IDENTIFYING ASSETS IN THE MEMORY-BOX-MAKING-PROCESS WITH VULNERABLE CHILDREN

by

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Their support and encouragement will be an unforgettable memory.

*The Lord's love greets us every morning
with new blessings for the day…*
(Lam. 3:22-23)

DECLARATIONS

I, Jeandre Renette Viljoen (9704836), hereby declare that all the resources that were consulted are included in the reference list and that this study is my original work.

_____
J.R. Viljoen
December 2004

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I, Ingrid Swanepoel, hereby declare that I undertook the editing of the grammatical and language aspects of this dissertation.

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(Tel. 318-5357)
December 2004

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INTRODUCTORY NOTES

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Opinions expressed and conclusions arrived at, are those of the
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Photographs
Participants gave written permission for their
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I appreciate their willingness to take part in both excursions.
I sincerely believe we have learnt from each other.

He / She
As the repetitive use of pronouns referring to gender tends to be cumbersome
and at times confusing, the word "he" / "him" is used throughout while
inclusive of the female form, if not stated otherwise.

I / researcher / facilitator
The terms "researcher", "facilitator" and pronoun "I" are used interchangeably,
depending on the context: "researcher" is used with reference to
technical discussions, "facilitator" when the researcher is facilitating the
memory-box-making process, whilst the pronoun "I" refer to the
researcher as participant in a session.

If you have come to help me,
 you are wasting your time,
but if you have come because
your liberation is bound up with mine,
then let us work together.

Lila Watson
(Australian Aborigine in response to mission workers)
(Extract from Begging for Change by Robert Eggers)

SUMMARY

**IDENTIFYING ASSETS DURING THE MEMORY-BOX-MAKING PROCESS
WITH VULNERABLE CHILDREN**

by

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Many children are left vulnerable due to circumstances beyond their control, for example, poverty, violence, limited education and the HIV & AIDS epidemic. One way of supporting vulnerable children is by making memory boxes. This study endeavoured to identify the assets during the memory-box-making process with vulnerable children. The aim of the study was to contribute towards an understanding of vulnerable children in South Africa and the memory-box-making process that frames vulnerable children in terms of assets, resources and capacities, instead of deficits. A combination of an interpretive and constructivist paradigm was used within an action research design. The site of the study was a deep rural community in the Limpopo Province, South Africa. Five participants and one helper contributed towards the research process. Primary data was collected within the memory-box-making process – by means of simple and participatory observation, individual and group interviews, audio-visual methods and field notes. Fifteen memory-box-making sessions took place over a period of six weeks. The data analysis consisted of a theme analysis that utilized the asset-based approach as a theoretical framework. The results from the study indicate a wealth of internal and external assets during the memory-box-making process with vulnerable children.

KEYWORDS

- Action research
- Assets
- Asset-based approach
- Memory-box-making process
- Memory box
- Memory book
- Rural children
- Support
- Visual assets
- Vulnerable children

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CHAPTER 1
Introduction, statement of research problem,
research design and research methodology

1.1   INTRODUCTION

"*Pinky, Sphamndla and Luky Tibe do not yet know that their mother, Ntofikile, is dying. But they clearly realise that all is not well. While their mother receives a gentle massage indoors from one of the caregivers from a local home-based care programme, the three children squat in the sun and begin to paint three aluminium boxes, using vibrant red, yellow, green and blue paints.*"

(Championing Causes, 2004:¶1)

In today's society, a large number of children are placed in a vulnerable position due to circumstances beyond their control. Those circumstances may include poverty, a lack of education and the HIV & AIDS pandemic, to only mention a few.

However, society is aware of the children's suffering due to those and other causes, and numerous supporting systems do exist, for example, feeding schemes at schools, literacy programmes to address illiteracy, HIV & AIDS awareness campaigns, life-skills programmes and many more.

A unique way of supporting vulnerable children is coming to the fore. An activity whereby a box is created with the purpose of containing memories that will empower and enable vulnerable children is increasing in popularity (New Therapist, 2003:15; 10mmp, web.uct.ac.za/depts/cgc/Jonathan/index.htm). This activity is aptly being referred to as the construction of a memory box. The concept of a memory box, that is, purpose, creation and content, is discussed in section 1.4.3. It goes by the generic title of "memory work" (Memory boxes to help say goodbye, 2004:¶3 and Munro, 2004:1) and the process of learning how to construct a memory box takes place under the supervision of a "memory facilitator".

Informal literature (Memory boxes to help say goodbye, 2004:¶9) claims that: "*memory books of boxes help children build an identity and strengthen emotional capacity, to understand the past and be less afraid of the future.*" However, limited formal research has been done about the actual memory-box-making process. At a meeting held

between the Regional Psychosocial Support Initiative (REPSSI) and the memory box project of the AIDS and Society Research Unit (ASRU), participants discussed the need for*: "indicators and evaluation, skills transfer and ways to make the memory work sustainable, replicable and scalable"* (New Therapist, 2003:15). This clearly indicates a need for formal research in this particular field.

Even less research is associated with the assets that are eminent during this memory-box-making process. According to Denis (2004:¶3):

> "*The basic assumption of the methodology of the memory boxes is that children who remember their parents in a positive way when they become ill or die, are in a better position to cope with the hardships of their condition. They know more about their roots and can figure out what happened to their parents. In this way they develop what psychologists call resilience.*"

This research study will focus on identifying the assets during the memory-box-making process with vulnerable children. Once the assets of the memory-box-making process for vulnerable children have been identified, those assets could contribute to our knowledge and understanding of vulnerable children and could later be mobilised to enhance a person's quality of life.

1.2   RESEARCH QUESTION

The research question for this study is:

What are the assets during the memory-box-making process with vulnerable children?

1.3   PURPOSE OF THE STUDY

The purpose of the study is to identify assets during the memory-box-making process with vulnerable children. The identification of assets will contribute towards an understanding of –

- vulnerable children in South Africa; and
- the memory-box-making process.

Informal studies show that memory box construction has a positive effect on children (New Therapist, 2003:15). The Media in Education Trust (MiET) suggests that a child

could make a memory box as an activity to help him deal with death, by providing him with something to remember his parents by (2001:21).

If assets are present when vulnerable children partake in the memory-box-making process, then memory boxes can be used to enhance resilience in vulnerable children (refer to section 1.11 for working assumption, as well as section 2.3.2). Refer to section 2.5 for a better understanding of how the three concepts, in other words, assets, vulnerable children and memory boxes, relate to each other and contribute towards the purpose of this study.

1.4   MOTIVATION FOR THIS STUDY

The purpose of this study is to identify assets during the memory-box-making process with vulnerable children and to thereby obtain deeper insight into vulnerable children and the memory-box-making process (refer to section 1.3). In addition to this purpose, this study is also motivated by other factors. In the next section, I will discuss the motivation for this study by referring to cost-effective therapy, the contribution it makes to memory-work facilitation, the initiation of the first memory boxes, how it could assist vulnerable children and the ways in which memory-box-making could contribute to the work done by UNAIDS.

1.4.1   COST-EFFECTIVE THERAPY

If statistics prove to be true and a quarter of all children in sub-Saharan Africa will indeed be orphans by 2010, individual counselling would be too expensive and too impractical to deliver (www.afroaidsinfo.org). Memory work is a model of counselling and psychosocial support that is user-friendly and group-based (New Therapist, 2003:15). At a conference, Consultation on HIV & AIDS and teacher education in East and Southern Africa (2003:30), teachers also expressed their need for cost-effective interventions that would promote action and enable them to assist children.

1.4.2   MEMORY-WORK FACILITATION

By identifying the assets associated with the memory-box-making process, the data from the study could be used to establish effective resources for the memory box process. This could create an opportunity to improve memory-work facilitation and open up avenues for applying the memory-box-making process creatively and flexibly.

1.4.3   F**ROM THE PEOPLE TO THE PEOPLE**

The fact that the memory box process started with Ugandian women's own initiatives stresses the need and capability of mankind to solve problems. Ugandian woman felt the need to live forever in their children's memories and created a solution to that problem by developing memory boxes.

This need to be remembered is also evident in European societies. One can obtain access to the Centre for Life Stories Preservation by logging on to www.storypreservation.com. The Centre aims to be a resource for helping people to capture their family and life stories: "*To preserve our life stories is to honour our individual lives, our experiences, our relationships … Sharing these stories celebrates our family history, our individual triumphs and struggles, and the simple joy of favourite memorie*s" (2004:¶1). It is even possible to launch a search for one's ancestors with the help of Family Tree Magazine (2004:¶1). This seems to be a type of first-world memory box and underlines the universal need to be remembered.

This study is motivated by the fact that not all people have access to the Internet and that the memory-box-making process is a non-electronic way to ensure a person is remembered. It is a problem-solving mechanism that can be taught to anyone.

1.4.4   AIDS **ORPHANS**

"*To be human is to experience loss. The development of a perspective on death begins in childhood, but is not fully understood until later in adulthood*" (Newman & Newman in Du Toit & Du Toit, 2002:133). The above statement depicts one of life's essential qualities: to experience loss. Vulnerable children (as defined within this study's parameters) are children who have experienced loss. Up to one quarter of all children in sub-Saharan Africa may be orphans by 2010 (New Therapist, 2003:15 and Memory Boxes to help say goodbye, 2004:¶5), and, therefore, children who are in need of skills to cope with loss – loss in the sense of a loved one(s), a dream or financial security. These facts motivate the study, with the hope to find assets in the memory-box-making process that could provide children who have experienced loss with a potential coping mechanism, and, consequently, make them less vulnerable.

1.4.5   UNAIDS WORK IN PROGRESS

The UNAIDS made their needs public in a presentation and discussion at an Eastern and Southern Africa Regional Workshop on orphans and vulnerable children. Their needs stem from the fact that: "*families (usually extended families) and communities are the first line of response to the needs of orphans and vulnerable children*" (HIV/AIDS and Teacher Education, 2003:2). The identified needs are listed in Table 1.1[1]. The researcher is under the impression that memory boxes could address most or all of the previously mentioned needs, because a child and/or family member(s) and/or community member(s) can contribute to the memory-box-making process. By identifying the assets that are associated with the memory-box-making process (memory boxes made by vulnerable children), it would be possible to establish whether this is an appropriate skill to support vulnerable children.

TABLE 1.1:   NEEDS EXPRESSED BY UNAIDS AND THE POSSIBILITY OF THE MEMORY-BOX-MAKING PROCESS TO ADDRESS THOSE NEEDS

Needs as identified by the UNAIDS	Could it be addressed by the memory-box-making process?
Strengthen the caring and coping capacities of families and communities.	√
Increase and strengthen family and community care rather than institutional care.	√
Enhance the capacities of families, communities and local organisations to respond to the emotional, psychological, social and economical needs.	√
Strengthen the capacities of children to respond to their own needs and hence insure the involvement of children as part of the solution; listening to them, hearing their side and allowing their participation in decisions that affect them.	√
Foster linkages between 1) HIV & AIDS-prevention activities and efforts to assist vulnerable children; and 2) home-based care and support to children.	√
Take specific steps to reduce stigma and discrimination.	√
Target communities where HIV & AIDS, poverty or other conditions make children vulnerable.	√
Pay special attention to the needs of girls and women.	√
Improve coordination and information sharing on good practices, what works and what does not work.	√
Strengthen partnerships at all levels and among key stakeholders.	√
Ensure that outside assistance is supportive of family and community efforts and does not become destructive to these efforts by undermining local initiatives.	√

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[1]   Table was compiled by using information from a paper delivered at a Consultation on HIV&AIDS and teacher education in East and Southern Africa, held in Benoni/Johannesburg from 28 to 30 October 2003.

1.5   INTRODUCING THE CONCEPTUAL FRAMEWORK

This study will be augmented by literature that relates to aspects of –

- the asset-based approach;
- vulnerable children; and
- memory boxes.

In the next section, I will introduce the above key aspects of the conceptual framework for the study. They will be elaborated on in Chapter 2.

1.5.1   THE ASSET-BASED APPROACH

1.5.1.1   Characteristics of the asset-based approach

The asset-based approach is analogous to the idea that a glass is seen as half full and not half empty (Kretzmann & McKnight, 1993:3). This metaphor describes the fact that people have deficiencies and needs, as well as capacities and gifts. Eloff (2003:10) describes the characteristics of the asset-based approach. According to her, the asset-based approach focuses strongly on assets and capacities. It necessitates the belief that each individual possesses certain assets and capacities. The objective of this approach is to focus on those assets and capacities while working with that which is relevant in the present. It emphasises enablement of an individual as well as the development of self-determination. The asset-based approach not only focuses on the individual, but also acknowledges the community surrounding the individual. It encourages the expansion of networks and the building of relationships. It emphasises dynamic partnerships where collaboration and participation are the order of the day. It is in contrast to the deficit approach, which "*creates the impression that only outside experts can provide real help, damaging the mutual support and problem-solving capacities of community members and deepening the cycle of dependence*" (Ammerman & Parks, 1998:35).

Kretzmann and McKnight (1993:6) also elaborate the community value of the asset-based approach and comment that: "*In a community whose assets are being fully recognised and mobilised, these people too will be part of the action, not as clients or recipients of aid, but as full contributors to the community-building process.*" When pondering this statement, one is reminded of Shakespeare's words: "*There is nothing either good or bad, but thinking makes it so*" *(*1999:150).

1.5.1.2   The asset-based approach and the researcher

Eloff (2003:19) advises the researcher who wishes to work according to the asset-based approach to integrate the following principles: With respect to the research participants, the researcher should firstly believe that everybody has assets, and secondly that whoever is present, is the right person to work with. With regard to the research field, the researcher should remind himself that whatever happens is the only thing that could have happened. The question: "So what will we do now?" should always be present in the researcher's mind. Last, but not least, she challenges the researcher to: "*Be prepared to be surprised*" (Eloff; 2003:19), thereby encouraging the researcher to be open-minded about expectations, events and outcomes.

1.5.2   The asset-based approach and complementing theory

As stated above, the asset-based approach is one that focuses on the talents and capabilities of an individual. The approach aims to incorporate an individual's positive attributes to serve as a value-add to the community.

