
| 78. | I am sensitive to what, how and why people feel and think the way they do. | 3% | 17% | 79% |
| 79. | I care about others and show interest and concern for them. | 3% | 9% | 88% |
| 80. | I try to understand what others are feeling. | 5% | 7% | 87% |
| 81. | The needs of others are important to me. | 8% | 11% | 81% |
| 82. | I care about others. | 3% | 7% | 90% |
| 83. | Being concerned for others makes me feel good about myself. | 7% | 7% | 85% |
| PERSONAL | | | | |
| Expectations of myself | | | | |
| 89. | I always do my best. | 7% | 17% | 76% |
| 90. | I make the most of every opportunity. | 8% | 12% | 80% |
| 91. | I don't always put in my best effort. | 32% | 23% | 45% |
| 92. | I strive to excel in all my tasks. | 5% | 17% | 78% |
| 93. | I work hard to receive outstanding results. | 5% | 11% | 84% |
| Ability to 'bounce back' | | | | |
| 94. | I tend to bounce back quickly after hard times. | 16% | 23% | 61% |
| 95. | I have a hard time making it through stressful events. | 27% | 19% | 54% |
| 96. | It does not take me long to recover from a stressful event. | 19% | 22% | 59% |
| 97. | It is hard for me to snap back when something bad happens. | 35% | 20% | 45% |
| 98. | I tend to take a long time to get over set-backs in my life. | 34% | 26% | 40% |

| | | Disagree | Uncertain | Agree |
|--|--|----------|-----------|-------|
| Optimism for the future | | | | |
| 99. | In uncertain times, I usually expect the best. | 5% | 20% | 75% |
| 100. | I'm always hopeful about my future. | 3% | 5% | 92% |
| 101. | I am excited about what my future holds. | 3% | 5% | 92% |
| 103. | My future feels bright. | 4% | 13% | 82% |
| Feelings about myself | | | | |
| 104. | On the whole, I am satisfied with myself. | 5% | 14% | 81% |
| 106. | At times, I think I am no good at all. | 27% | 18% | 54% |
| 107. | I feel that I have a number of good qualities. | 4% | 14% | 81% |
| 109. | I feel that I don't have much to be proud of. | 47% | 17% | 34% |
| 110. | I certainly feel useless at times. | 42% | 17% | 41% |
| 111. | I feel that I'm a person of worth, at least on an equal plane with others. | 11% | 17% | 71% |
| 112. | All in all, I am inclined to feel that I am a failure. | 58% | 20% | 21% |
| 113. | I take a positive attitude toward myself. | 6% | 16% | 78% |
| Dealing with stress | | | | |
| 114. | Feeling distressed or upset is unbearable to me. | 28% | 21% | 50% |
| 115. | I can't handle feeling distressed or upset. | 39% | 15% | 44% |
| 117. | There's nothing worse than feeling distressed or upset. | 29% | 16% | 55% |
| 118. | I'll do anything to avoid feeling distressed or upset. | 16% | 17% | 67% |
| 119. | I'll do anything to stop feeling distressed or upset. | 20% | 19% | 60% |
| Spiritual life | | | | |
| 121. | It is important for me to spend time in private spiritual thought and meditation. | 12% | 15% | 73% |
| 122. | I try hard to live my life according to my religious beliefs. | 15% | 12% | 73% |
| 123. | The prayers or spiritual thoughts that I say when I am alone are as important to me as those said by me during services or spiritual gatherings. | 9% | 14% | 76% |
| 124. | I enjoy reading about my spirituality and/or my religion. | 18% | 14% | 67% |
| 126. | Spirituality helps to keep my life balanced and steady. | 10% | 16% | 73% |
| 127. | My whole approach to life is based on my spirituality. | 18% | 20% | 61% |
| FEELINGS ABOUT GIRLS AND BOYS TOWN | | | | |
| Relationships with GBTSA Staff | | | | |
| 128. | There is always a GBTSA staff member around when I am in need. | 14% | 11% | 73% |
| 129. | I can share my joys and sorrows with at least one of the GBTSA staff members. | 13% | 9% | 77% |
| 130. | The GBTSA staff members care about my feelings. | 13% | 24% | 61% |
| 131. | I am helped and encouraged to do my best by the GBTSA staff. | 7% | 6% | 83% |
| Experiences of Being in GBTSA | | | | |
| 132. | I enjoyed my time at GBTSA. | 11% | 12% | 77% |
| 133. | I hated staying at GBTSA. | 57% | 20% | 22% |
| 134. | My stay at GBTSA was a good experience for me. | 11% | 10% | 79% |
| 135. | I felt happy at GBTSA. | 17% | 19% | 64% |
| 136. | My stay at GBTSA was horrible. | 58% | 24% | 17% |
| Feelings about Leaving GBTSA | | | | |
| 137. | I feel that I am ready now to leave GBTSA. | 11% | 14% | 73% |
| 138. | I am worried about going back home. | 55% | 14% | 31% |
| 139. | GBTSA has prepared me for life after GBTSA. | 13% | 17% | 70% |
| 140. | I wish I could stay at GBTSA longer. | 52% | 18% | 30% |
| Feelings about contacting GBTSA staff after I leave GBTSA | | | | |
| 141. | I feel free to contact GBTSA once I have left GBTSA. | 10% | 9% | 81% |

| | | Disagree | Uncertain | Agree |
|------|---|----------|-----------|-------|
| 142. | I think I will always feel welcome at GBTSA. | 9% | 18% | 73% |
| 143. | I know if I am in trouble in the future I can call on GBTSA for help. | 14% | 18% | 68% |
| 144. | GBTSA is not here for people who have already left GBTSA. | 39% | 16% | 25% |
| 145. | I will not contact GBTSA if I have a problem in the future. | 52% | 23% | 24% |

Impression Management Index

Table 18. Participant IMI honesty measurement within the YERS Scale

| Item no. | Item | Disagree | Uncertain | Agree |
|----------|--|----------|-----------|-------|
| 4. | I sometimes hurt other people's feelings. | 25% | 14% | 61% |
| 21. | I am always honest with people. | 19% | 27% | 54% |
| 51. | There are times when I get angry with my superiors. | 10% | 13% | 75% |
| 65. | I am always punctual (on time). | 18% | 25% | 57% |
| 102. | Sometimes I have bad thoughts. | 2% | 11% | 86% |
| 105. | Sometimes I do not tell the truth. | 13% | 17% | 70% |
| 108. | Sometimes I am not completely honest when I fill in a questionnaire. | 41% | 13% | 46% |
| 116. | Sometimes I get very angry. | 7% | 15% | 78% |
| 120. | I sometimes feel pushed to hit someone. | 31% | 12% | 56% |
| 125. | I was always a happy child. | 29% | 18% | 52% |

APPENDIX 3: OUTCOME DATA

Indicator Outcomes - Descriptive Stats

[Table 19](#) shows the number (N), frequency (F), percentage (%) and standard deviation (SD) of care-leavers that met the criteria for the various outcome indicators, across the five years. Column 1 shows the outcome indicator.

Table 19. Descriptive statistics of indicator outcomes

| Indicator | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Year 5 | | | |
|-------------------------------|--------|----|----|------|--------|----|----|------|--------|----|----|------|--------|----|----|------|--------|----|-----|------|
| | N | F | % | SD | N | F | % | SD | N | F | % | SD | N | F | % | SD | N | F | % | SD |
| Self-Supporting Accommodation | 67 | 21 | 31 | 46.7 | 51 | 29 | 57 | 50.0 | 32 | 12 | 38 | 49.2 | 22 | 10 | 45 | 51.0 | 12 | 5 | 42 | 51.5 |
| Education for Employment | 67 | 41 | 61 | 49.1 | 51 | 33 | 65 | 48.3 | 33 | 20 | 61 | 49.6 | 22 | 14 | 64 | 49.2 | 12 | 8 | 67 | 49.2 |
| NEET | 67 | 28 | 42 | 49.7 | 51 | 18 | 35 | 48.3 | 33 | 10 | 30 | 46.7 | 22 | 8 | 36 | 49.2 | 12 | 6 | 50 | 52.2 |
| Reliable Employment | 23 | 16 | 70 | 47.0 | 20 | 13 | 65 | 48.9 | 15 | 11 | 73 | 45.8 | 10 | 7 | 70 | 48.3 | 4 | 4 | 100 | 0.0 |
| Diligent Education | 23 | 13 | 57 | 50.7 | 17 | 5 | 29 | 47.0 | 12 | 5 | 42 | 51.5 | 8 | 6 | 75 | 46.3 | 2 | 1 | 50 | 70.7 |
| Financial Security | 48 | 10 | 21 | 41.0 | 35 | 8 | 23 | 42.6 | 16 | 3 | 19 | 40.3 | 11 | 3 | 27 | 46.7 | 3 | 1 | 33 | 57.7 |
| Drugs Alcohol Free | 66 | 56 | 85 | 36.1 | 51 | 46 | 90 | 30.0 | 33 | 26 | 79 | 41.5 | 22 | 17 | 77 | 42.9 | 12 | 10 | 83 | 38.9 |
| Crime 'free' | 67 | 51 | 76 | 43.0 | 51 | 42 | 82 | 38.5 | 33 | 27 | 82 | 39.2 | 22 | 18 | 82 | 39.5 | 12 | 7 | 58 | |

Scale Outcomes - Descriptive Stats

[Table 20](#) shows the outcome indicator, number of participants (N), means scores across the indicators measured (\bar{x}), as well as the standard deviation (SD), for each of the five years. A high means score is desirable, as it indicates better outcomes. The mean scale scores presented below reflects the average score for all the items within a scale, for all the GBTSA participants, scored as a percentage, with a possible range of 0 to 100.