A theory that complements this aspect of the asset-based approach is Urie Bronfenbrenner's ecological systems theory. This theory "*views the child as developing within a complex system of relationships affected by multiple levels of the surrounding environment*" *(*Berk, 1997:24)*.* He acknowledges the child as one being part of various interactive systems and distinguishes between the micro-, meso-, exo-, macro- and chronosystem. These systems, their relation and interaction are discussed in Chapter 2.

The ecological systems theory forms a part of the ecosystemic perspective. "*The ecosystemic perspective has evolved out of a blend of ecological and systems theories. Its main concern is to show how individual people and groups at different levels of the social context are linked in dynamic, interdependent, and interacting relationships*" (Donald, Lazarus, & Lolwana, 1997:34).

By incorporating a person's positive attribute to the enhancement of the community, one acknowledges that a person forms part of a bigger system. The ecological systems theory in relation to the asset-based approach will be discussed in Chapter 2.

1.5.3   VULNERABLE CHILDREN

The United Nations Children's Fund (UNICEF) describes vulnerable children as children who: "*… are deprived of their first line of protection – their parents*" (UNICEF, 2004:1). A

child is seen as vulnerable when he is temporarily or permanently deprived from his parents. This deprivation may be in the form of deceased parents, street children, refugee children, children who have been abducted or children whose parents have been detained. Even children who are institutionalised due to illness, disability or a lack of finance are regarded as vulnerable. This also includes children who have been detained in educational, remand and correctional or penal facilities as a result of an administrative or judicial decision.

Richter (2004:1) views children who suffer directly and/or indirectly (that is, children infected and affected) by the HIV & AIDS epidemic as vulnerable. As an example, she mentions children living with parents or caregivers who suffer from HIV & AIDS-related illness, and states that the illness or death of a foster parent may have as great an impact on a child as the death of his biological parent. She argues that institutional care also has detrimental effects on children in that their sense of belonging to a family and a community becomes distorted.

Smart (2004:4) raises the concern that not only orphan children are vulnerable children, and urged countries to supplement their information on orphans with information from a situation analysis that covers all vulnerable children. Smart's analysis of a vulnerable child in South Africa (2004:6) includes a child who –

- *"is orphaned, neglected, destitute or abandoned,*
- *has a terminally ill parent or guardian*
- *is born of a teenage or single mother*
- *is living with a parent or an adult who lacks income-generating opportunities*
- *is abused or ill-treated by a step-parent or relatives*
- *is disabled."*

as well as a child under the age of 15 who has lost his mother or primary caregiver or who will lose his mother within a relatively short period.

UNICEF (2004:1) states that: "*Children without the guidance and protection of their primary caregivers are often more vulnerable and at risk of becoming victims of violence, exploitation, trafficking, discrimination or other abuses.*" Kelly (2001:1) also refers to vulnerable children as children who have been exposed to trauma (for instance violence, abuse, death, etc.), children living in unfavourable socio-economical circumstances, girls, rural children, street children, children with disabilities, children from urban slums or high-density areas, abandoned children, children in high-risk homes (especially those ran by single parents) and social delinquents.

According to Skinner, Tsheko, Mtero-Munyati, Segwabe, Chibatamoto, Mfecane, Chandiwana, Nkomo, Tlou and Chitiyo (2004:10) a vulnerable child is one: "*who has no or very restricted access to basic needs*" being met. This definition is in contrast to some of the definitions mentioned before, but complements the definitions provided by Smart (2004:6) and Kelly (2001:1), who define vulnerable children more broadly than orphaned children. In this case, the child may still have both parents and the focus shifts to the child's basic rights, which may be denied. Skinner *et al.* (2004:10) define basic rights as follows:

- "*name and nationality – birth registration;*
- *safe home and community environment;*
- *education;*
- *family care and support;*
- *sufficient food and basic nutrition;*
- *protection from maltreatment, neglect, abuse (both in and outside the home);*
- *security from community and the government;*
- *health care and good hygiene;*
- *shelter;*
- *recreational facilities;*
- *love;*
- *good clothing;*
- *the right to make good choices concerning their way of living (e.g. not being forced*
- *into early marriages).*"

Skinner *et al.* (2004:11) used these basic rights to develop a set of factors that could identify vulnerability in the contexts of individuals, families and communities. This is a comprehensive list and it provides a framework to define vulnerable children in terms of human rights.

I have discussed various definitions of vulnerable children in the preceding section. The definition used for vulnerable children in this study will be provided in section 1.6.6.

1.5.4   MEMORY BOXES

1.5.4.1 History of memory boxes

The construction of memory boxes was spontaneously innovated by HIV-positive Ugandian women. Their objective was to create a means by which their children would

remember them. They used any kind of container, for example by using a basket, a biscuit tin, a matchbox or a petrol can. In that container they would place, for example, a poem written to the child; some advice; photos, if possible; a family tree; a letter of encouragement relevant to the mother's dreams and wishes for the child's future; key information; objects pertaining to memories – anything that a mother thinks would remind her child of her existence and his own history. This information is often captured in a memory book, which is placed inside the memory box.

Today this technique is also used in informal settlements and rural communities to enhance resilience in vulnerable children, and, especially, orphans affected by HIV & AIDS. Non-profit-making organisations that identified this as a way of helping children are in the process of introducing this technique across Africa (Memory boxes to help say goodbye, 2004:¶17).

According to the literature (Championing Causes, 2004:¶2; Memory boxes to help say goodbye, 2004:¶2, 3, 6, 8, 9 and Morgan, 2004:1), a memory box could serve the following purposes within the context of HIV & AIDS:

- Assisting parents in telling their children that they have HIV & AIDS
- Containing objects to remind a child of his parent's love for him, resulting in the knowledge that he was loved
- Serving as a means to retain memories of the parents
- Containing letters the parent used to document their aspirations for their children
- Assisting in the bereavement process

1.5.4.2 Memory boxes and children

As stated, special emphasis is placed on children. One may ask: Why children?

> "*Neither words nor statistics can adequately capture the human tragedy of children grieving for dying or dead parents, stigmatized by society through association with HIV/AIDS, plunged into economic crises and insecurity by their parents' death and struggling without services or support systems in impoverished communities.*"
>
> (UNICEF, 1999:3).

Shonkoff and Meisels (2000:3) view children as the touchstone of a healthy and sustainable society. They warn that the way in which society treats its youngsters

determines how children will develop and be viewed by others. It is of the utmost importance to treat our "future" with respect and dignity by providing today's children with sufficient love, care and assistance.

Kaduson and Shaefer (2004:141, 350, 375) use boxes in therapy as an intervention tool to treat nightmares, as a dedicated toy box to establish and enhance the therapist-client relationship, and as an anger box by means of which children learn to manage their emotions. Intellectually, I believe that the use of a box can be an effective way of encapsulating some of the complexities of the issues vulnerable children are dealing with. I would like to include issues such as the grieving process, feelings of rejection, anger and uncertainty, and the development of problem-solving skills. A box is easily obtainable and a versatile medium for working with children: in therapy it can become a treasure chest, a photo album, a sports car, a house or a private post-box.

1.6   DEFINITION OF KEY CONCEPTS AS USED IN THIS RESEARCH STUDY

In the previous section, I introduced the key aspects of the conceptual framework of this study. In the following section, I will define the concepts that are relevant to this study. These definitions will address the scope of this study and provide some understanding of the concepts at hand.

1.6.1   IDENTIFY (IDENTIFYING OF ASSETS)

Reber and Reber (2001:338) define the word "identify" as:

> "*1. A mental operation whereby one attributes to oneself, either consciously or unconsciously, the characteristics of another person or group. The notion of transference is central here. 2. A process of establishing a link between oneself and another person or group. Although similar to 1, the connotation of this usage is closer to that of affiliation. 3. An act of recognizing similarity or identity between events, objects or persons. Here the notions of labelling and classifying are roughly synonymous. There are variations on all of these definitions and in many instances a single use illustrates more than one of them.*"

In this study, the word "identify", as used in "identifying of assets", is defined as a process whereby a child relates a specific characteristic, in the form of assets, to himself. This relation between child and asset will take place within the memory-box-making process. The classification or labelling of these assets, as they are in relation to the child

and the memory- box-making process, will be done and referred to as "identifying". The researcher will conduct this process of "identifying".

1.6.2   ASSET-BASED APPROACH

Eloff (2003:8) defines an "approach" as follows:

> "*An approach refers to the way in which we take steps toward a particular purpose.*
> *It also refers to the manner in which we take those steps.*"

Furthermore Eloff (2003:31) explains the asset-based approach as:

> "*… an approach that uses assets as a way of addressing problems in a variety of contexts … It is based on the belief that all individuals, families and learning contexts have capacities, skills, resources and assets that can make contributions for positive change … Sustainability and intrinsic initiatives are strongly supported in the asset-based approach. This approach is based on the belief that people who feel connected through supportive relationships more readily develop and become people with resources who are able to solve problems …*"

As shown above, Eloff (2003) defines the term "approach", and she also defines what the asset-based approach entails. These two definitions are central to the asset-based approach used in this study. This study will be conducted by taking positive, asset-based-approach orientated steps towards understanding the memory-box-making process and vulnerable children in South Africa. The memory-box-making process will be used to provide vulnerable children with support, while the researchers collect data on assets, i.e. identify assets that are present within the memory-box-making process while vulnerable children participate in the activities concerned.

1.6.3   ASSETS

Roehlkepartain and Leffert (2000:1) identified 40 key factors, which they refer to as "developmental assets". These assets …

> "*… make a powerful difference in young people's lives … They include things like family support, a caring neighbourhood, self-esteem and resistance skills. The more assets young people have, the more likely they are to become caring,*

> *competent, contributing adults and the less likely they are to lose their way and get into trouble."*

Kretzmann and McKnight (in Page-Adams & Sherraden, 1997:423) define assets as:

> "*… an emerging theme in community revitalization, sometimes defined broadly to include all potential resources in a community – not only financial resources but also the talents and skills of individuals, organizational capacity, political connections, buildings and so on.*"

Assets, as described by Eloff (2003:10), are "*skills, talents, capacities and resources that are available.*" It is important to notice that Eloff (2003:ix) distinguishes between intrapersonal assets or "life skills" and contextual assets or "family". Ebersöhn and Eloff (2003) define *interpersonal* assets as "*identity formation, emotional regulation and cognitive regulation.*" Eloff (2003:18-32) considers these assets to be the leading factor of interpersonal skills, and defines interpersonal skills as the ability to communicate, manage stress and resolve conflict.

In this study, I will identify the assets from an ecosystemic perspective (refer to Chapter 2), thereby recognising that assets are not only present in the individual, but also in an individual's surroundings. Assets that will be identified will take the form of people's characteristics, capacities, skills and resources. Refer to Chapter 2 for detailed definitions of the 40 assets that will be identified in this study.

1.6.4   MEMORY BOX

This study defines a memory box as a box that can be constructed from any material, for example, wood, tin, grass, cardboard and paper. A parent, a child, a whole family or a group of people can make it. The primary purpose of a memory box is to act as a communication tool. The memory box could serve as a means for the person who is creating the box to communicate within himself or to communicate with the world around him.

1.6.5   MEMORY-BOX-MAKING PROCESS

In this study, the memory-box-making process will refer to the construction of memory boxes. The memory-box-making process includes every moment during which the vulnerable child is planning, making and interacting with the memory box or aspects related to it. The memory box's exterior panels may be used to portray a person's life

story, while the interior may be used as storage space that contains valuable objects such as photographs, personal belongings and documents. Various activities are incorporated in this process of memory box making, for example, writing in a memory book, searching for items of personal value, investigating the family's history and revisiting the information in the box.

It should be noted that, in this study, the memory-box-making process creates an opportunity, as well as a means to identify assets. This implies that certain assets are more likely to be evident during certain activities, for example, communication skills can be showcased in activities where both individual and group settings are involved. However, competency in social skills can be more evident in activities where participants are required to work together as a group.

1.6.6   VULNERABLE CHILDREN

According to the United Nations Children's Fund (UNICEF), vulnerable children are seen as children who have lost their parents (2004:1), and according to Skinner *et al.* (2004:10), vulnerable children are children who are deprived of their basic rights.

In this study, the term "vulnerable children" will be used to refer to children who have been deprived of their parents, or who have lost a family member, as well as children who have been exposed to trauma and/or children living in poor socio-economical circumstances. Thus, the term refers to children who are at risk of experiencing physical and/or psychological harm as individuals and/or in family context and/or in community context.

1.7   RESEARCH DESIGN

This study will be conducted by means of qualitative inquiry. An action research design will be used. Denscombe (2003:74) describes this design as: "…*essentially practical and applied. It is driven by the need to solve practical, real-world problems*." As mentioned before, the occurrence of HIV & AIDS and the concomitant occurrence of vulnerable children are indeed dilemmas that cannot be ignored (New Therapist, 2003:15 and Memory boxes to help say goodbye, 2004:¶5). The involvement of participants and their experiences could contribute to an understanding of vulnerable children in South Africa and of the memory box process. It is advisable that the researcher participate in the cyclical process of the action-research design. Somekh (in Denscombe, 2003:74) supports the integration of research and action by stating that action research rejects a

two-stage process. The two-stage process implies that, first, the researcher conducts the research and then, in a second stage (which is separate from the first), the research findings are applied. In this study's research design, the researcher and participants work together to acquire insight into a real-life problem. By conducting fieldwork, the researcher obtains firsthand knowledge.

1.7.1   DATA COLLECTION

Action research involves a process of returning in order to evaluate what has been done. Therefore, data gathering will take place during several separate excursions, and each excursion will consist of a number of sessions. A session that involves the activities of the memory-box-making process will last for approximately 90 to 120 minutes. In this regard, the researcher will be guided by the children's cooperation, the time of day and the temperature (the temperatures at the planned site could become as high as 40°C).