Table 20. Descriptive statistics of scale outcomes

| Outcome | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | | Year 5 | | |
|-------------------------|--------|-----------|------|--------|-----------|------|--------|-----------|------|--------|-----------|------|--------|-----------|------|
| | N | \bar{x} | SD | N | \bar{x} | SD | N | \bar{x} | SD | N | \bar{x} | SD | N | \bar{x} | SD |
| Health Global | 68 | 74 | 14.1 | 50 | 74 | 14.8 | 33 | 73 | 17.4 | 22 | 77 | 13.0 | 11 | 76 | 6.7 |
| Health Physical | 68 | 77 | 13.9 | 50 | 77 | 14.8 | 33 | 76 | 18.6 | 22 | 81 | 12.7 | 11 | 80 | 7.2 |
| Health Psychological | 68 | 71 | 16.6 | 50 | 70 | 18.0 | 33 | 71 | 18.5 | 22 | 72 | 15.3 | 11 | 72 | 10.1 |
| Family Relationships | 68 | 68 | 29.8 | 50 | 68 | 24.9 | 33 | 75 | 25.2 | 22 | 72 | 27.0 | 11 | 72 | 11.0 |
| Friend Relationships | 68 | 72 | 20.0 | 50 | 71 | 19.1 | 33 | 71 | 21.0 | 22 | 69 | 26.4 | 11 | 72 | 17.7 |
| Love Relationships | 35 | 84 | 14.9 | 27 | 84 | 15.0 | 13 | 80 | 21.7 | 9 | 82 | 13.9 | 4 | 86 | 17.0 |
| Resilience (Resilience) | 68 | 74 | 16.3 | 50 | 71 | 16.3 | 33 | 75 | 16.7 | 22 | 73 | 16.4 | 11 | 79 | 11.3 |
| Bouncebackability | 68 | 58 | 15.9 | 50 | 58 | 15.2 | 33 | 62 | 17.3 | 22 | 61 | 10.5 | 11 | 65 | 15.3 |
| GBTSA Experience | 68 | 78 | 22.5 | 50 | 82 | 17.9 | 33 | 80 | 20.3 | 22 | 82 | 18.0 | 11 | 80 | 21.2 |
| GBTSA Contact | 68 | 70 | 20.6 | 50 | 72 | 18.4 | 33 | 70 | 19.6 | 22 | 74 | 20.0 | 11 | 69 | 15.8 |

| | | | | | | | | | | | | | | | |
|--------------------------|----|----|------|----|----|------|----|----|------|----|----|------|----|----|------|
| Accommodation | 67 | 40 | 10.9 | 51 | 45 | 13.4 | 33 | 40 | 15.2 | 22 | 37 | 16.5 | 12 | 39 | 12.2 |
| Employment | 23 | 76 | 24.9 | 20 | 51 | 12.4 | 15 | 50 | 12.2 | 10 | 54 | 9.5 | 4 | 54 | 8.8 |
| Studying | 23 | 76 | 21.6 | 17 | 54 | 15.0 | 12 | 53 | 19.2 | 7 | 67 | 14.4 | 2 | 50 | 4.7 |
| Finances | 67 | 51 | 19.1 | 51 | 52 | 19.5 | 33 | 48 | 23.2 | 22 | 54 | 20.8 | 12 | 45 | 13.7 |
| Drugs and Alcohol | 67 | 9 | 11.1 | 51 | 9 | 14.8 | 33 | 13 | 15.0 | 22 | 11 | 10.1 | 12 | 10 | 13.2 |
| Crime | 67 | 5 | 8.9 | 51 | 4 | 10.9 | 33 | 5 | 8.2 | 22 | 5 | 16.1 | 12 | 9 | 11.9 |

Outcomes: Item Level Analysis

[Table 21](#) to [Table 36](#) provide an item level analysis of the outcomes that were measured at follow-up. The results are presented per construct as labelled in the questionnaires (health and well-being, relationship status, family relationships, friend relationships, love relationships, resilience (CD-RISC), positive care experience, maintain contact with GBTSa staff, accommodation, currently occupied, Not in Employment, Education or Training (NEET), paid employment, studying, financial security, drugs and alcohol, and crime). In the tables, frequencies (f) are presented per item that was measured, over the five years. Descriptive stats were also included for each item, which shows the mean, per year. The mean enables easier interpretation of changes over the five years.

Health & Well-being

Table 21. Item level analysis of health and well-being

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|------------|------------|------------|------------|------------|
| | f | f | f | f | f |
| To what extent do you feel that physical pain prevents you from doing what you need to do | | | | | |
| Not at all | 31 | 16 | 15 | 13 | 4 |
| A little | 19 | 17 | 9 | 5 | 4 |
| A moderate amount | 10 | 10 | 5 | 3 | 1 |
| Very much | 4 | 5 | 4 | 1 | 1 |
| An extreme amount | 4 | 2 | 0 | 0 | 1 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 2.0 | 2.2 | 1.9 | 1.6 | 2.2 |
| How much do you need any medical treatment to function in your daily life | | | | | |
| Not at all | 44 | 27 | 21 | 16 | 9 |
| A little | 15 | 10 | 6 | 2 | 0 |
| A moderate amount | 6 | 5 | 1 | 2 | 2 |
| Very much | 2 | 7 | 5 | 2 | 0 |
| An extreme amount | 1 | 1 | 0 | 0 | 0 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 1.5 | 1.9 | 1.7 | 1.5 | 1.4 |
| How much do you enjoy life | | | | | |
| Not at all | 4 | 1 | 1 | 0 | 0 |
| A little | 9 | 6 | 3 | 3 | 1 |
| A moderate amount | 10 | 10 | 10 | 5 | 3 |
| Very much | 21 | 20 | 6 | 9 | 4 |
| An extreme amount | 24 | 13 | 13 | 5 | 3 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.8 | 3.8 | 3.8 | 3.7 | 3.8 |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|------------|------------|------------|------------|------------|
| | f | f | f | f | f |
| | | | | | |
| To what extent do you feel your life to be meaningful | | | | | |
| Not at all | 2 | 0 | 0 | 1 | 0 |
| A little | 10 | 6 | 4 | 1 | 2 |
| A moderate amount | 11 | 11 | 7 | 8 | 2 |
| Very much | 16 | 22 | 12 | 6 | 5 |
| An extreme amount | 29 | 11 | 10 | 6 | 2 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.9 | 3.8 | 3.8 | 3.7 | 3.6 |
| | | | | | |
| How well are you able to concentrate | | | | | |
| Not at all | 1 | 6 | 4 | 1 | 0 |
| A little | 6 | 15 | 6 | 5 | 4 |
| A moderate amount | 19 | 19 | 11 | 9 | 5 |
| Very much | 27 | 10 | 12 | 7 | 2 |
| An extreme amount | 15 | 50 | 33 | 22 | 11 |
| Total | 68 | 83 | 100 | 111 | 122 |
| Mean | 3.7 | 3.7 | 3.9 | 4.0 | 3.8 |
| | | | | | |
| Do you have enough energy for everyday life | | | | | |
| Not at all | 2 | 1 | 2 | 1 | 0 |
| A little | 9 | 17 | 7 | 3 | 1 |
| A moderate amount | 19 | 16 | 12 | 13 | 5 |
| Very much | 19 | 16 | 12 | 5 | 5 |
| An extreme amount | 19 | 50 | 33 | 22 | 11 |
| Total | 68 | 83 | 100 | 111 | 122 |
| Mean | 3.6 | 3.9 | 4.0 | 4.0 | 4.4 |
| | | | | | |
| Are you able to accept your bodily appearance | | | | | |
| Not at all | 1 | 2 | 1 | 2 | 0 |
| A little | 6 | 6 | 4 | 1 | 0 |
| A moderate amount | 10 | 12 | 7 | 3 | 1 |
| Very much | 29 | 11 | 9 | 10 | 4 |
| An extreme amount | 22 | 19 | 12 | 6 | 6 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 4.0 | 3.8 | 3.8 | 3.8 | 4.5 |
| | | | | | |
| How satisfied are you with your sleep | | | | | |
| Very dissatisfied | 1 | 2 | 1 | 1 | 0 |
| Dissatisfied | 7 | 2 | 5 | 0 | 0 |
| Neither satisfied nor dissatisfied | 6 | 9 | 5 | 3 | 0 |
| Satisfied | 27 | 17 | 12 | 9 | 6 |
| Very satisfied | 27 | 20 | 10 | 9 | 5 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 4.1 | 4.0 | 3.8 | 4.1 | 4.5 |
| | | | | | |
| How satisfied are you with your ability to perform your daily living activities | | | | | |
| Very dissatisfied | 1 | 1 | 3 | 0 | 0 |
| Dissatisfied | 5 | 1 | 4 | 1 | 1 |
| Neither satisfied nor dissatisfied | 15 | 6 | 2 | 4 | 3 |
| Satisfied | 21 | 25 | 12 | 8 | 5 |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|-----|-----|-----|-----|-----|
| | f | f | f | f | f |
| Very satisfied | 26 | 17 | 12 | 9 | 2 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 4.0 | 4.1 | 3.8 | 4.1 | 3.7 |
| | | | | | |
| How satisfied are you with your capacity for work | | | | | |
| Dissatisfied | 9 | 2 | 4 | 1 | 1 |
| Neither satisfied nor dissatisfied | 12 | 10 | 6 | 1 | 2 |
| Satisfied | 23 | 21 | 10 | 12 | 5 |
| Very satisfied | 24 | 17 | 13 | 8 | 3 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.9 | 4.1 | 3.9 | 4.2 | 3.8 |
| | | | | | |
| How satisfied are you with yourself | | | | | |
| Dissatisfied | 4 | 3 | 3 | 2 | 0 |
| Neither satisfied nor dissatisfied | 9 | 4 | 3 | 1 | 1 |
| Satisfied | 13 | 14 | 11 | 8 | 4 |
| Very satisfied | 42 | 29 | 16 | 11 | 6 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 4.4 | 4.4 | 4.2 | 4.2 | 4.5 |
| | | | | | |
| How well are you able to get around | | | | | |
| Very poor | 1 | 0 | 0 | 0 | 0 |
| Poor | 1 | 2 | 1 | 0 | 0 |
| Neither poor nor good | 7 | 4 | 5 | 3 | 0 |
| Good | 22 | 16 | 10 | 3 | 6 |
| Very good | 37 | 28 | 17 | 16 | 5 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 4.4 | 4.4 | 4.3 | 4.6 | 4.5 |
| | | | | | |
| How often do you have negative feelings such as blue mood, despair, anxiety, depression | | | | | |
| Never | 8 | 7 | 6 | 4 | 1 |
| Seldom | 28 | 22 | 11 | 12 | 3 |
| Quite often | 13 | 9 | 8 | 4 | 5 |
| Very often | 14 | 12 | 5 | 2 | 1 |
| Always | 5 | 0 | 3 | 0 | 1 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 2.7 | 2.5 | 2.6 | 2.2 | 2.8 |

Relationship Status

Table 22. Item level analysis of relationships

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|----|----|----|----|----|
| | f | f | f | f | f |
| What is your current marital status | | | | | |
| Married | 3 | 2 | 1 | 0 | 0 |
| Living together like married partners | 6 | 7 | 3 | 1 | 0 |
| Never married | 59 | 40 | 29 | 20 | 10 |
| Separated | 0 | 1 | 0 | 1 | 1 |
| Total | 68 | 50 | 33 | 22 | 11 |
| | | | | | |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|---|----|----|----|----|----|
| | f | f | f | f | f |
| Are you currently in an intimate/romantic relationship | | | | | |
| Yes | 36 | 27 | 14 | 10 | 4 |
| No | 32 | 23 | 19 | 12 | 7 |
| Total | 68 | 50 | 33 | 22 | 11 |
| | | | | | |
| Do you currently have any children | | | | | |
| Yes | 5 | 4 | 3 | 1 | 1 |
| No | 62 | 45 | 30 | 20 | 10 |
| Expecting a child | 1 | 1 | 0 | 1 | 0 |
| Total | 68 | 50 | 33 | 22 | 11 |
| | | | | | |
| If yes, how many children do you have | | | | | |
| 0 | 0 | 1 | 0 | 0 | 0 |
| 1 | 5 | 3 | 3 | 1 | 1 |
| 2 | 0 | 1 | 0 | 1 | 0 |
| Total | 5 | 5 | 3 | 2 | 1 |