During the first excursion, the concept of a memory box will be explained to the participants and they will construct their own memory boxes. The purpose of the follow-up excursion is to determine whether or not the participants incorporated the memory boxes into their lives. This is done by contributing further to the boxes and valuing them as personal belongings.

With regard to the dynamics between researcher and participant, Murphy and Dingwall (in Mason, 2002:100) warn researchers not to create expectations of intense involvement in future follow-up excursions. Such a need for involvement in a follow-up excursion often stems from the researcher's own need for affirmation of collected data and not from the participants' needs to engage in action research. The purpose of this study's second excursion is indeed to enhance the reliability of data, but it also has as a purpose the participants' expressed need (within the mentioned longitudinal study) to obtain a coping mechanism. Furthermore, the researcher has the prospect of cooperation, due to the fact that this study forms part of a longitudinal study[2] that explores how children cope with HIV & AIDS. The children are accustomed to researchers observing them and initiating activities. According to the ethical guidelines of this study (see section 1.12, participants are, however, under no obligation to take part in the study and may decide to withdraw from it at any time.

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[2]   The study has been ongoing since 2001 and is conducted by Prof Irma Eloff and Dr Liesel Ebersöhn.

The mode of reasoning that is necessary for conducting action research is more inductive than deductive, although deductive reasoning is not excluded. Creswell (1998:111) describes data collection as interdependent activities that are aimed at the gathering of valuable information in order to address research questions. Mouton (2001:51) states that the emphasis should be on the participants and their world views and warns that one should have "... *a reluctance to impose any pre-set theory or explanation.*" It is therefore important to make use of data-collection methods that represent this reasoning.

In this study, data will be collected in and adjacent to numerous group sessions, during which a group of vulnerable children will be constructing memory boxes. In the group sessions, data collection will consist of observation, informal interviews, field notes and audio-visual data. Adjacent to the group sessions, data will be collected through individual interviews, group interviews, audio-visual data and field notes. To be more specific, this research study will incorporate the following data-collection strategies:

1.7.1.1 Observation

(a)   Simple observation

Simple observation, in this study, will take place when the researcher observes the child while he is busy constructing certain components of his memory box, for example, writing a letter to the absent parent and making a wish list. A researcher who remains an outside observer is conducting simple observations – he is merely an onlooker (Babbie, Mouton, Payze, Vorster, Boshoff & Prozesky, 2002:293). For this reason, simple observation will also be supplemented by participatory observation in this study.

(b)   Participatory observation

In this study, participatory observation will take place when the researcher and the participants paint body images together and the researcher listens to the participants' narratives. Participatory observation occurs when a researcher participates in the research activities alongside the participants. This is done to such an extent that the researcher becomes a part of the participant's world, in order to see the world from the participant's perspective and thus to better understand the task at hand.

1.7.1.2 Interviews

I will conduct qualitative research interviews. In such a qualitative interview, the interviewer has a general plan of inquiry, but not specific questions or questions in a

specific order (Babbie *et al.,* 2002:289). The plan of inquiry depends on the type of action participants are involved in. It is important that participants agree to take part in interviews. Morgan (2000:84) states that when a person agrees to engage in a remembering conversation, more information regarding memories and history becomes available.

Since language barriers may exist, an interpreter will assist the researcher in order to, first, ensure that participants are at ease during interviews, and, second, to provide participants with as much freedom of speech and expression as possible, thus increasing the trustworthiness of the data. Interview data will be captured by means of audiotapes, transcriptions and field notes.

(a)   Individual interviews

Individual interviews in this study will take a semi-structured to unstructured form and will aim to capture the participant's narratives or recalled conversations. Although the programme will provide a specific timeslot for individual interviews, spontaneous interviews may occur due to the researcher's participation in the action-research design.

(b)   Group interviews

In this study, group interviews will take a semi-structured to unstructured form. They will take place after a few sessions of memory box making, when the participants have completed the six exterior sides of their box. The researcher will ask one specific question to each individual participant, for example: "Tell us the story on your box". As participants will be requested to portray their life stories on the exterior of the box, a participant will, by answering the proposed question, be sharing his life story. This question links with the question in narrative therapy, which requests a person to share his life story. After a participant has shared his box (his life story) with the group, the researcher will provide an opportunity for the group to comment and to ask the sharing participant questions. By providing this opportunity, the participants are "*able to link and join with significant others in their lives around shared values, commitments and preferences in ways that powerfully contribute to the history of alternative stories*" (Morgan, 2000:84). According to Morgan (2000:84), the "*linking*" of significant people may lead to a vivid experience of the participants' memories. This notion that participation, experience and action assist people in co-creating their reality is supported by Kemmis and McTaggart (2000:376) and will contribute towards enhancing the quality of the data collected in this study.

1.7.1.3 Audio-visual data

The memory box created by a participant is his own property and may not be taken for data-analysis purposes. Audio-visual data in the form of photographs and video recordings will therefore be collected wherever possible. This will include recordings of both the processes and the products of the memory-box-making-process.

1.7.1.4 Field notes

Mouton (2001:107) advises the researcher to keep a record of the important decisions and events as the research unfolds, in order to construct a historical record of the process. He states: "*Keeping track of your fieldwork is also a form of quality control*" (2001:107). Field notes will form an integral part of the data-collection process in this study.

1.7.2   SELECTION OF THE SITE

This study forms a part of a longitudinal study that explores how children are coping with HIV & AIDS. The participants are vulnerable children living in a rural community in the Silent Valley District, North-West Province. The following map shows the location (Walton, 1994:155) of the site for the study.
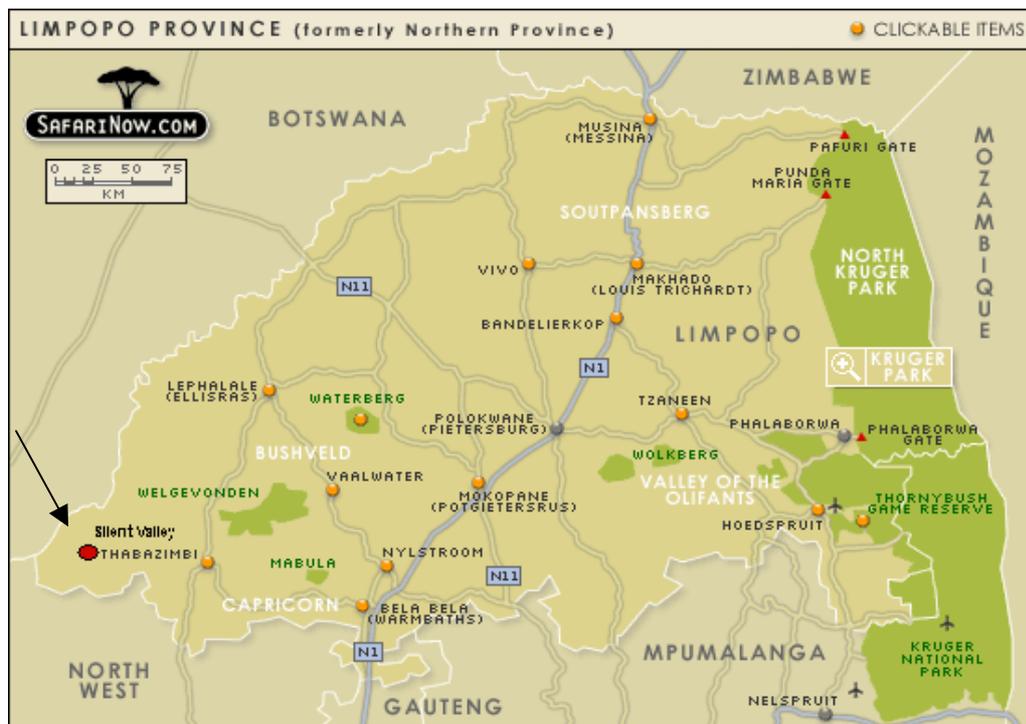
FIGURE 1.1:   SILENT VALLEY IN THE LIMPOPO PROVINCE

1.7.3   **SELECTION OF PARTICIPANTS**

Participants will be selected by means of judgmental sampling, also known as purposive sampling. This is a type of non-probability sampling whereby the researcher selects the participants to be observed on the basis of his own judgement as to which participants would be the most useful to the study, or the most representative of the group concerned. The selection criteria for the group of children will be as follows:

- They should be between the ages of 4 and 16 years.
- They should agree verbally and in writing to participate in the study.
- They should be willing and able to construct a memory box, in other words, to participate in the basic activities of drawing, painting, gluing, cutting, et cetera. If their abilities to participate in this way are limited, they should be able to elicit the support of an older child.
- They should have experienced the loss of a family member.

1.7.4   **DATA ANALYSIS**

The data analysis will consist of a theme analysis that incorporates data across the spectrum of data sources. This means that visual and textual data will be analysed simultaneously to identify the assets in the memory-box-making process. The first level of analysis will involve an analysis that extracts the assets that were identified, by indicating assets in the texts and visual data. A second level of analysis will involve a graphic representation of the identified assets by grouping together the assets that have emerged into particular themes or categories.

1.8   **PARADIGM**

This study lends itself to the use of both an interpretive and a constructivist paradigm. An explanation of the mentioned paradigms and how they complement each other is given below.

An interpretive paradigm consists of interpreting human behaviour on a verbal and non-verbal scale. It aims at understanding human behaviour rather than at explaining or predicting it. Denzin and Lincoln (2000:191) explain the interpretive paradigm as follows: Human action (also called social action) is inherently meaningful. This characteristic makes it possible to distinguish between human action and the movement of physical objects. In order to understand the actions of humans (for example, friendship, voting,

marrying and teaching), it is necessary for the observer to understand the meanings that constitute the action. In this study, human action or social action will refer to the memory-box-making process and the participation of vulnerable children.

The constructivist paradigm's aim of inquiry is to reconstruct peoples' constructions (Denzin & Lincoln, 1998:211). Babbie *et al.* (2002:110) describe constructs as theoretical creations. These theoretical creations are based on: "*observations but which cannot be observed directly or indirectly*" and he mention IQ as an example. This paradigm allows for new interpretations and consequently new theoretical creations to be formed as information and sophistication improve. It is the researcher's duty to form new constructs (theoretical creations) from knowledge that has been obtained.

The interpretive and constructivist paradigms complement each other with regard to the purpose of this study, namely to identify assets (obtain knowledge) during the memory-box-making process with vulnerable children, in order to contribute towards a complex understanding (an interpretation and a theoretical understanding) of vulnerable children in South Africa and the memory-box-making process.

1.9   LIMITATIONS AND CONTRIBUTION OF THE STUDY

This study will focus on a limited number of individuals only. This fact and the use of an action-research design may affect generalisation and the possibility of strong causal and structural explanations (Mouton, 2001:151). However, this study aims at an in-depth understanding of assets during the memory-box-making process with vulnerable children. This in-depth understanding may enhance the high construct validity.

The researcher acknowledges the fact that this study could also be linked to other theories and approaches, such as the theory of resilience and also the narrative approach to therapy in psychological practice. Master and Reed (in Snyder & Lopez, 2002:75) define resilience as "*a class of phenomena characterized by patterns of positive adaptation in the context of significant adversity or risk.*" They also state that, from a developmental perspective, it means that a person is able to adapt under *extenuating circumstances which pose a* threat to his development, and meet his developmental tasks, regardless of these developmental threats. In order to understand a person's "*positive adaptation",* the question of "what makes a difference" should be considered. In the endeavour to answer this question, "*the concepts of assets, resources, protective factors and related processes have been operationalized*" (Master & Reed in Snyder & Lopez, 2002:77). It seems then that the concept of resilience cannot

be studied without taking note of assets and *vice versa*. With regard to the narrative approach, Morgan (2000:2) describes narrative therapy within the narrative approach as an approach to counselling and community work that is respectful and non-blaming. It views people as the experts in their own lives whose problems are seen as separate from themselves. People are able to reduce the influence of problems in their lives, due to their own skills, competencies, beliefs, values, commitments and abilities. This correlates with the asset-based approach in the sense that it accepts nature, acknowledges a person's inherent potential (skills, competencies, beliefs, values, commitment and abilities) and works with that which is present, rather than with what is absent; seeing the "glass" as half full instead of half empty (Kretzmann & McKnight; 1997:13).

References to other approaches (like the previous comparisons) were made in order to state that the researcher is aware of the connection of this study with different elements of literature. However, due to the scope of this study, it is important to state that those elements will not be incorporated as the primary conceptual framework. The focus will remain on the asset-based approach, the memory-box-making process and vulnerable children.

1.10   TRUSTWORTHINESS

In order to ensure trustworthiness in the process, the following steps will be taken:

- An interpreter will assist the researcher during the interviews. The presence of an interpreter could motivate discussions and relax the participants during informal communication, individual interviews and group interviews.
- Field notes will be taken during the entire process.
- Concrete data will be captured in the form of photographs.
- The researcher will consult with other researchers in the field throughout the entire process.
- A follow-up excursion will be conducted to confirm the initial research results.

1.11   ASSUMPTIONS

An assumption is a: "*condition that is taken for granted, without which the research situation would be impossible*" (Leedy, 1997:8). This research study is based on the following assumptions:

- Assets are inherent in the memory-box-making process.
- The memory-box-making process supports coping in vulnerable children.
- The loss of a family member causes a child to become vulnerable.
- The existence of a trusting relationship between the researcher and participants contributes to the trustworthiness of the study.

This study's working assumption is that the memory-box-making process has assets that may fulfil the need of vulnerable children for affordable and effective intervention (refer to section 2.3.2).

1.12   RESEARCH ETHICS

The definition of "research" that is applicable to the context of this study is the definition given in section 1 of the Scientific Research Council Act, 1988 (Act No. 46 of 1988), namely –

> "*research means the augmentation and improvement of knowledge through scientific investigations and methods directed towards the scientific and technological requirements of the private and public sectors, including the solution of relevant problems in the national interest, and includes development, acquisition and transfer of expertise and technology*."

According to Coetzee (2003:114), the term "research ethics" –

> "*… concerns the moral and legal principles regulating the conduct of the research in his or her relationship with the resource provider, the research subject(s) and/or participant(s) and the public, and last, but not least, it also regulates the research process itself*."

The concept of research ethics used in this study refers to reflection on those values, norms and principles that guide the researcher in dealing with conflicts of interest in educational psychological research. The following ethical concerns will be addressed in this study:

1.12.1   INFORMED CONSENT

Before commencing with the research, the purpose and procedures of the study will be discussed with the participants without providing them with suggestive information that

may lead to the contamination of research data. All questions by participants will be answered honestly.

Appropriate procedures for obtaining the necessary permission from the research participants should be in place before commencing with data collection. This includes permission from the children themselves, as well as the authority figures in the community where they live. I have developed a consent form that ensures confidentiality and anonymity. This form will be provided to every participant to sign before commencing with the data collection. See Addendum A for an example of the consent form.

1.12.2   SAFETY IN PARTICIPATION

This study does not involve exposing participants to physical risk or harmful activities. As stated earlier, the selected participants should be able to participate in the memory-box-making process. If a child is unable to participate in an activity, for example, unable to work with crayons, paint or glue, an older child may assist him. However, the memory-box-making process may involve some emotional risk to the participants, due to the nature of the process. This risk is countered by 1) the training of the researcher in educational psychology, 2) the fact that the participants can withdraw at any time, and 3) the design of the process, which will allow some parts of the memory boxes to be seen exclusively by the participants who made them. Due to the fact that an action-research design is used, it is also possible for the researcher to observe, to interact and to intervene, should a risky situation develop.

1.12.3   ANONYMITY AND USE OF VISUAL DATA

The previously mentioned consent form should make provision for permission to take and display photographs of the participants. The wish of a participant to refuse the use of his photographs will be respected.

1.12.4   WITHDRAWAL FROM RESEARCH STUDY

The wish of a participant to withdraw from this research study at any time will be respected. Participation in the study is voluntary.

1.12.5 TRUST

Participants will not be subjected to any acts of deception or betrayal. The researcher strives towards an honest and mutually trusting relationship with the participants. If trust does not exist, the data that is collected could be of less value than the data obtained from a trusting participant.

1.13 CHAPTER PLANNING

1.13.1 CHAPTER 1: INTRODUCTION

Chapter 1 describes the introduction to the study. It states the research question, defines the key concepts and explains the purpose of the study. Chapter 1 also introduces the conceptual framework, the research design, the paradigm for the study, limitations and contributions, trustworthiness, assumptions, ethical strategies, motivation and the chapter planning.

1.13.2 CHAPTER 2: CONCEPTUAL FRAMEWORK

Chapter 2 focuses on the conceptual framework of the study and explores in depth what the asset-based approach, the memory-box-making process and the phenomenon of vulnerable children entail within the parameters of the available literature.

1.13.3 CHAPTER 3: RESEARCH DESIGN

Chapter 3 discusses the research design by focusing on the collection of data, the selection of the site and participants, and the data-analysis process.

1.13.4 CHAPTER 4: RESULTS

Chapter 4 reports the results of the study. It discusses the assets that were identified during the memory-box-making process and places them in the context of vulnerable children.

1.13.5 CHAPTER 5: SYNTHESIS AND RECOMMENDATIONS

Chapter 5 provides a synthesis of the conceptual framework and a summary of the research. It presents the final conclusions and recommendations of the study.

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CHAPTER 2
Assets, vulnerable children and memory boxes:
A conceptual framework

2.1 INTRODUCTION

This study is based on three concepts: the asset-based approach, vulnerable children and memory boxes. This chapter provides information on what each concept entails and how they are related to each other.

In the first place, this chapter orientates the reader by means of discussing the history of the asset-based approach from World War II until today. The nature of the asset-based approach and how it complements the ecosystemic perspective will also be discussed. This approach lends itself to the collection of qualitative data and a theme analyses. A brief description of the assets as they are used in this study is provided.

Vulnerability in a child means different things to different people. The manner in which this study defines a vulnerable child, as well as the needs of those children, will be discussed.

Memory boxes are a relatively new concept in South Africa, but one that is increasingly being used. The purpose of a memory box and its different forms (such as memory baskets) and aspects (memory books, transcript books and hero books) will be explained. Information on how to construct a memory box, what kind of information to use in the memory-box-making process and where to find such information will be provided.

2.2 ASSETS AND THE ASSET-BASED APPROACH

2.2.1 THE HISTORY OF THE ASSET-BASED APPROACH: 1945–2004

After World War II, psychology became a science devoted to healing by focusing almost exclusively on repairing damage and using a so-called disease model of human functioning in doing so (Seligman, 2002:3). Psychologists worked within their frame of reference, which entails finding what is wrong, diagnosing it and treating the symptoms. This "disease model" (Seligman, 2002:3) focuses on negative aspects; that which is lacking and problematic. It is currently conceptualised as a model of medical thinking, a

pathology model, a deficit-based model and a needs-based approach (Eloff & Ebersöhn, 2001:148).

In addition to this development in psychology, the authors Kretzmann and McKnight (1993) were involved in community development work in the United States of America during the 1990s. They experienced that: "*communities cannot be rebuilt by focussing on their needs, problems and deficiencies*" (Kretzmann & McKnight, 1993:iii). The traditional needs-based approach seemed to be ineffective in terms of community interventions, due to the strong focus on deficiencies and problems. In contrast to the definition of the needs-based approach, they found that greater community participation was established when they used theories and planning frameworks that focused on the communities' strengths, or perspectives that viewed strengths and needs equally (Sharpe, Greany, Lee & Royce, 2000:205). The result was that an asset-based approach, with a focus on positive attributes, was developed.

The Search Institute (1999:6) also suggested that practitioners should use an asset-based approach to ensure healthy development within communities. Subsequently, communities were rebuilt in such a way that people and organisations felt engaged, responsible and committed to young people.

Eloff and Ebersöhn (2001:154) claim that "*... there is a need for applied research in asset-based approaches in a variety of contexts. The approach needs to be translated to suit different purposes and a solid research knowledge base is essential in this regard.*" Today, in 2004, the asset-based approach is becoming more central to educational psychological theories and practices (Eloff & Ebersöhn, 2004:5), with various ongoing and completed research studies using this approach (Kriek, 2002; Briedenhann, 2003; Ebersöhn & Mbetse, 2003; Ferreira & Ebersöhn, 2003 and Lubbe & Eloff, 2003).

2.2.2   NEEDS-BASED *VERSUS* ASSET-BASED

As stated in Chapter 1, the asset-based approach has been referred to as the "half-full glass" approach (meaning that one tends to see a glass that is half full rather than half empty). The focus is on assets, talents, capacities, skills, positive contributions and working with what is currently present and available.

The question: "What about the needs and deficiencies?" is still asked. Sharpe *et al.* (2000:205) answer this question as follows: "*An assets orientation does not imply ignoring problems and needs or throwing out rational, strategic planning; rather, a key*

distinction between asset-based approaches and needs-based approaches is the rallying point for bringing citizens together". Eloff and Ebersöhn (2001:149) contribute to this answer by reminding us that the asset-based approach "*does not mean that the deficiencies in any given eco-system or sub-system can be negated, but rather that a focus on strengthening the inherent assets in a system can address the deficiencies.*" It is important to remind oneself that positive realism is the key issue at stake, and not positive idealism.

2.2.3   THE ECOSYSTEMIC PERSPECTIVE AND THE ASSET-BASED APPROACH

Bronfenbrenner (in Berk, 1997:24) developed the ecological systems theory to explain child development. I will use this theory to demonstrate that a child finds himself in a complex system of relationships that is affected by various levels of the surrounding environment. These levels refer to the child's immediate surroundings, comprising his family and school, as well as broad cultural values. The interaction between child, relationship and environment impacts on the child's development.

The ecological systems theory consists of various subsystems, such as the micro-, meso-, exo- and macrosystems. The microsystem concerns the child's activities and interaction patterns in his immediate surroundings. It encompasses his relationship with his parents, his caregivers and other significant people that are with him for most of the day. Connections between attributes of the microsystem (a child's immediate surroundings) are encompassed in the mesosystem. This refers to places where a child might find himself, such as his home, the neighbourhood, at school or in day-care centres.

There are also settings in a child's environment that do not include the child, but do affect his experiences in his immediate surroundings. Such surroundings can be of a formal or an informal nature. Formal surroundings could include a parent's workplace, which could affect the child by providing flexible work schedules, paid maternity and paternity leave and even leave for parents who need to look after an ill child. Another formal setting is a parent's health, as health has a direct influence on a parent's child-rearing role and his fostering of the child's development. The accessibility of welfare services in the community could be another formal setting, in that their availability could enhance or impede a child's development. Informal exosystem support, which contributes to a child's environment, is the parent's social network. Friends and extended family members often not only provide companionship, but also advice, and, in some instances, financial assistance. The macrosystem is the outermost level and is not

in a specific context. It consists of the customs, values, laws and resources in a child's surroundings and is responsible for the prioritisation of a child's needs. For example, if the macro system has a child's safety at heart, it will provide enough resources in the form of policemen, doctors and social services to respond to crimes (hunger, violence, molestation, to name a few) and to support children.

The above systems are dynamic in the sense that they are continuously changing and in interaction with the environment, influencing the child in that environment. Relationships are "bidirectional and reciprocal" (Bronfenbrenner in Berk, 1997:24) in that they influence each other. This nature of the child's environment is referred to as the chronosystem. The prefix "chrono" means time and it emphasises the dynamic, ever-changing nature of the systems.

The systems described from the ecosystemic perspective assist the researcher in identifying various assets within the various subsystems that contain the child. An analysis of the different subsystems ensures a holistic understanding of the child. This contributes to comprehensive data gathering and data analysis. In terms of the asset-based approach, asset mapping can then occur individually for each subsystem and also provide a holistic asset map that explains the child's assets in the systems surrounding him. Assets change with time, as relationships do. It is important to keep in mind that asset mapping fits into the chrono-system, and not to assume that an asset map is a fixed document.

2.2.4   COLLECTING DATA WITHIN THE ASSET-BASED APPROACH

Various data-collection strategies can be used within the asset-based approach. However, only a small number of structured data-collection tools (such as the Kretzmann and McKnight Capacity Inventory) exist for use within the asset-based approach. Therefore, positive aspects of recent asset-based studies and data-collection strategies will be incorporated for use in this study.

The Kretzmann and McKnight Capacity Inventory (1993:14) distinguishes between skills information, community skills, enterprising interests, experiences and personal information. This inventory is designed for use with a single individual at a time and for the purpose of community development. Kretzmann and McKnight (1993:17) emphasise the fact that the inventory should be used in such a way that an individual feels empowered and able to contribute his talents. Ebersöhn and Mbetse (2003:9) conducted an exploratory study within the asset-based approach. They used a qualitative case-

study design with focus-group interviews to ensure that new ideas, strategies and hypotheses were generated. Eloff and Briedenhann (2003:18) did an instrumental case study. They used the forty developmental assets, as researched by the Search Institute of Minneapolis (Roehlkepartain & Leffert, 2000), for the cartographic listing of assets in their study.

The emphasis on the empowerment and contributions of participants, as is evident in the Kretzmann and McKnight Capacity Inventory, will be reflected in this study, where participants will be encouraged to share their views and experiences. Group interviews will help to develop new ideas, strategies and hypotheses, as proved successfully in the study by Ebersöhn and Mbetse (2003:9).

2.2.5   ANALYSING DATA WITHIN THE ASSET-BASED APPROACH

Sharpe *et al*. (2000:205) state: "*By involving community members in visual, intuitive and non-linear processes of self-assessment and discovery, assets-oriented approaches invite more creativity in assessment and planning than collection and perusal of statistical data alone can engender.*" The memory-box-making process is a creative activity and various types of data should be collected to ensure trustworthiness (refer to Chapter 1 for methods of data collection).

The asset-based approach is one with pertinent characteristics (refer to Chapter 1), but, at the same time, it constitutes a framework that can be adapted to a user's needs in a particular context. In the asset-based approach data capturing is done by compiling an asset map. It is, therefore, easily adaptable to the specific needs of a user. The creation of an asset map or the completion of a capacity inventory is also a tool for structuring thinking and for obtaining some sense of objectivity. It creates a way to understand the context, the interrelations of the different systems and the potential of the assets and capacities. Since this approach started being developed in 1990, relatively few inventories have come into existence. This emphasises the continued need for research that utilises asset-based theories as a starting point.

The data collected in this study will be analysed by means of a theme analysis (refer to Chapter 1). This is in accordance with the study done by Eloff and Briedenhann (2003:18). The forty developmental assets, as identified by Roehlkepartain and Leffert (2000), will be used as a basis for the theme analysis. Refer to Addendum B for Roehlkepartain and Leffert's forty developmental assets, as they are used at the Search Institute, Minneapolis. The forty developmental assets are divided into two groups,

namely twenty external assets and twenty internal assets. Roehlkepartain and Leffert (2000:4) describe external assets as "*things adults provide for them",* with "them" referring to children, and they describe internal assets as "*things that come from the inside*"*.* These two groups of forty assets are further categorised into eight categories, namely support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies and positive identity. The definitions of the forty developmental assets and the categorisation used in this study are discussed in the next section (refer to Table 3.2, Chapter 3 for a summary of definitions).

2.2.6   DEFINITIONS OF ASSETS AS USED IN THIS STUDY

Assets, as they are used in the memory-box-making process, are defined in this chapter for the purpose of clarity and for bringing about an understanding of empirical data.

2.2.6.1   External assets

(a)   Category 1: Support

The Support category contains the following six developmental assets:

1.   Family support
A parent responds to his child's needs for love, comfort, encouragement and support in a consistent and positive manner.

2.   Positive family communication
Communication between parent and child is positive and respectful. A child easily asks his parent for help and advice, and the parent responds to his child's needs.

3.   Other adult relationships
A child receives love and comfort from at least one adult other than his parent. Such an adult supports the parent.

4.   Caring neighbourhood
A child has a caring neighbour who cares for and about him.

5.   Caring out-of-home climate
A child spends time in encouraging, caring environments outside the home.

6.   *Parent involvement in out-of-home situations*

A parent is involved with his child's caregivers and teachers by talking to them about his child's needs. Together they help the child to succeed.