Family relationships

Table 23. Item level analysis of family relationships

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|---|------------|------------|------------|------------|------------|
| | f | f | f | f | f |
| My family really tries to help me | | | | | |
| Strongly disagree | 9 | 4 | 2 | 2 | 0 |
| Disagree | 3 | 4 | 0 | 0 | 0 |
| Uncertain | 3 | 3 | 2 | 1 | 3 |
| Agree | 21 | 21 | 14 | 9 | 5 |
| Strongly agree | 32 | 18 | 15 | 10 | 3 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.9 | 3.9 | 4.2 | 4.1 | 4.0 |
| | | | | | |
| I get the emotional help and support I need from my family | | | | | |
| Strongly disagree | 8 | 2 | 3 | 3 | 0 |
| Disagree | 7 | 5 | 0 | 1 | 1 |
| Uncertain | 7 | 7 | 4 | 2 | 1 |
| Agree | 22 | 21 | 16 | 9 | 6 |
| Strongly agree | 24 | 15 | 10 | 7 | 3 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.7 | 3.8 | 3.9 | 3.7 | 4.0 |
| | | | | | |
| I can talk about my problems with my family | | | | | |
| Strongly disagree | 10 | 6 | 4 | 2 | 1 |
| Disagree | 12 | 8 | 3 | 3 | 1 |
| Uncertain | 8 | 8 | 3 | 4 | 2 |
| Agree | 20 | 14 | 10 | 5 | 5 |
| Strongly agree | 18 | 14 | 13 | 8 | 2 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.4 | 3.4 | 3.8 | 3.6 | 3.5 |
| | | | | | |
| My family is willing to help me make decisions | | | | | |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|------------|------------|------------|------------|------------|
| | f | f | f | f | f |
| Strongly disagree | 9 | 3 | 3 | 2 | 1 |
| Disagree | 6 | 11 | 3 | 1 | 0 |
| Uncertain | 6 | 9 | 2 | 4 | 2 |
| Agree | 28 | 15 | 13 | 8 | 6 |
| Strongly agree | 19 | 12 | 12 | 7 | 2 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.6 | 3.4 | 3.8 | 3.8 | 3.7 |
| | | | | | |
| I feel cared for/loved by my family | | | | | |
| Strongly disagree | 7 | 4 | 2 | 1 | 0 |
| Disagree | 4 | 4 | 1 | 1 | 0 |
| Uncertain | 4 | 4 | 0 | 2 | 1 |
| Agree | 25 | 17 | 12 | 7 | 7 |
| Strongly agree | 28 | 21 | 18 | 11 | 3 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.9 | 3.9 | 4.3 | 4.2 | 4.2 |

Friend relationships

Table 24. Item level analysis of friend relationships

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|------------|------------|------------|------------|------------|
| | f | f | f | f | f |
| I have friends about my own age who really care about me | | | | | |
| Strongly disagree | 4 | 2 | 1 | 3 | 1 |
| Disagree | 5 | 2 | 3 | 0 | 0 |
| Uncertain | 7 | 10 | 9 | 6 | 1 |
| Agree | 26 | 23 | 12 | 4 | 6 |
| Strongly agree | 26 | 13 | 8 | 9 | 3 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 4.0 | 3.9 | 3.7 | 3.7 | 3.9 |
| | | | | | |
| I have friends about my own age who talk with me about my problems | | | | | |
| Strongly disagree | 2 | 4 | 1 | 3 | 1 |
| Disagree | 9 | 3 | 2 | 11 | 6 |
| Uncertain | 6 | 6 | 7 | 0 | 0 |
| Agree | 26 | 22 | 13 | 0 | 0 |
| Strongly agree | 25 | 15 | 10 | 8 | 4 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.9 | 3.8 | 3.9 | 4.0 | 4.1 |
| | | | | | |
| I have friends about my own age who help me when I'm having a hard time | | | | | |
| Strongly disagree | 3 | 2 | 1 | 3 | 1 |
| Disagree | 8 | 4 | 2 | 1 | 0 |
| Uncertain | 9 | 8 | 10 | 2 | 1 |
| Agree | 25 | 23 | 10 | 8 | 7 |
| Strongly agree | 23 | 13 | 10 | 8 | 2 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.8 | 3.8 | 3.8 | 3.8 | 3.8 |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|---|------------|------------|------------|------------|------------|
| | f | f | f | f | f |
| My friends try to do what is right | | | | | |
| Strongly disagree | 2 | 2 | 1 | 1 | 0 |
| Disagree | 3 | 4 | 2 | 1 | 1 |
| Uncertain | 11 | 8 | 10 | 3 | 1 |
| Agree | 38 | 23 | 10 | 11 | 6 |
| Strongly agree | 14 | 13 | 10 | 6 | 3 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.9 | 3.8 | 3.8 | 3.9 | 4.0 |
| My friends do well in school or work | | | | | |
| Disagree | 3 | 2 | 3 | 2 | 0 |
| Uncertain | 11 | 11 | 5 | 3 | 3 |
| Agree | 37 | 23 | 15 | 11 | 6 |
| Strongly agree | 17 | 14 | 10 | 6 | 2 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 4.0 | 4.0 | 4.0 | 3.9 | 3.9 |
| My friends are sensitive to my needs | | | | | |
| Strongly disagree | 3 | 1 | 1 | 3 | 1 |
| Disagree | 7 | 3 | 4 | 2 | 0 |
| Uncertain | 11 | 17 | 5 | 4 | 3 |
| Agree | 36 | 16 | 13 | 11 | 7 |
| Strongly agree | 11 | 13 | 10 | 2 | 0 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.7 | 3.7 | 3.8 | 3.3 | 3.5 |

Love relationships

Table 25. Item level analysis of love relationships

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|------------|------------|------------|------------|------------|
| | f | f | f | f | f |
| When I have free time I spend it with my partner | | | | | |
| Strongly disagree | 2 | 1 | 0 | 2 | 1 |
| Disagree | 2 | 3 | 3 | 0 | 1 |
| Uncertain | 3 | 4 | 1 | 2 | 1 |
| Agree | 17 | 13 | 8 | 5 | 1 |
| Strongly agree | 16 | 11 | 5 | 3 | 2 |
| Total | 40 | 32 | 17 | 12 | 6 |
| Mean | 4.1 | 3.9 | 3.9 | 3.6 | 3.3 |
| I often show my partner affection | | | | | |
| Disagree | 2 | 2 | 3 | 2 | 2 |
| Uncertain | 5 | 5 | 1 | 4 | 1 |
| Agree | 17 | 14 | 7 | 3 | 3 |
| Strongly agree | 16 | 11 | 6 | 3 | 0 |
| Total | 40 | 32 | 17 | 12 | 6 |
| Mean | 4.2 | 4.1 | 3.9 | 3.4 | 3.3 |
| I often share very personal information with my partner | | | | | |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|---|------------|------------|------------|------------|------------|
| | f | f | f | f | f |
| Strongly disagree | 3 | 2 | 4 | 2 | 2 |
| Disagree | 2 | 3 | 0 | 0 | 0 |
| Uncertain | 2 | 14 | 2 | 2 | 0 |
| Agree | 13 | 0 | 3 | 2 | 2 |
| Strongly agree | 20 | 13 | 8 | 6 | 2 |
| Total | 40 | 32 | 17 | 12 | 6 |
| Mean | 4.1 | 4.0 | 3.9 | 3.8 | 3.3 |
| | | | | | |
| I understand my partner's feelings | | | | | |
| Strongly disagree | 2 | 1 | 4 | 2 | 1 |
| Uncertain | 4 | 6 | 1 | 0 | 0 |
| Agree | 12 | 10 | 6 | 4 | 2 |
| Strongly agree | 22 | 15 | 6 | 6 | 3 |
| Total | 40 | 32 | 17 | 12 | 6 |
| Mean | 4.3 | 4.2 | 3.8 | 4.0 | 4.2 |
| | | | | | |
| I feel close to my partner | | | | | |
| Strongly disagree | 2 | 1 | 1 | 2 | 1 |
| Disagree | 1 | 0 | 2 | 3 | 1 |
| Uncertain | 4 | 2 | 0 | 0 | 0 |
| Agree | 11 | 14 | 7 | 0 | 2 |
| Strongly agree | 22 | 15 | 7 | 7 | 2 |
| Total | 40 | 32 | 17 | 12 | 6 |
| Mean | 4.3 | 4.3 | 4.0 | 4.1 | 3.5 |