(b)   Category 2: Empowerment

The Empowerment category contains the following four developmental assets:

7.   *The community values the child*

A child is valued and appreciated by a parent, as well as by other adults in the community.

8.   *A child is given useful roles*

A child is involved in family life through his useful roles at home and in the community. A child takes part in family decisions.

9.   *Service to others*

A parent and his child serve others in the community.

10.   *Safety*

A child is safe within his home, school, childcare settings and other environments.

(c)   Category 3: Boundaries

The Boundaries category contains the following six developmental assets:

11.   *Family boundaries*

A parent understands his child's needs and preferences. The parent models appropriate behaviour and sets age-appropriate limits and consequences to his child.

12.   *Out-of-home boundaries*

The child enjoys age-appropriate activities and times of rest in out-of-home environments. Such activities have clear rules and consequences.

13.   *Neighbourhood boundaries*

When a child is outside his home, the neighbours take responsibility for monitoring and supervising the child.

14.   Adult role models

An adult (parent, caregiver and other) sets a good example for the child. The child learns how to act and interact with others by watching, imitating, and modelling this adult.

15.   Positive peer interaction and influence

A child experiences positive peer interaction and influence when he spends time with age-related friends who act in responsible ways.

16.   Appropriate expectations for growth

The parent or other adult has realistic expectations for the child's development. The adult encourages the child to do his best and to develop unique talents, but does not push beyond the child's own pace.

(d)   Category 4: Constructive use of time

The Constructive Use of Time category contains the following four developmental assets:

17.   Creative activities

A child is exposed to music, art or other creative activities, and participates in these activities regularly.

18.   Out-of-home activities

A child is exposed to appropriate stimulating activities according to his needs. A child regularly participates in sports, clubs or other community programmes.

19.   Religious community

Religious programmes are a regular part of family life.

20.   Positive, supervised time at home

A child has appropriate supervision at home and spends most of his evenings and weekends at home in predictable, enjoyable routines.

2.2.6.2 Internal assets

(a)   Category 5: Commitment to learning

The Commitment to Learning category includes the following five developmental assets

21.   Achievement expectations and motivation

A child is motivated to do well due to a family member who is motivated to do well at work, school and in the community. The family member is a model for the child.

22.   A child is engaged in learning

A child is engaged in learning. His interest in learning is sparked by a parent and/or other adult that is responsive, attentive and involved in learning new things.

23.   Stimulating activity and homework

A child's individual needs are recognised by parents, caregivers and teachers as they provide opportunities to play, learn and explore.

24.   Enjoyment of learning and bonding to school

A child enjoys learning and engages in learning activities.

25.   Reading for pleasure

A child enjoys reading and reads every day.

(b)   Category 6: Positive values

The Positive Values category contains the following six developmental assets

26.   Family values caring

A child is encouraged to help others as he observes a parent or other adult who helps people.

27.   Family values equality and social justice

A parent or other adult demonstrates ways to promote equality and tolerance; therefore a child finds ways to make his community a better place.

28.   Family values integrity

A child stands up for his beliefs because a parent or other adult acts on his convictions and stand up for his beliefs.

29.   Family values honesty

A child values honesty, due to his parent or other adult who models honesty and teaches the child the difference between lying and telling the truth.

30.   Family values responsibility

A child accepts and takes responsibility for his decisions and actions (if he has learned that actions affect others and if a parent or other adult models personal responsibility).

31.   Family values healthy lifestyle

A child learns to take care of his body by the example that a parent or other adult sets by modelling, monitoring and teaching healthy habits. This includes developing healthy sexual attitudes.

(c)   Category 7: Social competencies

The Social Competencies category contains the following five developmental assets:

32.   Planning and decision-making
A child can make choices, plan ahead and solve problems.

33.   Interpersonal skills
A child can express his feelings in appropriate ways and respects the feelings of others. The child experiences positive interactions with others.

34.   Cultural competence
A child knows and is comfortable with people of different cultural, racial, and/or ethnic backgrounds.

35.   Resistance skills
A child can resist negative peer pressure by making appropriate decisions and avoiding dangerous situations.

36.   Peaceful conflict resolution
A child copes with frustrations and resolves conflicts non-violently.

(d)   Category 8: Positive identity

The Positive Identity category contains the following four developmental assets:

37.   Personal power

A child can influence his surroundings and has control over things that happen to him. A child has coping skills and demonstrates healthy ways to deal with frustrations and challenges.

38.   Self-esteem

A child feels good about himself. The child has a high self-esteem and receives appropriate positive feedback.

39.   Sense of purpose

A child feels that his life has a purpose. The child is curious and interested in exploring the world around him.

40.   Positive view of personal future

A child is hopeful and positive about his future.

2.3   VULNERABLE CHILDREN

2.3.1   DEFINING A VULNERABLE CHILD

As stated in Chapter 1, the term "vulnerable children" in this study refers to children who are deprived of their parents, or who have lost a family member, and also children who have been exposed to trauma and/or children living in poor socio-economical circumstances. Thus, the term refers to children who are at risk of experiencing physical and/or psychological harm as individuals and/or in family context and/or community context (refer to Chapter 1). The orphaned child is, therefore, also a vulnerable child.

2.3.2   A VULNERABLE CHILD IN NEED

This definition is in line with Article 20 of the United Nations Convention on the Rights of the Child (Cook, Ali & Munthali, 2004:3), which states that:

> "*A child temporarily or permanently deprived of his or her family environment, or in whose best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.*"

As mentioned before, the concept of "special protection and assistance" includes a child's physical, mental, emotional, and spiritual needs. The United Nations Convention on the Rights of the Child (in Cook *et al.*, 2004:3) stresses the importance of "*moving beyond a 'survival' based orientation to orphan care programming - in which children's long term developmental needs, including the need to grieve, are forgotten in order to meet the more pressing needs of food, access to clean water and shelter.*" Cook *et al.* (2004:1) identified in their research that children who have lost their mothers or who have experienced multiple losses of people, especially over a short time, are vulnerable and most at risk. They also included children who have experienced many types of loss (for example, the loss of a person, property, environment and status); children who are isolated (for example, an orphan heading a household); infants with no parents and children who have no one they can trust. This is in accordance with the definition of vulnerable children in this study.

The following tool (Figure 2.1) was used at the "Community Lessons, Global Learning" Asia regional workshop in Thailand (2000:5). Its purpose is to compare the cost and complexity of aspects of care and support against the number of people infected and affected by HIV & AIDS whom they could reach:

Cost and complexity
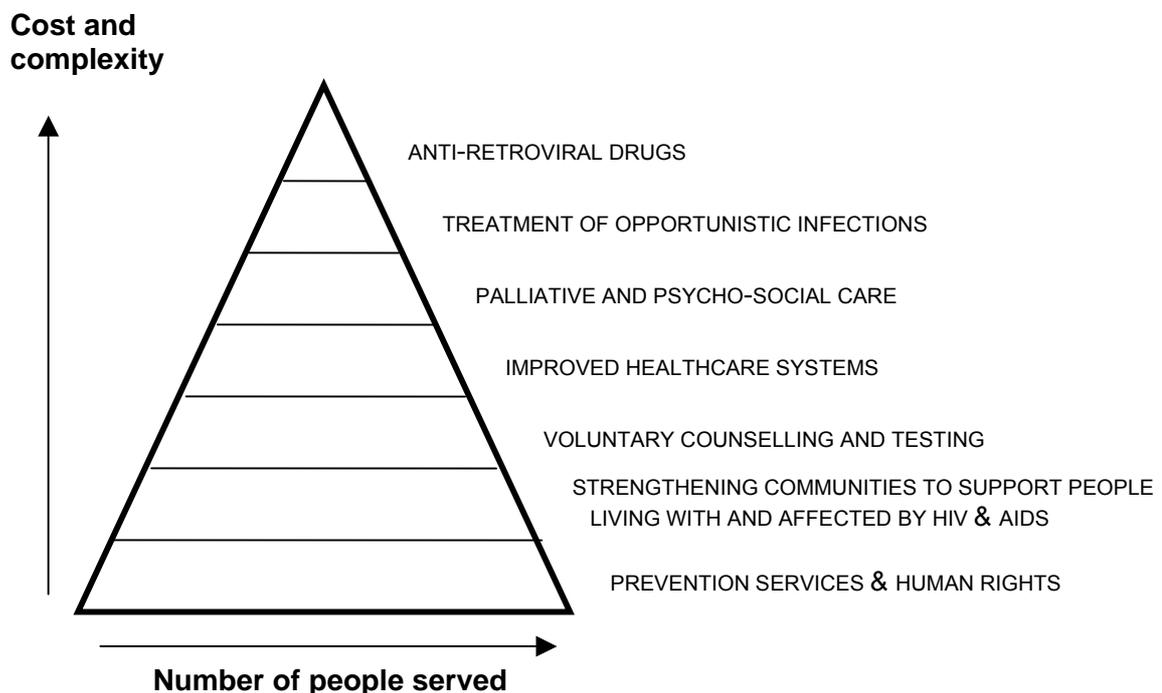
FIGURE 2.1: **COST AND COMPLEXITY OF CARE PROVIDED TO PERSONS INFECTED AND AFFECTED BY HIV & AIDS**

This tool highlights the limited number of people that receive counselling and psychosocial care at a high cost and in a complex process. The Population Reference Bureau reports that 57% of HIV & AIDS infected adults in sub-Saharan Africa are

women (Thompson, 2004:1). This implies that, with regard to the HIV & AIDS pandemic in South Africa, children's primary caregivers have a greater possibility of dying, leaving children vulnerable and with limited psychological help. There is a definite need for affordable and effective intervention. In this study, I will endeavour to determine whether the memory-box-making process and the children involved in the process have assets that could support their psychological needs.

2.4 MEMORY BOXES

2.4.1 PURPOSE OF THE MEMORY-BOX-MAKING PROCESS

The making of a memory box is a process – ongoing and constantly revised. It is completed only when the child decides that it is. When a child decides not to contribute any further information to the box, it can be a container for safe-keeping the information.

The memory-box-making process is an opportunity for vulnerable children to attempt to recapture their past; a means to recall and store memories of what they experienced and to plan ahead for the future. In the memory-box-making process, a memory box is created that provides a record of a child's life. Such a record includes information about the child's past, present and future. The past is dealt with by means of the child's memories and existing records. By writing about experiences and collecting valuables that are inherent in each day, a diary of daily events (the present) is compiled. Ideals, dreams and decisions form part of the future. This record (in the form of a memory box) helps to demystify the past and it provides an opportunity to construct a narrative of the past that can be integrated into the present, and a future with hopes, dreams, aspirations and freedom becomes a possibility.

The memory-box-making process gives a child an opportunity to express himself. It creates a means to explore pain, betrayal, loss and fears in a safe, supportive way, but can also be used to celebrate achievements and capture a sense of fun, in order to remind the child about happiness and wellbeing.

When a child is placed with a caregiver or in a foster home, the memory box serves as a reminder of the child's past. It also provides the caregiver with information about the child and helps the child to adapt to his new surroundings and/or place in a new family.

The memory box provides sustained palliative and psycho-social care for vulnerable children. With reference to Figure 2.1, which portrays the cost and complexity of the care that persons infected and affected by HIV & AIDS are provided with, memory boxes

could increase the number of vulnerable children that are assisted at this level of cost and complexity.

2.4.2   MEMORY BASKETS AND MEMORY BOOKS

In some instances, children use a basket instead of a box and call it a memory basket (HelpAge, 2003:19). When making memory baskets, the same processes and information as mentioned previously are used, and the same types of information are gathered and sourced.

Caregivers can help the children in their care to capture some of the applicable information in a book, thereby creating a memory book. Such a book can be placed in a memory box, or in a memory basket, whichever the child and/or parent prefers.

Williamson, Cox and Johnston (2004:23) describe memory books as "supportive coping strategies" for children with psychological needs. The United States Agency for International Development (USAID) requests community-based organisations to use a memory book in order to empower the elderly by helping them to develop end-of-life planning methods (HelpAge, 2003:21). Bartman (2003:19) suggest that a child could make a memory book as a surprise for his mother, to show love and affection.

In the context of HIV & AIDS, Morgan (2004:¶3) describes a "tracing book" developed from the memory book. Such a book is used as a patient-held file and serves as a reminder for a person to take his medication. It may contain graphs and pictures, as well as medical records. A scaled-down version of the body map can be included. On such a body map a person can indicate his symptoms and compare several body maps with one another. Thereby he makes physical progress more concrete. It also enhances communication between a person and his physician, his family, household members, friends and support group.

Another outcome of the memory book is the development of "hero books" (Morgan, 2004:¶3). A hero book lends itself to several types of child-focused interventions. In a hero book, the child himself is the author, illustrator, main character and editor. In the hero-book-making process, the child tells an autobiographical story by making a series of drawings. This is designed to overcome various challenges and to master a specific problem with the help of a facilitator. The child is the hero in his own story and this hand-bound storybook of his own making: "… *heralds and reinforces their hero-survival-resilient qualities*" (Morgan, 2004:¶3).

2.4.3   USE OF A MEMORY BOX

Initially, the purpose of a memory box was primarily to be a tool for a mother to disclose her HIV & AIDS status to a child (Morgan, 2004:¶3). By being such a communication tool, it has the power to build relationships and trust. When a parent and child engage in a memory-box-making process, the parent is in a position to provide answers to questions the child may have. Thereby a parent can prepare his child for any type of change, loss, separation or death. Here the memory box is a communication tool that facilitates saying goodbye to a dying parent.

A memory box can also be used with other types of vulnerable children (as defined in Chapter 1), and not only in the context of children infected and affected by HIV & AIDS. By constructing a memory box and including information about the child's family and his life story, the memory box can provide a chronological history of the child's life, creating a sense of belonging. It also provides a history of the child's biological family, foster family or adoptive family. The memory box serves as a communication tool that can identify positive aspects about the child's family of origin, as well as possible issues related to the family of origin. The information involved is not restricted only to that of family members, but information from other people who have been involved in a child's life may also be included.