Resilience (CD-RISC) and Bouncebackability

Table 26. Item level analysis of Resilience and Bouncebackability

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|---|------------|------------|------------|------------|------------|
| | f | f | f | f | f |
| I am able to adapt when changes occur | | | | | |
| Not true at all | 0 | 1 | 0 | 0 | 0 |
| Rarely true | 4 | 3 | 1 | 0 | 0 |
| Sometimes true | 15 | 18 | 6 | 7 | 2 |
| Often true | 24 | 16 | 12 | 9 | 7 |
| True nearly all the time | 25 | 12 | 14 | 6 | 2 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 4.0 | 3.7 | 4.2 | 4.0 | 4.0 |
| | | | | | |
| I can deal with whatever comes my way | | | | | |
| Not true at all | 1 | 0 | 0 | 1 | 0 |
| Rarely true | 4 | 0 | 2 | 0 | 0 |
| Sometimes true | 17 | 20 | 8 | 3 | 1 |
| Often true | 21 | 9 | 11 | 11 | 7 |
| True nearly all the time | 25 | 21 | 12 | 7 | 3 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 4.0 | 4.0 | 4.0 | 4.0 | 4.2 |
| | | | | | |
| I try to see the humorous side of things when I am faced with problems | | | | | |
| Not true at all | 2 | 1 | 2 | 0 | 0 |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|------------|------------|------------|------------|------------|
| | f | f | f | f | f |
| Rarely true | 2 | 4 | 1 | 0 | 0 |
| Sometimes true | 19 | 16 | 8 | 9 | 1 |
| Often true | 23 | 17 | 11 | 7 | 6 |
| True nearly all the time | 22 | 12 | 11 | 6 | 4 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.9 | 3.7 | 3.8 | 3.9 | 4.3 |
| | | | | | |
| Having to cope with stress can make me stronger | | | | | |
| Not true at all | 6 | 4 | 5 | 2 | 2 |
| Rarely true | 6 | 8 | 4 | 3 | 0 |
| Sometimes true | 14 | 10 | 7 | 6 | 3 |
| Often true | 17 | 15 | 8 | 6 | 1 |
| True nearly all the time | 25 | 13 | 9 | 5 | 5 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.7 | 3.5 | 3.4 | 3.4 | 3.6 |
| | | | | | |
| I tend to bounce back after illness, injury, or other hardships | | | | | |
| Not true at all | 7 | 2 | 1 | 1 | 0 |
| Rarely true | 5 | 4 | 2 | 3 | 0 |
| Sometimes true | 6 | 14 | 4 | 4 | 2 |
| Often true | 20 | 15 | 14 | 6 | 3 |
| True nearly all the time | 30 | 15 | 12 | 8 | 6 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.9 | 3.7 | 4.0 | 3.8 | 4.4 |
| | | | | | |
| I believe I can achieve my goals, even if there are obstacles | | | | | |
| Not true at all | 1 | 0 | 1 | 0 | 0 |
| Rarely true | 4 | 1 | 0 | 1 | 0 |
| Sometimes true | 2 | 6 | 3 | 3 | 1 |
| Often true | 20 | 16 | 9 | 6 | 2 |
| True nearly all the time | 41 | 27 | 20 | 12 | 8 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 4.4 | 4.4 | 4.4 | 4.3 | 4.6 |
| | | | | | |
| Under pressure, I stay focused and think clearly | | | | | |
| Not true at all | 3 | 1 | 0 | 1 | 0 |
| Rarely true | 5 | 8 | 2 | 1 | 0 |
| Sometimes true | 16 | 13 | 8 | 5 | 3 |
| Often true | 23 | 15 | 9 | 9 | 3 |
| True nearly all the time | 21 | 13 | 14 | 6 | 5 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.8 | 3.6 | 4.1 | 3.8 | 4.2 |
| | | | | | |
| I am not easily discouraged by failure | | | | | |
| Not true at all | 1 | 1 | 1 | 1 | 0 |
| Rarely true | 7 | 6 | 1 | 2 | 1 |
| Sometimes true | 16 | 15 | 10 | 4 | 2 |
| Often true | 18 | 8 | 13 | 8 | 5 |
| True nearly all the time | 26 | 20 | 8 | 7 | 3 |
| Total | 68 | 50 | 33 | 22 | 11 |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|------------|------------|------------|------------|------------|
| | f | f | f | f | f |
| Mean | 3.9 | 3.8 | 3.8 | 3.8 | 3.9 |
| I think of myself as a strong person when dealing with life's challenges and difficulties | | | | | |
| Not true at all | 0 | 1 | 0 | 0 | 0 |
| Rarely true | 4 | 2 | 2 | 0 | 0 |
| Sometimes true | 10 | 7 | 3 | 7 | 1 |
| Often true | 26 | 20 | 12 | 3 | 5 |
| True nearly all the time | 28 | 20 | 16 | 12 | 5 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 4.1 | 4.1 | 4.3 | 4.2 | 4.4 |
| I am able to handle unpleasant or painful feelings like sadness, fear, and anger | | | | | |
| Not true at all | 1 | 1 | 1 | 1 | 0 |
| Rarely true | 7 | 6 | 0 | 1 | 0 |
| Sometimes true | 15 | 14 | 11 | 3 | 3 |
| Often true | 22 | 15 | 9 | 11 | 3 |
| True nearly all the time | 23 | 14 | 12 | 6 | 5 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.9 | 3.7 | 3.9 | 3.9 | 4.2 |
| I tend to bounce back quickly after hard times | | | | | |
| Strongly disagree | 3 | 2 | 1 | 0 | 0 |
| Disagree | 6 | 7 | 0 | 1 | 1 |
| Uncertain | 16 | 4 | 10 | 3 | 2 |
| Agree | 26 | 25 | 15 | 10 | 6 |
| Strongly agree | 17 | 12 | 7 | 8 | 2 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.7 | 3.8 | 3.8 | 4.1 | 3.8 |
| I have a hard time making it through stressful events | | | | | |
| Strongly disagree | 4 | 3 | 3 | 2 | 2 |
| Disagree | 19 | 16 | 10 | 5 | 4 |
| Uncertain | 18 | 13 | 8 | 7 | 3 |
| Agree | 19 | 17 | 9 | 5 | 1 |
| Strongly agree | 8 | 1 | 3 | 3 | 1 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.1 | 2.9 | 3.0 | 3.1 | 2.5 |
| It does not take me long to recover from a stressful event | | | | | |
| Strongly disagree | 2 | 1 | 1 | 0 | 1 |
| Disagree | 5 | 6 | 5 | 1 | 2 |
| Uncertain | 12 | 10 | 8 | 2 | 1 |
| Agree | 29 | 23 | 10 | 15 | 3 |
| Strongly agree | 20 | 10 | 9 | 4 | 4 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.9 | 3.7 | 3.6 | 4.0 | 3.6 |
| It is hard for me to snap back when something bad happens | | | | | |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|-----|-----|-----|-----|-----|
| | f | f | f | f | f |
| Strongly disagree | 7 | 4 | 8 | 2 | 3 |
| Disagree | 23 | 21 | 10 | 7 | 1 |
| Uncertain | 15 | 8 | 9 | 6 | 3 |
| Agree | 14 | 13 | 5 | 6 | 4 |
| Strongly agree | 9 | 4 | 1 | 1 | 0 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 2.9 | 2.8 | 2.4 | 2.9 | 2.7 |
| | | | | | |
| I tend to take a long time to get over set-backs in my life | | | | | |
| Strongly disagree | 10 | 1 | 6 | 1 | 1 |
| Disagree | 19 | 21 | 13 | 9 | 7 |
| Uncertain | 13 | 9 | 6 | 4 | 3 |
| Agree | 19 | 15 | 4 | 6 | 0 |
| Strongly agree | 7 | 4 | 4 | 2 | 0 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 2.9 | 3.0 | 2.6 | 3.0 | 2.2 |

Positive Care Experience

Table 27. Item level analysis of positive care experience

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|-----|-----|-----|-----|-----|
| | f | f | f | f | f |
| I enjoyed my time at GBTSA | | | | | |
| Strongly disagree | 4 | 0 | 2 | 0 | 0 |
| Disagree | 5 | 2 | 0 | 1 | 1 |
| Uncertain | 4 | 4 | 3 | 2 | 0 |
| Agree | 23 | 18 | 12 | 7 | 5 |
| Strongly agree | 32 | 26 | 16 | 12 | 5 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 4.1 | 4.4 | 4.2 | 4.4 | 4.3 |
| | | | | | |
| I hated staying at GBTSA | | | | | |
| Strongly disagree | 24 | 20 | 13 | 12 | 5 |
| Disagree | 30 | 21 | 14 | 5 | 4 |
| Uncertain | 9 | 6 | 4 | 3 | 1 |
| Agree | 3 | 3 | 1 | 2 | 1 |
| Strongly agree | 2 | 0 | 1 | 0 | 0 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 2.0 | 1.8 | 1.9 | 1.8 | 1.8 |
| | | | | | |
| My stay at GBTSA was a good experience for me | | | | | |
| Strongly disagree | 2 | 0 | 0 | 0 | 0 |
| Disagree | 6 | 3 | 1 | 1 | 1 |
| Uncertain | 4 | 4 | 3 | 8 | 5 |
| Agree | 20 | 17 | 11 | 0 | 0 |
| Strongly agree | 36 | 26 | 18 | 13 | 5 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 4.2 | 4.3 | 4.4 | 4.5 | 4.3 |
| | | | | | |
| I felt happy at GBTSA | | | | | |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--------------------------------------|------------|------------|------------|------------|------------|
| | f | f | f | f | f |
| Strongly disagree | 3 | 1 | 2 | 1 | 0 |
| Disagree | 5 | 2 | 1 | 1 | 1 |
| Uncertain | 7 | 9 | 5 | 3 | 1 |
| Agree | 24 | 18 | 12 | 9 | 6 |
| Strongly agree | 29 | 20 | 13 | 8 | 3 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 4.0 | 4.1 | 4.0 | 4.0 | 4.0 |
| | | | | | |
| My stay at GBTSA was horrible | | | | | |
| Strongly disagree | 31 | 30 | 18 | 11 | 6 |
| Disagree | 24 | 14 | 10 | 7 | 3 |
| Uncertain | 6 | 4 | 2 | 4 | 1 |
| Agree | 4 | 2 | 3 | 0 | 1 |
| Strongly agree | 3 | 0 | 0 | 0 | 0 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 1.9 | 1.6 | 1.7 | 1.7 | 1.7 |

Maintain Contact with GBTSA Staff

Table 28. Item level analysis of maintaining contact with GBTSA staff

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|---|------------|------------|------------|------------|------------|
| | f | f | f | f | f |
| I feel free to contact GBTSA now that I have left GBTSA | | | | | |
| Strongly disagree | 8 | 1 | 1 | 0 | 1 |
| Disagree | 3 | 3 | 1 | 2 | 1 |
| Uncertain | 6 | 7 | 7 | 4 | 2 |
| Agree | 25 | 22 | 14 | 7 | 4 |
| Strongly agree | 26 | 17 | 10 | 9 | 3 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.9 | 4.0 | 3.9 | 4.0 | 3.6 |
| | | | | | |
| I think I will always feel welcome at GBTSA | | | | | |
| Strongly disagree | 4 | 0 | 1 | 0 | 0 |
| Disagree | 2 | 4 | 0 | 0 | 0 |
| Uncertain | 9 | 8 | 7 | 4 | 2 |
| Agree | 24 | 14 | 15 | 7 | 5 |
| Strongly agree | 29 | 24 | 10 | 11 | 4 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 4.1 | 4.2 | 4.0 | 4.3 | 4.2 |
| | | | | | |
| I know if I am in trouble I can call on GBTSA for help | | | | | |
| Strongly disagree | 5 | 1 | 3 | 0 | 2 |
| Disagree | 5 | 9 | 3 | 3 | 0 |
| Uncertain | 20 | 8 | 5 | 4 | 5 |
| Agree | 19 | 18 | 14 | 7 | 3 |
| Strongly agree | 19 | 14 | 8 | 8 | 1 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.6 | 3.7 | 3.6 | 3.9 | 3.1 |
| | | | | | |
| GBTSA is not here for people who have already left GBTSA | | | | | |
| Strongly disagree | 24 | 15 | 11 | 8 | 4 |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|------------|------------|------------|------------|------------|
| | f | f | f | f | f |
| Disagree | 22 | 22 | 12 | 8 | 3 |
| Uncertain | 8 | 4 | 6 | 4 | 3 |
| Agree | 6 | 4 | 2 | 2 | 1 |
| Strongly agree | 8 | 5 | 2 | 0 | 0 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 2.3 | 2.2 | 2.2 | 2.0 | 2.1 |
| | | | | | |
| I will not contactGBTSA if I have a problem | | | | | |
| Strongly disagree | 19 | 13 | 12 | 5 | 1 |
| Disagree | 23 | 16 | 7 | 6 | 4 |
| Uncertain | 14 | 12 | 9 | 6 | 4 |
| Agree | 9 | 5 | 3 | 2 | 2 |
| Strongly agree | 3 | 4 | 2 | 3 | 11 |
| Total | 68 | 50 | 33 | 22 | 0 |
| Mean | 2.3 | 2.4 | 2.3 | 2.6 | 2.6 |
| | | | | | |
| GBTSA has prepared me for life afterGBTSA | | | | | |
| Strongly disagree | 4 | 1 | 3 | 0 | 0 |
| Disagree | 5 | 5 | 3 | 1 | 1 |
| Uncertain | 16 | 7 | 4 | 4 | 1 |
| Agree | 16 | 16 | 12 | 7 | 1 |
| Strongly agree | 27 | 21 | 11 | 10 | 8 |
| Total | 68 | 50 | 33 | 22 | 11 |
| Mean | 3.8 | 4.0 | 3.8 | 4.2 | 4.5 |
| | | | | | |
| Have you been in contact withGBTSA staff since your last interview | | | | | |
| Yes | 40 | 30 | 15 | 7 | 3 |
| No | 28 | 20 | 17 | 15 | 8 |
| Total | 68 | 50 | 32 | 22 | 11 |
| Mean | 1.5 | 1.4 | 1.6 | 1.7 | 1.7 |
| | | | | | |
| How satisfied were you with the support you received from this contact/these contacts | | | | | |
| Dissatisfied | 1 | 0 | 1 | 0 | 0 |
| Neither satisfied nor dissatisfied | 5 | 0 | 4 | 1 | 0 |
| Satisfied | 14 | 12 | 4 | 2 | 2 |
| Very satisfied | 26 | 18 | 10 | 4 | 0 |
| Total | 46 | 30 | 19 | 7 | 2 |
| Mean | 4.4 | 4.6 | 4.2 | 4.4 | 4.0 |

Accommodation

Table 29. Item level analysis of accommodation

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|----|----|----|----|----|
| | f | f | f | f | f |
| What sort of dwelling are you living in at the moment | | | | | |
| Whole formal dwelling | 46 | 37 | 20 | 14 | 11 |
| Part of formal dwelling | 13 | 9 | 9 | 6 | 1 |
| Informal dwelling | 8 | 5 | 3 | 2 | 0 |
| Homeless | 0 | 0 | 1 | 0 | 0 |
| Total | 67 | 51 | 33 | 22 | 12 |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|---|----|----|----|----|----|
| | f | f | f | f | f |
| Who do you currently live with | | | | | |
| On own or with partner | 7 | 10 | 7 | 4 | 3 |
| With friend or acquaintances | 5 | 7 | 4 | 2 | 1 |
| With family | 55 | 34 | 21 | 16 | 8 |
| Homeless | 0 | 0 | 1 | 0 | 0 |
| Total | 67 | 51 | 33 | 22 | 12 |
| Do you pay money to live in the place where you currently live | | | | | |
| Dwelling is paid off or paying bond himself | 5 | 10 | 2 | 1 | 0 |
| Paying rent himself | 11 | 10 | 8 | 6 | 4 |
| Accommodation in exchange for work | 5 | 9 | 2 | 3 | 1 |
| Someone else or no one is paying | 46 | 22 | 20 | 12 | 7 |
| Homeless | 0 | 0 | 1 | 0 | 0 |
| Total | 67 | 51 | 33 | 22 | 12 |
| Have you experienced any periods of homelessness | | | | | |
| Yes | 2 | 4 | 4 | 5 | 2 |
| No | 65 | 47 | 29 | 17 | 10 |
| Total | 67 | 51 | 33 | 22 | 12 |
| For how long have you been homeless | | | | | |
| No periods of homelessness | 65 | 51 | 30 | 17 | 9 |
| Less than a week in total | 1 | 0 | 0 | 1 | 3 |
| A week to less than 6 months | 1 | 0 | 2 | 3 | 0 |
| 6 months or more | 0 | 0 | 1 | 1 | 0 |
| Total | 67 | 51 | 33 | 22 | 12 |

Currently Occupied

Table 30. Item level analysis of currently occupied

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|----|----|----|----|----|
| | f | f | f | f | f |
| Are you currently working | | | | | |
| Yes - full time | 13 | 15 | 8 | 8 | 2 |
| Yes - part time | 10 | 5 | 7 | 2 | 2 |
| No | 44 | 31 | 18 | 12 | 8 |
| Total | 67 | 51 | 33 | 22 | 12 |
| Are you currently studying | | | | | |
| Yes - full time | 16 | 14 | 8 | 6 | 1 |
| Yes - part time | 7 | 3 | 4 | 2 | 1 |
| No | 44 | 34 | 21 | 14 | 10 |
| Total | 67 | 51 | 33 | 22 | 12 |
| Since the last interview, have you completed an educational qualification | | | | | |
| Yes | 20 | 12 | 4 | 7 | 1 |
| No | 47 | 39 | 29 | 15 | 11 |
| Total | 67 | 51 | 33 | 22 | 12 |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|---|----|----|----|----|----|
| | f | f | f | f | f |
| What is the highest educational qualification you have completed | | | | | |
| Post-graduate Degree | 1 | 3 | 0 | 1 | 1 |
| Post-Matric Diploma or Certificate | 5 | 11 | 3 | 2 | 0 |
| Grade 12 | 16 | 0 | 5 | 6 | 2 |
| Grade 10-11 | 3 | 5 | 4 | 3 | 4 |
| Grade 9 | 23 | 17 | 12 | 6 | 3 |
| Grade 8 or lower | 19 | 15 | 9 | 4 | 2 |
| Total | 67 | 51 | 33 | 22 | 12 |

Not in Employment Education or Training (NEET)

Table 31. Item level analysis of NEET

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|----|----|----|----|----|
| | F | F | F | F | F |
| What is the main reason for you not currently working | | | | | |
| Awaiting the season for work | 7 | 4 | 3 | 3 | 0 |
| Waiting to be recalled to former job | 1 | 1 | 0 | 1 | 0 |
| Health reasons | 0 | 0 | 1 | 0 | 0 |
| Pregnancy | 1 | 1 | 0 | 0 | 0 |
| Disabled or unable to work | 0 | 0 | 0 | 0 | 0 |
| Housewife | 0 | 1 | 0 | 0 | 0 |
| Undergoing training to help find work | 0 | 0 | 0 | 0 | 0 |
| Lack of money to pay for transport | 1 | 0 | 0 | 1 | 0 |
| Unable to find work requiring his/her skills | 7 | 5 | 4 | 3 | 1 |
| Lost hope of finding work | 0 | 1 | 0 | 0 | 0 |
| Scholar/student | 1 | 1 | 0 | 0 | 0 |
| Retired | 0 | 0 | 0 | 0 | 0 |
| Too old/young to work | 2 | 0 | 0 | 0 | 1 |
| Does not want to work | 0 | 1 | 0 | 0 | 1 |
| Job loss too recent | 2 | 0 | 0 | 0 | 0 |
| Other | 2 | 1 | 2 | 1 | 2 |
| Total | 24 | 16 | 10 | 9 | 5 |
| | | | | | |
| Have you been for a job interview | | | | | |
| Yes | 9 | 4 | 2 | 3 | 2 |
| No | 19 | 15 | 8 | 5 | 4 |
| Total | 28 | 19 | 10 | 8 | 6 |
| | | | | | |
| Have you applied to study for a course | | | | | |
| Yes | 4 | 5 | 2 | 2 | 0 |
| No | 23 | 14 | 9 | 6 | 6 |
| Total | 27 | 19 | 11 | 8 | 6 |

Paid Employment

Table 32. Item level analysis of paid employment

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|----|----|----|----|----|
| | F | F | F | F | F |
| Do you currently have more than one job | | | | | |
| Yes | 4 | 3 | 3 | 0 | 1 |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|----|----|----|----|----|
| | F | F | F | F | F |
| No | 18 | 16 | 12 | 11 | 3 |
| Total | 22 | 19 | 15 | 11 | 4 |
| | | | | | |
| How many times have you changed jobs | | | | | |
| No changes or clear promotion | 13 | 7 | 8 | 6 | 2 |
| One change | 2 | 7 | 3 | 3 | 1 |
| Two changes | 3 | 3 | 1 | 0 | 1 |
| Three or more changes | 5 | 3 | 3 | 1 | 0 |
| Total | 23 | 20 | 15 | 10 | 4 |
| | | | | | |
| For how many months have you held down a job | | | | | |
| All of the months | 11 | 11 | 7 | 7 | 2 |
| 75% to under 100% | 6 | 3 | 2 | 1 | 1 |
| 50% to under 75% | 0 | 4 | 2 | 0 | 0 |
| Under 50% | 6 | 2 | 4 | 2 | 1 |
| Total | 23 | 20 | 15 | 10 | 4 |
| | | | | | |
| How many hours per week do you work at your current job | | | | | |
| Over 45 hours | 6 | 10 | 4 | 5 | 2 |
| 35-45 hours | 6 | 5 | 7 | 2 | 0 |
| 20-34 hours | 2 | 0 | 1 | 2 | 1 |
| 10-19 hours | 4 | 1 | 1 | 0 | 0 |
| Under 10 hours | 5 | 4 | 2 | 1 | 1 |
| Total | 23 | 20 | 15 | 10 | 4 |
| | | | | | |
| In the past month, how many days have you missed work | | | | | |
| None | 19 | 13 | 13 | 10 | 4 |
| One day | 2 | 2 | 0 | 0 | 0 |
| Two to three days | 1 | 3 | 1 | 0 | 0 |
| More than three days | 1 | 2 | 1 | 0 | 0 |
| Total | 23 | 20 | 15 | 10 | 4 |
| | | | | | |
| In the past month, have you received any warnings for performance issues from your employer | | | | | |
| No | 19 | 19 | 14 | 8 | 4 |
| Yes, one | 3 | 1 | 1 | 2 | 0 |
| Total | 22 | 20 | 15 | 10 | 4 |
| | | | | | |
| Since the last interview, have you been fired from a job | | | | | |
| No | 21 | 18 | 14 | 9 | 4 |
| Yes | 2 | 2 | 1 | 0 | 0 |
| Total | 23 | 20 | 15 | 9 | 4 |