A memory box can also be used as storage container. Children often place important documents, for example birth, marriage and death certificates, in their memory boxes for safekeeping.

In cases where a child is placed in a place of safety or foster care, the memory box can be used to facilitate attachment to a caregiver and to introduce new members in a family. The child's personal history is obtained from his memory box and provides a record for the child to share with others, enabling them to understand him better.

We thus see that a memory box can be used to resolve and make connections between the past, present and future. It has potential to encourage the child to involve and plan future moves.

Throughout the memory-box-making process, one should keep the therapeutic value of this process in mind. The memory-box-making process has potential to enhance self-esteem and assist in recognising and labelling feelings. It helps in dealing with and understanding unresolved grief by being a communication tool that helps to discuss and

understand issues of loss and separation. With regard to future planning, memory boxes reduce the trauma and anxiety of making decisions, while separating reality from magical thinking.

2.4.4   INFORMATION TO PUT INTO A MEMORY BOX

Information that is selected for a memory box should always be relevant to the child it belongs to. A child, caregiver, parent or a combination of those people can gather the information, which would be safely preserved in the child's memory book.

Literature on the actual information that can be put into a memory box is fairly scarce. For this section I will use some of my own ideas in addition to some combined ideas from literature on therapeutic resources and informal literature on memory boxes (Kadusen *et al.*, 2001; Morgan, 2000 and New Therapist, 2003).

2.4.4.1   Personal information

Personal information includes information about the child and his immediate family (endosystem). For example, a child may keep his birth certificate in the memory box, as well as the birth certificate of his mother and/or father. It is important to safeguard marriage and death certificates, and they could also be included in the memory box. Achievements and awards received by parent and/or child contribute to a parent's dreams and ideals for his child's future. A child's own dreams and ideals can be captured by means of letters or wish lists.

In some instances, a parent still has a very personal memoir in the form of a piece of hair, a tooth, a handprint made from clay, or drawings made by the child. This can be placed in the memory box. Ways in which the child shows emotions, such as excitement, fear, sadness, happiness and affection, can be portrayed by photographs and written reports of events. Even a child's nicknames may be written in the memory book.

Personal, health-related information that is important to remember includes the child's developmental milestones (when did he start to sit, crawl, walk, talk), immunisations, childhood illnesses, information about injuries suffered and dates of hospitalisation, where applicable.

In the memory book, parents could capture a child's likes and dislikes, for example, favourite food, dislike for having a bath, favourite TV programmes, songs, poems and

special clothes. Details of special friends and favourite games they have played provide memories of social events.

For future reference, a parent can document the child's activities, his interests and details of significant events. In cases where families participated in religious activities, descriptive information regarding religion may be a special contribution.

If a child was previously placed in a foster home, pictures of the foster family, their home, pets and the child's bedroom may be taken. This provides real-life records of the places the child stayed at.

2.4.4.2 Information regarding family

A parent could write a letter to his child, share his dreams and ideals for the child's future with that child.

A family tree portrays a child's position in a family and provides him with a feeling of belonging. Such a family tree could be captured in the memory book or on a piece of paper and then placed inside the memory box. If enough space is available, the details (for example, birth dates) of family members could be provided in the form of a family tree. Visits to family members could also be included in the memory book.

Often a family has specific favourites (such as a food recipe from grandmother) and traditions (such as giving Christmas presents) and celebrates religious events (for example, Christmas) that are important to them. These could all be recorded in a memory book.

A child may add his experiences of being in care, foster care or at boarding school. This may include dates and addresses of relocation.

2.4.4.3 Information regarding education

A list with names of the different schools a child attended could come in handy for future references. It could also be useful to write down the names of teachers in specific grades. It is essential to keep school reports – they could go into the memory box. If a child went on a school trip or performed in a play, souvenirs from those events could also be placed in the memory box.

2.4.4.4 General information

General information a child or parent might want to include could involve visits to friends and relatives, day trips or holidays taken. Photographs, pictures and postcards of the places visited on trips and during holidays make a special memoir. For older children, job experiences, for instances part-time employment, could be included in the form of service certificates and testimonial letters. Information on pets and toys could also be included.

2.4.5   SOURCES OF INFORMATION

Information can be gathered from people and records.

2.4.5.1 People

The person who knows the child best is the child himself. Often a parent, grandparent, brother, sister or other relative knows the child fairly well and is able to contribute valuable information. People who know and share the child's life, for example, friends, teachers and people at church, could also play an important informative part. Other role players could be community groups, for instance, scouts and chess clubs, sport clubs, medical staff, and in some instances, organisations dealing with refugees.

2.4.5.2 Records

Records that could provide information may include personal certificates, for example birth, marriage and/or death certificates, whether they belong to the child or parent. Educational records may be obtained from schools and learning centres. Hospitals and doctors usually keep medical records, as do psychologists, social services and family centres. If the child is placed in a foster home, social services will keep foster-care records. In circumstances where the police was involved, police records and the notes of court procedures may prove to be valuable. Newspaper reports about events that influenced the child's life, as well as letters, notes and notices could contribute to the child's history of his life.

The memory box's purpose, alternative options, different uses, as well as types of information and where to find it, have been discussed. It is concluded that a memory box is a comprehensive communication tool. Its position and purpose in this study is discussed in the following section, which summarises the conceptual framework. Figure

2.2 shows how the three aspects of the asset-based approach, vulnerable children and memory boxes relate to each other.

2.5 SUMMARY OF CONCEPTUAL FRAMEWORK
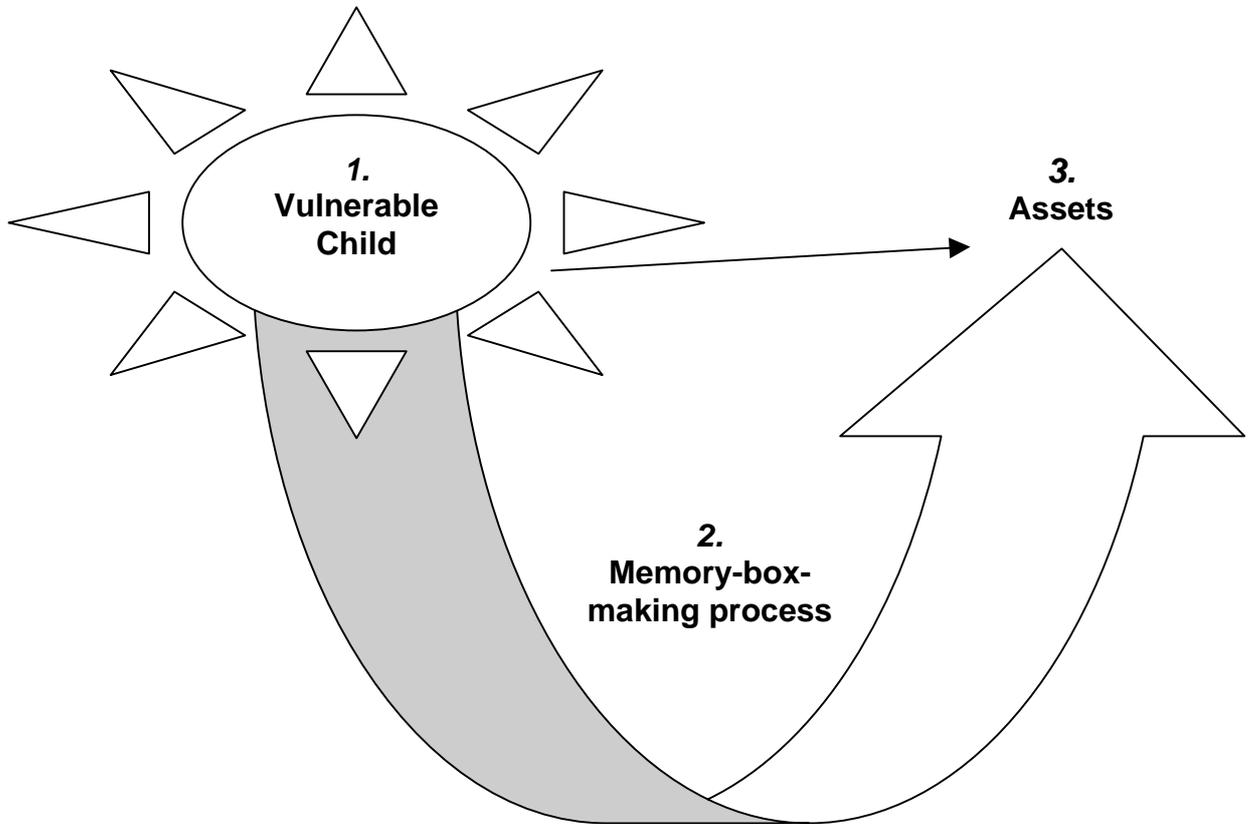
FIGURE 2.2: RELATION BETWEEN ASSET-BASED APPROACH, VULNERABLE CHILDREN AND THE MEMORY-BOX-MAKING PROCESS

The concepts portrayed in Figure 2.2 include the following:

1.   The vulnerable child –
- who functions within an ecological system; and
- who needs to develop assets in order to lessen his vulnerability.

2.   The memory-box-making process –
- which provides a opportunity for the child to communicate within himself and
- with others; and
- which facilitates the development of assets in accordance with the type of
- activity the child engages in.

Assets –

- the more assets a child possesses, the higher his resilience and the less his vulnerability

The relation between 1, 2 and 3

The relation between the asset-based approach, vulnerable children and memory boxes is that the memory-box-making process can contain and develop assets that support the vulnerable child. Therefore, this study identifies the assets (3) in the memory-box-making process (2) with vulnerable children (1).

Children possess internal and external assets. The more assets a child possess, the better his optimal development. Therefore, vulnerable children may gain from an increase of assets. I assume that the memory-box-making process contains assets that can be identified by means of a research study. However, the memory-box-making process also has the characteristic of assisting children in developing assets. Thus, the memory-box-making process creates an opportunity as well as a means to identify assets.

To illustrate this remark, the analogy of drinking water can be used. When one is thirsty and needs water, the water may be present, but one is in need of a glass (or a hand) to be able to drink it. When applying this example to assets, we see that assets are present (as the water is), but one is mostly in need of a means, a context (like a glass) to be able to access it. The memory-box-making process (memory boxes) is the context. It creates the opportunity and means to identify the assets. It brings people together and creates situations where the role-players can work together.

This implies that certain assets are more likely to be evident during certain activities, as explained in Chapter 1. It is concluded that the identification of assets is dependent on context. By manipulating the activities (context) of the memory-box-making process, one can enhance the development of certain assets needed by a vulnerable child. The identification of assets is not only dependent on the type of activity, but also depends on the people that are involved, existing relationships, the attitude of participants and the competency and willingness of the participants.

2.6   CONCLUSION

The three fundamental concepts of this study, namely the asset-based approach, vulnerable children and memory boxes, were discussed. An in-depth discussion of the

research design, research process and definition of assets will follow in Chapter 3. This will inform the reader on how these three concepts (asset-based approach, vulnerable children and memory boxes) were brought together in this study through action research.

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CHAPTER 3
Research design and process

3.1   INTRODUCTION

I used an action research design to identify the assets associated with the memory-box-making process. The characteristics of this design and its application in this study are discussed in this chapter. I also present information about the qualitative data that were collected within the research design. Data-collection methods, the site, participants and details of the memory-box-making process sessions are portrayed in order to provide a richer understanding of this study. The asset-based approach forms the theoretical departure point for the research design.

3.2   ACTION RESEARCH DESIGN

Action research studies specific, practical issues with the aim of gathering information to improve a situation and/or solve a problem (Creswell, 2000:602, 603, 625). Professionals who want to improve their practices, often choose action research as a method for personal development (Denscombe, 2003:73). In this study, I chose an action-research design because it allowed me to identify the assets in the memory-box-making-process, because there was an opportunity for the participants to benefit from the memory box-making process and because I could develop as a researcher, facilitator and student in Educational Psychology.

3.2.1   CHARACTERISTICS

In the literature (Creswell, 2002:614, Denscombe, 2003:73 and Donald, 1997:98), four defining characteristics of action research are distinguished. The characteristics and their relevance to this study will be discussed in the following section.

3.2.1.1   Action research is practical

Action research is practical, applied and driven by the need to solve real-world problems. (Denscombe, 2003:74). The memory-box-making process, which is used in this research study, addresses a wide range of vulnerable children's needs (refer to section 1.12: Motivation for this study). It also addresses a specific community's need for a coping

mechanism for dealing with the death of family members. The fact that the researcher and the participants are actively involved in the making of a memory box makes this study practical and applicable to the apparent needs in a specific community.

3.2.1.2 Action research brings about change

Action research aims to induce change by enhancing knowledge. This change should occur within the research process, while actions are taken and not introduced to participants after the research results have been obtained (Denscombe, 2003:75). In this research study, change can occur when participants are taking part in the memory-box-making process and it may take the form of assets that have been induced and enhanced. Results (changes) are discussed in Chapter 4.

One way to ensure that change takes place in the cyclical action-research process rather than being introduced to participants after the research has been done (as indicated previously), is for the researcher to keep a reflection dairy. I agree with Denscombe's statement that action research, which entails reflection on behalf of the researcher, ensures improvement in practice (Denscombe, 2003:75). Reflection brings about change within the researcher and ensures that change is induced in the process. However, this study does not primarily focus on the development of the researcher, and the researcher's personal reflections are of less importance than the "direct" data sources and the field notes, which are taken into account for data collection.

Change forms an integral part of the action-research design by being a key element in the cyclical process (refer to section 3.2.1.3). Denscombe's argument (2003:74) that change is a way of dealing with practical problems and a means of discovering more about phenomena is employed in this study.

Another argument of Denscombe (2003:75) that proves to be true for this study, is the fact that the element of change, which is introduced by means of localised and small-scale action-research studies (such as this study), usually focuses on change at the microlevel. The microlevel (according to the theory of Bronfenbrenner – refer to section 2.2.3) on which this study focuses, constitutes the activities and interaction patterns in the child's immediate surroundings.