Studying

Table 33. Item level analysis of studying

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|----|----|----|----|----|
| | F | F | F | F | F |
| Since the last interview, have you dropped any courses or modules | | | | | |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|----|----|----|----|----|
| | F | F | F | F | F |
| No | 22 | 14 | 10 | 6 | 2 |
| Yes, one | 1 | 2 | 1 | 1 | 0 |
| Yes, more than one | 0 | 1 | 1 | 0 | 0 |
| Total | 23 | 17 | 12 | 7 | 2 |
| | | | | | |
| Since the last interview, have you failed any courses or modules | | | | | |
| No | 17 | 13 | 7 | 6 | 1 |
| Yes, one | 3 | 1 | 4 | 1 | 1 |
| Yes, more than one | 3 | 3 | 1 | 0 | 0 |
| Total | 23 | 17 | 12 | 7 | 2 |
| | | | | | |
| Since the last interview, have you failed any tests or other assessments | | | | | |
| No | 15 | 8 | 7 | 6 | 1 |
| Yes, one | 5 | 2 | 2 | 1 | 1 |
| Yes, two | 2 | 4 | 1 | 0 | 0 |
| Yes, three or more | 1 | 3 | 2 | 0 | 0 |
| Total | 23 | 17 | 12 | 7 | 2 |
| | | | | | |
| In the past month, how many days have you missed class | | | | | |
| None | 13 | 7 | 10 | 7 | 1 |
| One day | 4 | 1 | 0 | 0 | 1 |
| Two to three days | 3 | 3 | 0 | 0 | 0 |
| More than three days | 3 | 6 | 2 | 0 | 0 |
| Total | 23 | 17 | 12 | 7 | 2 |
| | | | | | |
| Since the last interview, have you obtained a distinction or an A for any course or subject | | | | | |
| More than one | 7 | 5 | 3 | 2 | 0 |
| One | 6 | 3 | 2 | 3 | 0 |
| None | 10 | 9 | 7 | 2 | 2 |
| Total | 23 | 17 | 12 | 7 | 2 |

Financial Security

Table 34. Item level analysis of financial security

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|----|----|----|----|----|
| | F | F | F | F | F |
| What is your main source of income | | | | | |
| Employment | 21 | 21 | 16 | 11 | 6 |
| Parents, foster parents, spouse or family | 27 | 20 | 14 | 7 | 5 |
| Grants (social security) or friends | 8 | 3 | 0 | 1 | 0 |
| Begging or crime or no income | 11 | 7 | 3 | 3 | 1 |
| Total | 67 | 51 | 33 | 22 | 12 |
| | | | | | |
| In total, how much money did you get last month | | | | | |
| R12 801 or higher | 1 | 1 | 2 | 2 | 0 |
| R6 401 – R12 800 | 0 | 4 | 2 | 0 | 0 |
| R3 201 – R6 400 | 11 | 4 | 2 | 1 | 0 |
| R1 601 – R3 200 | 3 | 2 | 2 | 3 | 1 |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|----|----|----|----|----|
| | F | F | F | F | F |
| R801 – R1600 | 5 | 3 | 0 | 2 | 1 |
| R401 – R800 | 10 | 9 | 2 | 1 | 1 |
| R0 – R400 | 20 | 12 | 6 | 2 | 0 |
| Total | 50 | 35 | 16 | 11 | 3 |
| | | | | | |
| Have you got your own bank account | | | | | |
| Yes | 40 | 33 | 19 | 15 | 9 |
| No | 27 | 17 | 14 | 7 | 3 |
| Total | 67 | 50 | 33 | 22 | 12 |
| | | | | | |
| Do you have any savings over and above this month's salary | | | | | |
| R12 801 or higher | 3 | 2 | 3 | 4 | 1 |
| R6 401 – R12 800 | 1 | 1 | 0 | 0 | 0 |
| R3 201 – R6 400 | 2 | 2 | 2 | 1 | 0 |
| R1 601 – R3 200 | 5 | 1 | 0 | 0 | 0 |
| R801 – R1600 | 4 | 0 | 3 | 2 | 0 |
| R401 – R800 | 2 | 5 | 1 | 1 | 1 |
| R0 – R400 | 32 | 23 | 7 | 3 | 2 |
| Total | 49 | 34 | 16 | 11 | 4 |
| | | | | | |
| Do you currently have any debt | | | | | |
| No debt | 59 | 43 | 26 | 17 | 11 |
| Yes, student loan | 0 | 1 | 1 | 1 | 1 |
| Yes, short term loan | 2 | 1 | 1 | 3 | 0 |
| Yes, credit card, bank overdraft or other shopping account | 1 | 4 | 2 | 0 | 0 |
| Yes, utilities in arrears | 2 | 0 | 1 | 0 | 0 |
| Yes, short term loan | 0 | 0 | 1 | 1 | 0 |
| Total | 64 | 49 | 32 | 22 | 12 |
| | | | | | |
| In thinking back over the last month, how many days, have you not had any food to eat | | | | | |
| No days | 53 | 43 | 28 | 22 | 11 |
| One day | 2 | 0 | 0 | 0 | 1 |
| Two to three days | 4 | 7 | 4 | 0 | 0 |
| Four or more days | 8 | 1 | 1 | 0 | 0 |
| Total | 67 | 51 | 33 | 22 | 12 |

Drugs and Alcohol

Table 35. Item level analysis of drugs and alcohol

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|---|----|----|----|----|----|
| | F | F | F | F | F |
| In thinking back over the last two weeks, have you smoked any cigarettes | | | | | |
| No | 33 | 25 | 12 | 7 | 5 |
| Up to five cigarettes per day | 21 | 18 | 13 | 8 | 4 |
| About half a pack per day | 6 | 4 | 6 | 7 | 2 |
| A pack or more a day | 7 | 4 | 2 | 0 | 1 |
| Total | 67 | 51 | 33 | 22 | 12 |
| | | | | | |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|----|----|----|----|----|
| | F | F | F | F | F |
| During the past two weeks, how many alcoholic beverages have you drunk | | | | | |
| None | 41 | 26 | 22 | 14 | 8 |
| One to four drinks | 13 | 13 | 3 | 3 | 1 |
| Five to seven drinks | 3 | 5 | 3 | 2 | 0 |
| More than seven drinks | 10 | 7 | 5 | 3 | 3 |
| Total | 67 | 51 | 33 | 22 | 12 |
| | | | | | |
| During the past two weeks, how many times have you had five or more alcoholic drinks in a row | | | | | |
| No times | 52 | 32 | 25 | 17 | 10 |
| Once or twice | 13 | 16 | 6 | 4 | 1 |
| Three or four times | 0 | 1 | 2 | 0 | 0 |
| More than four times | 1 | 2 | 0 | 1 | 1 |
| Total | 66 | 51 | 33 | 22 | 12 |
| | | | | | |
| During the past two weeks, have you used dagga | | | | | |
| No | 56 | 47 | 24 | 17 | 9 |
| Once or twice | 3 | 0 | 3 | 2 | 1 |
| Three or four times | 1 | 0 | 0 | 2 | 1 |
| More than four times | 7 | 4 | 6 | 1 | 1 |
| Total | 67 | 51 | 33 | 22 | 12 |
| | | | | | |
| In thinking back over the last month, have you used any other drugs | | | | | |
| No | 66 | 50 | 31 | 21 | 12 |
| Five to eight times | 1 | 0 | 1 | 1 | 0 |
| More than eight times | 0 | 1 | 1 | 0 | 0 |
| Total | 67 | 51 | 33 | 22 | 12 |

Crime

Table 36. Item level analysis of crime

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|--|----|----|----|----|----|
| | F | F | F | F | F |
| Since the last interview, have you damaged or tried to damage anyone else's property on purpose | | | | | |
| Yes, including fire setting | 2 | 0 | 1 | 0 | 0 |
| Yes, once | 1 | 0 | 2 | 0 | 0 |
| No | 64 | 51 | 30 | 22 | 12 |
| Total | 67 | 51 | 33 | 22 | 12 |
| | | | | | |
| Since the last interview, have you stolen or tried to steal money or things | | | | | |
| R1000 or more | 1 | 2 | 0 | 1 | 0 |
| Less than R1000 but more than R100 | 2 | 3 | 0 | 0 | 0 |
| Less than R100 | 4 | 1 | 1 | 0 | 2 |
| No | 60 | 45 | 32 | 21 | 10 |
| Total | 67 | 51 | 33 | 22 | 12 |

| Item | Y1 | Y2 | Y3 | Y4 | Y5 |
|---|----|----|----|----|----|
| | F | F | F | F | F |
| Since the last interview, have you knowingly sold or held stolen goods or drugs, or tried to do either of these things | | | | | |
| R1000 or more | 2 | 2 | 1 | 2 | 1 |
| Less than R1000 but more than R100 | 1 | 1 | 0 | 0 | 1 |
| No | 64 | 48 | 32 | 20 | 10 |
| Total | 67 | 51 | 33 | 22 | 12 |
| | | | | | |
| Since the last interview, have you physically hurt or tried to hurt someone on purpose | | | | | |
| Murder | 0 | 0 | 0 | 1 | 0 |
| Assault requiring medical care | 2 | 1 | 1 | 0 | 0 |
| Threatened with the use of a weapon, but not actually assaulted | 3 | 2 | 1 | 0 | 0 |
| Unarmed assault not requiring medical care | 8 | 5 | 8 | 2 | 1 |
| No | 54 | 43 | 23 | 19 | 11 |
| Total | 67 | 51 | 33 | 22 | 12 |
| | | | | | |
| Since the last interview, have you been in trouble with the law | | | | | |
| Serving a prison sentence | 1 | 1 | 1 | 0 | 1 |
| Found guilty of a crime | 2 | 1 | 0 | 0 | 1 |
| Charges laid against me | 2 | 1 | 3 | 2 | 2 |
| Spent at least one night in a correctional facility | 2 | 1 | 1 | 1 | 1 |
| No | 60 | 47 | 28 | 19 | 7 |
| Total | 67 | 51 | 33 | 22 | 12 |

APPENDIX 4: CORRELATIONS BETWEEN RESILIENCE VARIABLES AND INDICATOR AND SCALE OUTCOMES

Indicator Outcome Predictions

This section reports on the resilience variables that predict better independent living outcomes for care-leavers. Data regarding the young people's resilience, collected during the disengagement interviews, are statistically compared with their indicator outcomes every year thereafter. Due to the small sample size, the non-parametric Mann-Whitney U test was conducted. As this an exploratory study, significance was set at $p < .05$. [Table 37](#) shows the indicator in the first column, and then the resilience variables that predict that indicator each year. Where the same resilience variable predicts an outcome over multiple years, those appear in the same row.