A last remark about change: If change is viewed as enhancing and obtaining knowledge, then bringing about change falls within the constructivist paradigm; a paradigm used in this study.

3.2.1.3 Action research is a cyclical process

Describing action research as a cyclical process means that the process, or action, is of an ongoing nature. Research starts with identifying a problem in practice and the cyclical process "*feeds back directly into practice*" (Denscombe, 2003:76) from which it originated. It is an iterative dynamic process (Creswell, 2002:630). Mills (in Creswell, 2000:607) calls his model of action research the "*dialectic action research spiral*". It describes the four steps of action research with the directional flow of actions. The following, Figure 3.1, is Mills's model of action research (in Creswell, 2000:607):
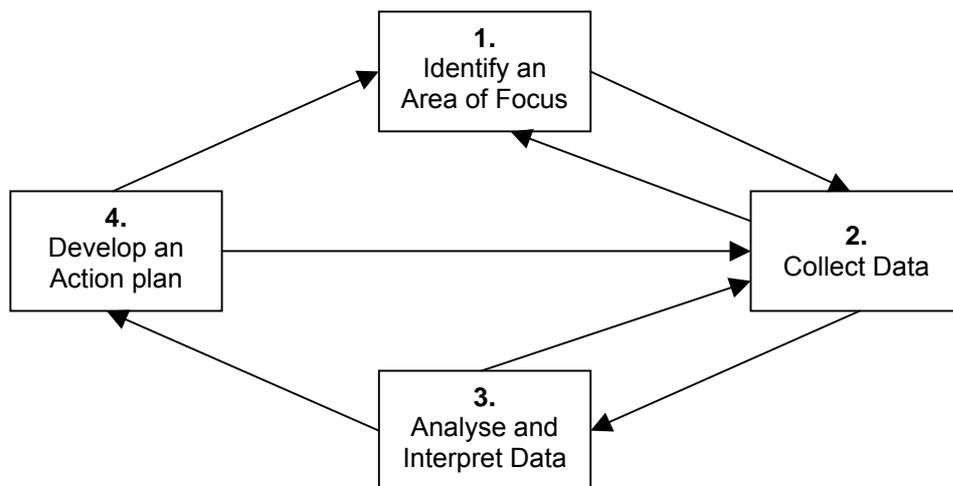
FIGURE 3.1:   A MODEL OF ACTION RESEARCH

The cyclical process starts at number 1, with the identification of an area of focus. From there the process may lead in any direction, as indicated by the arrows. This study's area of focus is determined by the longitudinal study of which it forms part. The longitudinal study focuses on the coping mechanisms of children in deep rural communities who are infected and affected by HIV & AIDS. The memory box project[3] is a project with limited scope that focuses on one of the possible coping mechanisms, namely memory boxes.

First, data collected from the longitudinal study was analysed and interpreted. A need for coping mechanisms was identified and the memory-box-making process was launched as part of the long-term action plan in the longitudinal study.

The memory-box-making process is in itself also an action-research study. The area of focus (a need identified in the longitudinal study) is to introduce coping mechanisms to vulnerable children by facilitating a memory-box-making process and identifying the

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[3]   This project is funded by ETDP SETA.

assets that are inherent in this process. The data-collection method, the data analysis and the data interpretation are discussed in this chapter. Although the action plan in the longitudinal study is to implement the facilitation of the memory-box-making process, this study's own action plan is to determine whether or not assets are present during this process.

This study has its own cyclical characteristics. After the first excursion, the researcher went back and collected another set of data during a second excursion. This data was evaluated to ensure that it fits the identified area of focus. It was analysed, interpreted and an action plan was produced.

3.2.1.4 Action research is about participation

Action research is about participation: the subjects of the study become *participants* and the researcher a *facilitator* who participates. This shift in roles was necessary to fit into the framework of action research. Action research requires the researcher to be a participant (Denscombe, 2003:77), not just in the sense of taking part in the research, but also in the sense of being a partner in the research. A researcher becomes a partner in research by being a facilitator that guides and directs the cyclical research process. This shift in roles is in contrast with the conventional notion that research is the province of the expert and it should be conducted by an outsider and a professional authority figure (Denscombe, 2003:77). When a researcher becomes a partner in the research project, a democratising of the research project takes place. Control is allocated to the participants when the researcher works in collaboration with them. The researcher, the conventional expert, becomes the facilitator of the participant's project. The purpose is to obtain empirical data.

While I was collecting data in the field, I adopted the role of facilitator to a larger extent than that of researcher. Instead of maintaining a distance from the participants and activities, I was involved in the memory-box-making process. As a facilitator, I guided the participants in their choice of activities. I provided structure in accordance with the participants' needs, in terms of the duration of sessions, materials to be used and opportunities for sharing. When a participant did not understand the task at hand, I was able to intervene without contaminating the research data.

This shift in roles complements the asset-based approach. In this scenario, theory and approach meet within the united concern that addresses the empowerment and enablement of people.

3.2.2 **ACTION RESEARCH AND THE ASSET-BASED APPROACH**

The shift in roles mentioned in the previous section can be associated with the asset-based approach, where a person is recognised as a valued human being with assets and talents that can be facilitated for the benefit of individuals and communities. To ensure optimal development, it is important to build families and communities where adults and organisations feel responsible and committed to the well being of young people (The Search Institute, 1999:6).

The asset-based approach emphasises the enablement of people (Eloff, 2003a:9) by encouraging people to take care of themselves and others, instead of encouraging a corrective service to people. A corrective service causes people to become dependant on help and makes them feel inferior. In the asset-based approach, the members of a community are described as "change agents" (Kretzmann & McKnight in Turner & Pinket, 2002:1) and not as clients or as passive beneficiaries. Action research is a way to engage people and provide them with a sense of worthiness due to the knowledge they have. This is aligned with the basic characteristic of the asset-based approach where every individual is regarded as an expert in his own right.

3.3 **QUALITATIVE RESEARCH**

Apart from a constructivist paradigm, as discussed in Chapter 1, this study also involves an interpretive and naturalistic approach to study routine, problematic moments and meanings in everyday life. This could lead towards a deeper understanding of vulnerable children in South Africa, and of the memory-box-making process. Qualitative research usually has an interpretive nature, due to the collection of empirical data such as case studies, personal experiences, transcripts, reflections, introspective life stories, interviews, observations and historical, interactional and visual texts (Denzin & Lincoln, 1998:3 and Neuman, 1997:329). In this study I used individual and group interviews and captured the data by means of tape recordings. I was present during the whole memory-box-making process, in order to make simple and participatory observations. I collected visual data in the form of photographs, especially of artefacts, which included the memory boxes, memory books, objects of value and painted shirts. Field notes played an important part in capturing and enriching empirical data and were made throughout the memory-box-making process.

3.4   DATA COLLECTION

3.4.1   RESEARCHERS

With regard to the number of researchers on a site, Creswell (2002:626) states that "*action researchers often collaborate with co-participants"*, as was the case in this study. Two researchers were involved on site during the first excursion. The purpose of involving another researcher is to enhance the trustworthiness of collected data by being able to compare photographs, field notes and reflections. I undertook the second excursion on my own.

FIGURE 3.2:   THE TWO RESEARCHERS: MRS JEANDRÉ VILJOEN (LEFT) AND PROF IRMA ELOFF (RIGHT)

3.4.2   QUALITATIVE DATA COLLECTION

True to the nature of qualitative research (Denzin & Lincoln, 1998:3), various interconnected data-collection methods were used. The purpose was threefold: firstly, to enrich the gathered data by ensuring that the scope of the whole project has been covered; secondly, to enhance trustworthiness by comparing the researcher's obtained data with data from the participants, another researcher and the follow-up excursion; and, thirdly, to "*attempt to secure an in-depth understanding of the phenomenon in question"* (Denzin & Lincoln, 1998:4).

The use of text and image data in this study meets the need that exists within a qualitative purpose statement and a qualitative research question, namely to discover participants' own experiences (Creswell, 2002:625).   Mills (in Creswell, 2002:617) organised both qualitative and quantitative data-collection techniques (methods used in this study) into three dimensions, which he referred to as "*The Three E's*". The E's refer

to **E**xperiencing, **E**nquiring and **E**xamining. The following table from Mills (in Creswell, 2002:617) was adapted to reflect the data-collection methods of this study:

TABLE 3.1   DATA-COLLECTION METHODS

ACTION-RESEARCH DATA-COLLECTION METHODS			
The "E"	Method used	Session in study	
		Excursion 1:	Excursion 2:
Experiencing	Simple observation	1, 5, 6, 7, 8, 9	1, 2, 5
	Participatory observations	1, 2, 3, 4, 5, 10	2, 3, 4, 5
Enquiring	Individual interview	2, 3, 4, 6, 10	1, 2, 3
	Group interview	1, 3, 5, 7, 10	5
Examining	Visual data (photographs)	1, 2, 3, 4, 5, 6, 7, 8, 10	1, 2, 3, 4, 5
	Audio data (transcriptions)	5	-
	Field notes	1, 2, 3, 5, 10	1, 3, 5
	Artefacts	2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5

3.4.3   SELECTION OF SITE

This study and the site for this study form part of a longitudinal study that explores how children cope with HIV & AIDS. The location is in the Silent Valley District in the Limpopo Province of South Africa, approximately 20km from Botswana. Refer to Figure 1.1 for a map that indicates the exact location.

This site was chosen not only because it is small and remotely situated, but also due to the fact that rural communities are also impacted by HIV & AIDS – yet our theoretical knowledge about the ways in which people cope with the effects of HIV & AIDS and related traumas is still emerging. The participants have experienced the death of family members and may benefit from structured coping mechanisms.

The participants in the study are the grandchildren of the grandmother and grandfather, who live on site. The grandparents are the caretakers of their grandchildren, because of the absence of their children (the participants' parents), who are either working or deceased. Some participants are not constantly in the care of their grandparents; it depends on whether their parents are working and/or whether someone is needed to take care of the children. The grandparents gave informed consent for their grandchildren to participate. The grandfather assisted in the memory-box-making

process, specifically in Session 5 during the group interview, by acting as an interpreter between the participants and the researcher.

The housing consists of clay huts, though the children spend most of their time outside. No electricity is available. Car batteries are the main source of power. They provide power for lights, radios and a small television. One tap with clean running water is available between the huts. Livestock, namely cattle, sheep, chickens and a donkey, is close by. People tend to walk where they want to go, although there is transport in the form of a donkey-car and bicycle. The grandparents' friends often visit them. Some friends have cars and they occasionally assist with transport.

3.4.4   SELECTION OF PARTICIPANTS

Two characteristics of action research are that the research tends to be localised on a small scale (Denscombe, 2003:75) and that it involves a small group of individuals (Creswell, 2002:626). Due to the location of the site, as well as the ever-changing number of community members, a specific number of participants were not decided on beforehand.   Participants were selected by means of non-probability, judgmental sampling, or also known as purposive sampling. Preference was given to vulnerable children between the ages of 4 and 16 years who have experienced the loss of a family member. Two important prerequisites for selection were, firstly, a child's verbal and written consent to participate in the study, and, secondly, a child's ability and willingness to participate in the memory-box-making process. Exceptions were made where a child was willing but not always able to participate in the basic activities of drawing, painting, gluing and cutting, but was able to elicit the support of an older child for those purposes.

Five vulnerable children fitted the selection criteria and participated in this research study. All five attended both excursions. The group consisted of one girl (13 years old) and four boys (7, 8, 13 and 14 years of age). There is a correlation between these five children – all of them attend the local farm school and they are grandchildren in the community. Three of the participants live with their grandparents on the site and two are in the care of other relatives. One of the participants (7 years old) was willing to participate, but proved to be unable to participate in the memory-box-making process at times, as a result of his insufficient skill to write and cut with scissors. An older adolescent, who is a friend of the family and also lives on the site with the grandparents, successfully assisted the small boy. The following section contains synoptic descriptions of the participants.

FIGURE 3.3:   PARTICIPANT A

Participant A is a 14-year-old boy who lives on a farm with his grandparents. He likes to play soccer.

FIGURE 3.4:   PARTICIPANT B

Participant B is a 13-year-old girl. She and her brother (Participant C) live in the community with their aunt and uncle. She likes to play netball.

FIGURE 3.5:   PARTICIPANT C

Participant C is an eight-year-old boy. He and his sister (participant B) live in the community with their aunt and uncle. He likes to ride a bicycle.
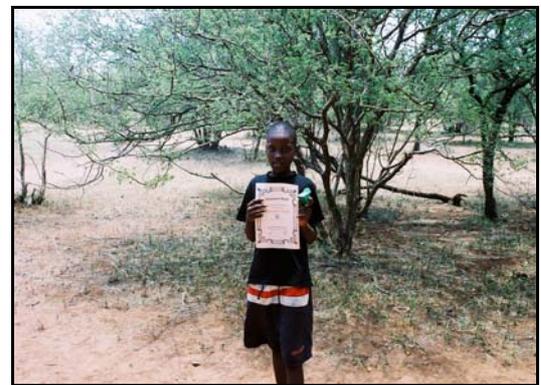
FIGURE 3.6:   PARTICIPANT D

Participant D is a 13-year-old boy. He lives on a farm with his grandparents. He likes to play rugby.

FIGURE 3.7:   PARTICIPANT E

Participant E is a seven-year-old boy. He has an older brother and lives on a farm with his grandparents. He likes boxing.

FIGURE 3.8:   PARTICIPANT F

This is a friend of the family. She lives on a farm with participants A, D and E.

3.4.5　PLANNING OF MEMORY-BOX-MAKING SESSIONS

I proposed a draft of possible activities at a meeting held for planning and preparing the memory-box-making process. The activities were brainstormed and those that constituted the memory-box-making process were selected (refer to section 3.4.6 for details of activities). The activities were planned according to a literature study, discussions held with others working in the field of memory boxes and the researchers' experience with therapy and children. Sessions were held during school breaks to ensure the presence of all participants.