Table 37. Indicator outcome predictions

| Indicator | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------------------------------|--------------------------|-----------------------------------|--------------------------|--------|--|
| Self-supporting Accommodation (6) | Community Relationships | | | | |
| | Optimism | | | | |
| | | Friend Relationships | | | |
| | | Bouncebackability | | | |
| | | | Role Model Relationships | | |
| | | | | | Resourcefulness |
| Education for employment (6) | Friend Relationships | | | | |
| | Care-leaving Readiness | | Care-leaving Readiness | | |
| | | Role Model Relationships | Role Model Relationships | | |
| | | | | | Supportive Relationship with GBTSA Staff |
| NEET (12) | Family Relationships | | | | |
| | Community Relationships | | | | |
| | Role Model Relationships | | | | |
| | Teamwork | | | | |
| | Optimism | | | | |
| | Self-Esteem | | | | |
| | Relational Resilience | | | | |
| | Internal Resilience | | | | |
| | Global Resilience | | | | |
| | | Care-leaving Readiness | | | |
| | | Maintain Contact with GBTSA Staff | | | |

| Indicator | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------|------------------|--------------------------|---------------------------|--------------------------------|----------------------|
| | | | | | Friend Relationships |
| Reliable Employment (5) | | Social Activities | | | |
| | | Environmental Resilience | | | |
| | | | Love Relationships | | |
| | | | | Friend Relationships | |
| | | | | Interdependent Problem Solving | |
| Diligent Education (2) | | Community Safety | | | |
| | | Environmental Resilience | | | |
| Liveable Income (3) | Community Safety | | | | |
| | | | Family Financial Security | | |
| | | | Environmental Resilience | | |
| Drug & Alcohol Free (3) | Resourcefulness | | | | |
| | | | Resilience in GBTSA | | |
| | | | | Interdependent Problem Solving | |
| Crime 'free' (3) | | High Self-Expectations | | | |
| | | | | | Friend Relationships |
| | | | | | Self-Esteem |

[Table 38](#) provides a summary of the findings. It shows which of the resilience variables are most important, as they predict the most number of significant correlations. Resilience variables that did not predict any outcomes after care have been excluded. The number of significant correlations predicted by each resilience variable is shown in brackets in Column 2.

Table 38. Summary of indicator outcome predictions

| Domain | Resilience Variable | Indicator | Year |
|------------|------------------------------|-------------------------------|------|
| Relational | Friend Relationships (5) | Education for Employment | 1 |
| | | Self-supporting accommodation | 2 |
| | | Reliable Employment | 4 |
| | | NEET | 5 |
| | | Crime 'free' | 5 |
| Relational | Role Model Relationships (4) | NEET | 1 |
| | | Education for Employment | 2 |
| | | Self-supporting accommodation | 3 |
| | | Education for Employment | 3 |
| In-care | Care-leaving Readiness (3) | Education for Employment | 1 |

| | | | |
|---------------|--|-------------------------------|---|
| | | NEET | 2 |
| | | Education for Employment | 3 |
| Environmental | Environmental Resilience (3) | Reliable Employment | 2 |
| | | Diligent Education | 2 |
| | | Financial Security | 3 |
| Individual | Resourcefulness (2) | Drugs & Alcohol Free | 1 |
| | | Self-supporting accommodation | 5 |
| Relational | Community Relationships (2) | Self-supporting accommodation | 1 |
| | | NEET | 1 |
| Individual | Optimism (2) | Self-supporting accommodation | 1 |
| | | NEET | 1 |
| Individual | Self-Esteem (2) | NEET | 1 |
| | | Crime 'free' | 5 |
| Interactional | Interdependent Problem Solving (2) | Reliable Employment | 4 |
| | | Drugs & Alcohol Free | 4 |
| Environmental | Community Safety (2) | Financial Security | 1 |
| | | Diligent Education | 2 |
| In-care | Supportive Relationship with GBTSa Staff (1) | Education for Employment | 5 |
| Relational | Family Relationships (1) | NEET | 1 |
| Interactional | Teamwork (1) | NEET | 1 |
| In-Care | Maintain Contact with GBTSa Staff (1) | NEET | 2 |
| Environmental | Social Activities (1) | Reliable Employment | 2 |
| Relational | Love Relationships (1) | Reliable Employment | 3 |
| Environmental | Family Financial Security (1) | Financial Security | 3 |
| Individual | High Self-Expectations (1) | Crime 'free' | 2 |
| Individual | Bouncebackability (1) | Self-supporting accommodation | 2 |
| Global | Relational Resilience (1) | NEET | 1 |
| Global | Internal Resilience (1) | NEET | 1 |
| Global | Global Resilience (1) | NEET | 1 |
| Global | Resilience in GBTSa (1) | Drugs & Alcohol Free | 3 |

Scale Outcome Predictions

Outcome predictions were established by measuring the correlations between the outcome scale scores and the resilience constructs. Due to the small sample size, data permitted that the nonparametric Spearman's Rho was used. Significance was set at $p < .05$. The number of significant correlations predicted by each resilience variable is shown in brackets in Column 1.

Table 39. Scale outcome predictions

| Outcome | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------|------------------------|--------------------------------|--------------------------------|-----------------------------------|--------|
| Global Health (22) | High Self-Expectations | | | | |
| | Internal Resilience | | | Internal Resilience | |
| | | Family Relationships | | | |
| | | Friend Relationships | Friend Relationships | | |
| | | Role Model Relationships | Role Model Relationships | | |
| | | Teamwork | | | |
| | | Bouncebackability | | | |
| | | Self-Esteem | | | |
| | | Supportive GBTSA Relationships | | | |
| | | Relational Resilience | Relational Resilience | | |
| | | Internal Resilience | | | |
| | | Resilience in GBTSA | | | |
| | | Global Resilience | | | |
| | | | | Family Financial Security | |
| | | | | Spirituality | |
| | | | | Care-leaving Readiness | |
| | | | | Maintain Contact with GBTSA Staff | |
| | | | | Environmental Resilience | |
| Health Physical (20) | Resourcefulness | | | | |
| | High Self-Expectations | | | | |
| | | Family Relationships | | | |
| | | Friend Relationships | Friend Relationships | | |
| | | Role Model Relationships | Role Model Relationships | | |
| | | Bouncebackability | | | |
| | | Self-Esteem | | | |
| | | Supportive GBTSA Relationships | Supportive GBTSA Relationships | | |
| | | Relational Resilience | Relational Resilience | | |
| | | Internal Resilience | | | |
| | | Resilience in GBTSA | Resilience in GBTSA | | |
| | | Global Resilience | Global Resilience | | |
| | | | | Care-leaving Readiness | |
| | | | | Maintain Contact with GBTSA Staff | |

| Outcome | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------|--------------------------------|---------------------------|--------------------------------|--------------------------|------------------|
| Health Psychological (18) | High Self-Expectations | | | | |
| | Self-Esteem | Self-Esteem | | | |
| | | Family Relationships | | | |
| | | Friend Relationships | | | |
| | | Community Relationships | | | |
| | | Role Model Relationships | Role Model Relationships | | |
| | | Bouncebackability | | | |
| | | Relational Resilience | Relational Resilience | | |
| | | Internal Resilience | | Internal Resilience | |
| | | Global Resilience | | | |
| | | | | Social Activities | |
| | | | | Care-leaving Readiness | |
| | | | | Environmental Resilience | |
| | | | | | Community Safety |
| Family Relationships (20) | Family Relationships | Family Relationships | Family Relationships | | |
| | Teacher Relationships | | | | |
| | Community Relationships | | Community Relationships | | |
| | Family Financial Security | Family Financial Security | | | |
| | Supportive GBTSA Relationships | | Supportive GBTSA Relationships | | |
| | Relational Resilience | | Relational Resilience | | |
| | Internal Resilience | | | Internal Resilience | |
| | Resilience in GBTSA | | Resilience in GBTSA | | |
| | Global Resilience | | | | |
| | | Self-Esteem | | | |
| | | Care-leaving Readiness | Care-leaving Readiness | | |
| Friend Relationships (27) | Friend Relationships | Friend Relationships | Friend Relationships | | |
| | Supportive GBTSA Relationships | | | | |
| | Positive Care Experience | | | | |
| | Relational Resilience | Relational Resilience | Relational Resilience | | |
| | Resilience in GBTSA | Resilience in GBTSA | Resilience in GBTSA | | |
| | | Teacher Relationships | | | |

| Outcome | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------------------|--------------------------------|--------------------------|-----------------------------------|------------------------|---------------------------|
| | | Community Relationships | Community Relationships | | |
| | | Role Model Relationships | Role Model Relationships | | |
| | | Social Activities | | | |
| | | Teamwork | | | |
| | | Empathy | | | |
| | | Bouncebackability | | | |
| | | Self-Esteem | | | |
| | | Environmental Resilience | | | |
| | | Interactive Resilience | | | |
| | | Global Resilience | | | |
| | | | Optimism | | |
| | | | Maintain Contact with GBTSA Staff | | |
| | | | | Care-leaving Readiness | |
| Love Relationships (3) | | | Role Model Relationships | | |
| | | | | Self-Esteem | |
| | | | | Internal Resilience | |
| Resilience (29) | Interdependent Problem Solving | | | | |
| | Bouncebackability | Bouncebackability | | | |
| | Care-leaving Readiness | | | | |
| | Internal Resilience | Internal Resilience | | | |
| | | Family Relationships | | | |
| | | Friend Relationships | Friend Relationships | | Friend Relationships |
| | | Role Model Relationships | Role Model Relationships | | |
| | | Social Activities | Social Activities | | |
| | | Teamwork | | | |
| | | Self-Esteem | | Self-Esteem | |
| | | Relational Resilience | Relational Resilience | | |
| | | Resilience in GBTSA | Resilience in GBTSA | | |
| | | Global Resilience | Global Resilience | | Global Resilience |
| | | | Empathy | | |
| | | | Maintain Contact with GBTSA Staff | | |
| | | | | | Community Relationships |
| | | | | | Family Financial Security |
| | | | | | Environmental Resilience |
| | Community Safety | | | | |

| Outcome | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------------------|--|-----------------------------------|--------------------------|--------------------------|-------------------------|
| Bouncebackability (10) | Bouncebackability | | | | |
| | Environmental Resilience | | | | |
| | Global Resilience | | | | |
| | | Family Relationships | | | |
| | | Care-leaving Readiness | | | |
| | | Maintain Contact with GBTSA Staff | | | |
| | | Relational Resilience | | | |
| | | | Role Model Relationships | | |
| | | | Self-Esteem | | |
| GBTSA Experience (19) | Supportive Relationship with GBTSA Staff | | | | |
| | Positive Care Experience | Positive Care Experience | Positive Care Experience | Positive Care Experience | |
| | Care-leaving Readiness | Care-leaving Readiness | | | |
| | | Teamwork | | Teamwork | Teamwork |
| | | Maintain Contact with GBTSA Staff | | | |
| | | | Resilience in GBTSA | | |
| | | | | Empathy | |
| | | | | | Community Relationships |
| | | | | | Love Relationships |
| | | | | | Social Activities |
| | | | | | Optimism |
| | | | | | Relational Resilience |
| | | | | | Global Resilience |
| GBTSA Contact (21) | Teacher Relationships | | | | |
| | Teamwork | Teamwork | | | |
| | Empathy | | | Empathy | |
| | Optimism | | | | |
| | Supportive Relationship with GBTSA Staff | | | | |
| | Positive Care Experience | Positive Care Experience | | Positive Care Experience | |
| | Care-leaving Readiness | | | | |
| | Maintain Contact with GBTSA Staff | | | | |
| | Resilience in GBTSA | | | | |

| Outcome | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|---------------------------|--|--------------------------|------------------------|-----------------|
| | | Family Relationships | | | |
| | | Self-Esteem | | | |
| | | Relational Resilience | | | |
| | | | Community Relationships | | |
| | | | Self-Efficacy | | |
| | | | | Love Relationships | |
| | | | | Social Activities | |
| | | | | Interactive Resilience | |
| Accommodation (5) | Community Relationships | | | | |
| | Family Financial Security | | | | |
| | Relational Resilience | | | | |
| | | | Community Safety | | |
| | | | | High Self-Expectations | |
| Employment (7) | Love Relationships | | | | |
| | Bouncebackability | | | | |
| | | Teacher Relationships | | | |
| | | Role Model Relationships | | | |
| | | Relational Resilience | | | |
| | | | | Optimism | |
| | | | | Global Resilience | |
| Studying (10) | | Family Relationships | | | |
| | | Community Relationships | | | |
| | | Role Model Relationships | | | |
| | | Teamwork | | | |
| | | Self-Esteem | | Self-Esteem | |
| | | Supportive Relationship with GBTSA Staff | | | |
| | | Relational Resilience | | | |
| | | Internal Resilience | | | |
| | | | | Community Safety | |
| Finances (2) | Family Financial Security | | | | |
| | | | | | Resourcefulness |
| Drugs & Alcohol (6) | | | Friend Relationships | | |
| | | | Role Model Relationships | | |

| Outcome | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------|------------------------|------------------------|--------------------------|--------------------------------|----------------------|
| | | | Positive Care Experience | | |
| | | | Interactive Resilience | | |
| | | | Resilience in GBTSA | | |
| | | | | Interdependent Problem Solving | |
| Crime (11) | High Self-Expectations | High Self-Expectations | | | |
| | | Social Activities | | | |
| | | Optimism | | | |
| | | Spirituality | | | |
| | | | Friend Relationships | | Friend Relationships |
| | | | Teacher Relationships | | |
| | | | Community Relationships | | |
| | | | Resilience in GBTSA | | |
| | | | | | Self-Esteem |

[Table 40](#) provides a summary of the findings. It shows which of the resilience variables are most important as those predict the most number of significant correlations. The number of significant correlations predicted by each resilience variable is shown in brackets in Column 2.

Table 40. Summary of scale outcome predictions

| Domain | Resilience Variable | Predicts the following Outcome | Year |
|------------|----------------------------|--------------------------------|------------|
| Relational | Relational Resilience (18) | Accommodation | 1 |
| | | Family Relationships | 1, 4 |
| | | Friend Relationships | 1, 2, 3 |
| | | Health Global | 2, 3 |
| | | Health Physical | 2, 3 |
| | | Health Psychological | 2 |
| | | Resilience | 2, 3 |
| | | Bouncebackability | 2 |
| | | GBTSA Contact | 2 |
| | | Employment | 2 |
| | | Studying | 2 |
| | | GBTSA Experience | 5 |
| In-care | Resilience in GBTSA (14) | Family Relationships | 1, 2, 3, 4 |
| | | Friend Relationships | 1 |
| | | GBTSA Contact | 1 |
| | | Health Global | 2 |
| | | Health Physical | 2, 3 |
| | | Resilience | 2, 3 |
| | | GBTSA Experience | 3 |
| | | Drugs & Alcohol | 3 |
| | | Crime | 4 |
| Relational | Friend Relationships (13) | Friend Relationships | 1, 2 |

| Domain | Resilience Variable | Predicts the following Outcome | Year |
|------------|-------------------------------|--------------------------------|---------|
| | | Health Global | 2, 3 |
| | | Health Physical | 2, 3 |
| | | Health Psychological | 2 |
| | | Resilience | 2, 3, 4 |
| | | Drugs & Alcohol | 3 |
| | | Crime | 3, 5 |
| Individual | Self-Esteem (13) | Health Psychological | 1, 2 |
| | | Health Global | 2 |
| | | Health Physical | 2 |
| | | Family Relationships | 2 |
| | | Resilience | 2, 4 |
| | | GBTSA Contact | 2 |
| | | Studying | 2, 4 |
| | | Bouncebackability | 3 |
| | | Love Relationships | 4 |
| | | Crime | 5 |
| Relational | Role Model Relationships (12) | Health Global | 2, 3 |
| | | Health Physical | 2, 3 |
| | | Health Psychological | 2 |
| | | Resilience | 2, 3 |
| | | Employment | 2 |
| | | Friend Relationships | 3 |
| | | Love Relationships | 3 |
| | | Bouncebackability | 3 |
| | | Drugs & Alcohol | 3 |
| Global | Global Resilience (11) | Family Relationships | 1 |
| | | Bouncebackability | 1 |
| | | Health Global | 2 |
| | | Health Physical | 2 |
| | | Health Psychological | 2 |
| | | Resilience | 2, 3, 5 |
| | | Health Physical | 3 |
| | | Employment | 4 |
| | | GBTSA Experience | 5 |
| In-care | Care-leaving Readiness (11) | Resilience | 1 |
| | | GBTSA Experience | 1, 2 |
| | | GBTSA Contact | 1 |
| | | Family Relationships | 2 |
| | | Bouncebackability | 2 |
| | | Health Physical | 3 |
| | | Health Global | 4 |
| | | Health Psychological | 4 |
| | | Family Relationships | 1, 4 |
| Individual | Internal Resilience (11) | Resilience | 1, 2 |
| | | Health Global | 2, 3, 4 |
| | | Health Physical | 2 |
| | | Health Psychological | 2, 4 |
| | | Studying | 2 |
| | | Friend Relationships | 4 |
| | | Love Relationships | 4 |
| Relational | | Family Relationships | 1, 3 |

| Domain | Resilience Variable | Predicts the following Outcome | Year |
|---------------|--|--------------------------------|------------|
| | Community Relationships (10) | Accommodation | 1 |
| | | Health Psychological | 2 |
| | | Studying | 2 |
| | | Friend Relationships | 3 |
| | | GBTSA Contact | 3 |
| | | Crime | 3 |
| | | Resilience | 5 |
| | | GBTSA Experience | 5 |
| In-care | Supportive Relationship with GBTSA Staff (9) | Family Relationships | 1, 4 |
| | | Friend Relationships | 1 |
| | | GBTSA Experience | 1 |
| | | GBTSA Contact | 1 |
| | | Health Global | 2 |
| | | Health Physical | 2, 3 |
| | | Studying | 2 |
| In-care | Positive Care Experience (9) | Friend Relationships | 1 |
| | | GBTSA Experience | 1, 2, 3, 4 |
| | | GBTSA Contact | 1, 2, 4 |
| | | Drugs & Alcohol | 3 |
| Relational | Family Relationships (8) | Family Relationships | 1 |
| | | Health Global | 2 |
| | | Health Physical | 2 |
| | | Health Psychological | 2 |
| | | Resilience | 2 |
| | | Bouncebackability | 2 |
| | | GBTSA Contact | 2 |
| | | Studying | 2 |
| Interactional | Teamwork (8) | GBTSA Contact | 1 |
| | | Health Global | 2 |
| | | Resilience | 2 |
| | | GBTSA Experience | 2, 4, 5 |
| | | GBTSA Contact | 2 |
| | | Studying | 2 |
| Individual | Bouncebackability (7) | Resilience | 1, 2 |
| | | Bouncebackability | 1 |
| | | Employment | 1 |
| | | Health Global | 2 |
| | | Health Physical | 2 |
| | | Health Psychological | 2 |
| In-care | Maintain Contact with GBTSA Staff (7) | GBTSA Contact | 1 |
| | | Bouncebackability | 2 |
| | | Teamwork | 2 |
| | | Health Physical | 3 |
| | | Resilience | 3 |
| | | Health Global | 4 |
| | | Friend Relationships | 4 |
| Environmental | Social Activities (6) | Resilience | 2, 3 |
| | | Crime | 2 |
| | | Health Psychological | 4 |
| | | GBTSA Contact | 4 |
| | | GBTSA Experience | 5 |

| Domain | Resilience Variable | Predicts the following Outcome | Year |
|---------------|------------------------------------|--------------------------------|------|
| Individual | High Self-Expectations (6) | Health Global | 1 |
| | | Health Physical | 1 |
| | | Health Psychological | 1 |
| | | Crime | 1, 2 |
| | | Accommodation | 4 |
| Individual | Optimism (5) | GBTSA Contact | 1 |
| | | Crime | 2 |
| | | Friend Relationships | 3 |
| | | Employment | 4 |
| | | GBTSA Experience | 5 |
| Relational | Teacher Relationships (5) | Family Relationships | 1 |
| | | GBTSA Contact | 1 |
| | | Friend Relationships | 2 |
| | | Employment | 2 |
| | | Crime | 3 |
| Environmental | Family Financial Security (5) | Family Relationships | 1 |
| | | Accommodation | 1 |
| | | Finances | 1 |
| | | Health Global | 4 |
| | | Resilience | 5 |
| Interactional | Empathy (4) | GBTSA Contact | 1, 4 |
| | | Resilience | 3 |
| | | GBTSA Experience | 4 |
| Environmental | Community Safety (4) | Bouncebackability | 1 |
| | | Accommodation | 3 |
| | | Studying | 4 |
| | | Health Psychological | 5 |
| Environmental | Environmental Resilience (4) | Bouncebackability | 1 |
| | | Health Global | 4 |
| | | Health Psychological | 4 |
| | | Resilience | 5 |
| Relational | Love Relationships (3) | Employment | 1 |
| | | GBTSA Contact | 4 |
| | | GBTSA Experience | 5 |
| Interactional | Interactive Resilience (3) | Health Global | 1 |
| | | Drugs & Alcohol | 3 |
| | | GBTSA Contact | 4 |
| Interactional | Interdependent Problem Solving (2) | Resilience | 1 |
| | | Drugs & Alcohol | 4 |
| Individual | Resourcefulness (2) | Health Physical | 1 |
| | | Finances | 5 |
| Individual | Spirituality (2) | Crime | 2 |
| | | Health Global | 4 |
| Individual | Self-Efficacy (1) | GBTSA Contact | 3 |
| Individual | Distress Tolerance (0) | | |