It was important to plan the activities and to identify possible materials that would be needed. As a result of the secluded site, the researchers had to take all the necessary materials with her to the site. After planning and decision-making, we decided that certain materials should be taken to the site. Those materials included boxes, stationery, shirts, musical instruments, a "talking stick" (refer to Figure 3.26), cameras and a tape recorder. Refer to Addendum C for a list of materials that could be used in the memory-box-making process. The success of the memory-box-making process is not dependent on the type of materials used, as some people used food colouring and matchboxes (Memory boxes to help say goodbye, 2004:¶1). Although almost any type of material would have been suitable, we were of the opinion that by having materials ready for the participants, the quality of the data would be enhanced.

3.4.6　MEMORY-BOX-MAKING SESSIONS

Two excursions were needed to complete the memory-box-making process. Excursions were planned accordingly. The first excursion focused on introducing the concept of memory boxes and on participation in the memory-box-making process. The objective of the second excursion was to assess whether the children had kept and even made additional contributions to their memory boxes. Assets from the first excursion were verified by means of data collection from the second excursion, thus enhancing the trustworthiness of this study.

A total of eight people were directly involved in the first excursion, namely two researchers, five children and one caretaker / helper. These eight people participated throughout the whole excursion. The grandfather agreed to act as an interpreter and his services were often used, although he was not present at all of the sessions. Family members and friends of the family who did not participate in the sessions often visited the worksite and gave support in the form of positive comments and suggestions.

Involvements of this kind are regarded as passive or indirect participation. During the second excursion, only one researcher was present with the five children, one caretaker and the grandfather. Indirect involvements by family and friends occurred once again.

The worksite was not far from their home and consisted of a few trees that provided welcome shade. Seating arrangements were informal and the participants chose to work closely as a group for most of the time. However, during paired reflections the participants chose to work in pairs except when writing a letter, when most of them chose privacy. We either sat on the ground or on relatively large rocks. Later a wooden board on two large rocks was used, as well as two plastic chairs. The boxes came in handy and the children used them as a working surface to write on.

A number of variables influenced the duration of a session. As mentioned before, data collection took place in a deep rural community with no facilities such as buildings and running water. Therefore sessions had to be facilitated, taking natural elements into consideration. The temperature often reached to 40°C in the shade and at times a strong wind blew, which could easily ruin the paintings. As a result, the memory-box-making sessions were scheduled for the early mornings and late afternoons. The children's motivation and energy levels often influenced the duration of a session. When children were fascinated by the activity at hand, they often spent more time completing it than on engaging in some of the ordinary activities. For example, they loved tracing and painting their body images, working for almost two hours, but found it difficult to write a private letter to themselves. The researchers attempted to compensate for this factor by paying close attention to the energy levels, the degree of engagement of the children with the tasks at hand, and the emotional ambience of the session. Sessions lasted for between 30 minutes and 120 minutes (two hours).

At first, possible participants were introduced to the concept of a memory box. After participants had agreed to take part in this study (Session 1), we obtained their informed consent. The second session of the first excursion started with a body-mapping activity, which acted as an icebreaker and helped to introduce everyone to each other. During the third session, participants planned the information they wished to put on the exterior of the memory box. In the fourth session they transferred their planned life story to the exterior of the box. They shared their boxes (life stories) with one another during a group interview in the fifth session. The grandfather interpreted, while the extended family observed with interest from a distance. Session 6 consisted of introducing participants to the concept of a memory book and they started making such a book. When they were

tired of writing and painting, the participants took off to gather objects of personal value (Session 7).

After this break, they continued to work in the memory book and constructed their family tree – this was the eighth session. The researcher noticed that some participants wanted privacy in order to gather their thoughts and to process the events that took place. Although it had been planned that the activities for the ninth session would be shared, the participants were given the option of privacy to write a letter or make a drawing. Some shared their drawings; others kept their letters between themselves and the special people they were intended for. During the last session of the first excursion, participants were given an opportunity to share their boxes and content with one another. A closure ceremony was held and each participant received a certificate, stating that they had completed the memory-box-making process.

The purpose of the second excursion was to confirm the assets that had been identified during the first excursion. Five sessions with various activities took place. During the first session the participants were given photographs that had been taken during the first excursion. They sang songs to the accompaniment of traditional musical instruments before sharing the content of their memory boxes with one another. The second session was used for planning how they wanted to paint their white shirts, and for preparing the worksite. In the third session, images were painted on the shirts, which the participants felt they had portrayed themselves. After leaving the shirts to dry in the sun, a modelling show (Session 4) was held. The last session (Session 5) was a closure ceremony. The purpose and possible uses of a memory box were once again explained. The participants sang a last song and received their certificates.

The next section will explain the sessions in more detail. Fifteen sessions were completed during a two-month period. During the first excursion ten sessions were completed and five were completed during the second excursion.

3.4.6.1 Excursion 1

A summarised outline of the sessions held during the first excursion will be provided below. Five participants, a helper, an interpreter and two researchers were involved.

Session 1:   Excursion 1: Obtain informed consent

FIGURE 3.9:   GRANDFATHER   **FIGURE 3.10: GRANDMOTHER**

The primary caregivers gave permission for children to participate in this study

Goal:

To inform possible participants of the research project and to obtain informed consent.

Description:

The primary caregivers and possible research participants were introduced to the researcher by the researcher who undertook the longitudinal research study in the community. Session 1 dealt with explaining the research study, ethical issues such as gaining verbal and written consent (from primary caregivers as well as participants) and answering the questions of possible participants.

Data-collection method:

Enquiry by means of a group interview.

Time:

Approximately 30 minutes.

Materials used:

Forms for informed consent (refer to Addendum A), pens for writing.

Session 2:   Excursion 1: Body map

FIGURE 3.11:   TRACING BODY MAP

Participant B is lying on paper in order to have her body map traced

FIGURE 3.12   PAINTING BODY MAP

Participant B is painting her body map

Goal:

To participate in a get-to-know-one-another exercise and to give participants an opportunity to create something that is uniquely their own?

Description:

The children who had agreed to participate in the research study were introduced to the first activity. With the help of the researcher, the participants' bodies were traced onto a piece of paper, after which the participants painted their body images. The participants chose a cardboard box with the understanding that that box would become a memory box in the course of the following days.

Data-collection method:

Experience by means of simple observation and enquiry by means of individual interviews and the examination of visual data (photographs) of artefacts, as well as field notes.

Time:

Approximately 120 minutes.

Materials used:

Cardboard boxes, large sheets of paper, pens, paint, crayons and camera.

Session 3:   Excursion 1: Plan content

FIGURE 3.13:   PLAN CONTENT

Participants plan their life stories on a small piece of paper

Goal:

To plan the content that would be portrayed on the sides of the memory box.

Description:

Participants were asked to plan their life stories in order to portray them on the exterior of the memory box. Suggestions on what a life story could consist of (historical events, ideals and important people) were given.

Data-collection method:

Experience by means of simple observation and enquiry through individual interviews and the examination of visual data (photographs) of artefacts and field notes.

Time:

Approximately 120 minutes.

Materials used:

Cardboard boxes, small sheets of paper, crayons and camera.

Session 4:   Excursion 1: Transfer content to box

FIGURE 3.14:   TRANSFER CONTENT

Participants transfer their life stories to the sides of their memory boxes

Goal:

To portray content (life story) on outside of memory box.

Description:

The participants portrayed the life stories they had planned in the third session on the memory boxes. They could choose whether they wanted to use crayons, magazines or paint, or a combination of those media.

Data-collection method:

Experience by means of simple observation, enquiry through individual interviews and examination of visual data (photographs) of artefacts.

Time:

Approximately 120 minutes.

Materials used:

Cardboard boxes, small sheets of paper (planned life story), scissors, glue, pen, paint, magazines and camera.

Session 5:   Excursion 1: Sharing life stories

FIGURE 3.15:   SHARING OF LIFE STORY 1   FIGURE 3.16:   SHARING OF LIFE STORY 2

Participants share their life stories in the form of memory box content with each other

Goal:

For participants to share their life stories and the content on the outside of the memory box with each other.

Description:

One of the caregivers agreed to interpret the participants' conversations and the caregiver was asked to participate in this session. The participants shared their life stories, as portrayed on their memory boxes, with one another.

Data-collection method:

Experience by means of simple observation, participatory observation, enquiry through group interviews and the examination of visual data (photographs) of artefacts, field notes and audio-tape recordings.

Time:

Approximately 90 minutes.

Materials used:

Memory boxes, tape recorder and camera.

Session 6: Excursion 1: Introduction to memory books

FIGURE 3.17:   MEMORY BOOKS

Participants painted their memory books

Goal:

To introduce participants to memory books.

Description:

Participants were introduced to the concept of memory books. Each participant received a script and was given an opportunity to personalise his own memory book.

Data-collection method:

Experience by means of simple observation, enquiry through individual interviews and examination of visual data (photographs) of artefacts, and field notes.

Time:

Approximately 60 minutes.

Materials used:

Script, paint, pens, crayons, stickers and camera.

Session 7:   Excursion 1: Valuable objects

FIGURE 3.18:   VALUABLE OBJECTS

Participants discuss their valuable objects

Goal:

To choose content to place inside the memory box.

Description:

Objects with personal value were added to the memory box. Participants were given time to contemplate and find objects with personal value. Each participant was given time to share with the group.

Data-collection method:

Experience by means of simple and participatory observation, enquiry through individual ands group interviews, the examination of visual data (photographs) of artefacts, and field notes.

Time:

Approximately 120 minutes.

Materials used:

Memory boxes, objects of value and camera.

Session 8:   Excursion 1: Memory books

FIGURE 3.19:   WRITING IN MEMORY BOOK 1

FIGURE 3.20:   WRITING   IN   MEMORY BOOK 2

Participants are working in their memory books

Goal:

To capture family tree in memory book.

Description:

The technique of drawing a family tree was explained to the participants and they were requested to draw their own.

Data-collection method:

Experience by means of simple observation, enquiry through individual interviews and examination of visual data (photographs) of artefacts, and field notes.

Time:

Approximately 45 minutes.

Materials used:

Memory books, pen, crayons and camera.

Session 9:   Excursion 1: A letter
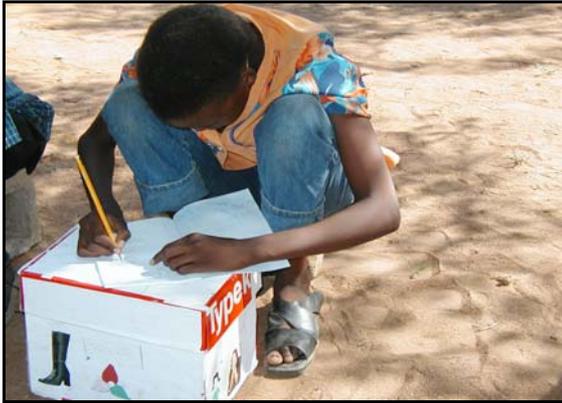
FIGURE 3.21:   A LETTER

Participant is writing a letter
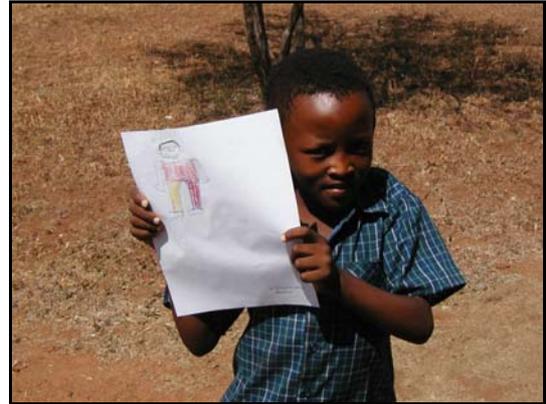
FIGURE 3.22:   A PICTURE

Participant drew a picture of himself as an adult

Goal:

For participants to write a letter to themselves, which contains their ideals and dreams for the future.

Description:

Participants are vulnerable (a criteria for selection) due to one or both parents being deceased or working elsewhere. Consequently, it was not possible for parents to write letters to their children, as is usually the case in memory box making, although time was put aside for such an activity. Instead, participants were asked to write letters to themselves. The participants who were unable to write were allowed to draw a picture containing their dreams and wishes for the future. At first, participants hesitated to partake in this activity and a decision was made to keep their letters private (for their eyes only). Each participant received an envelope and they embraced this activity.

Data-collection method:

Experience by means of simple observation and examination of field notes taken during session.

Time:

Approximately 30 minutes.

Materials used:

Pen, paper, envelope and camera.

Session 10:   Excursion 1: Closure

FIGURE 3.23:   PARTICIPANTS

Participants with completed memory boxes
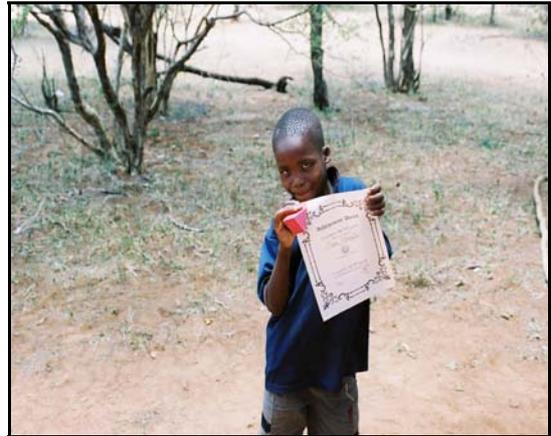
FIGURE 3.24: RECEIVING A CERTIFICATE

Participant receive a certificate

Goal:

Share information of memory boxes and receive certificates on completion of the memory-box-making process.

Description:

A closure ceremony was held to celebrate the completion of the memory boxes. During this ceremony, the participants were given a final opportunity to share information from their memory boxes with one another. Each participant received a certificate, and photographs were taken as a memoir of completing the memory box. These photographs are the participants' property and were given to them at the second excursion.

Data-collection method:

Experience by means of simple and participatory observation, enquiry through group interviews and the examination of visual data (photographs) of artefacts, and field notes.

Time:

Approximately 45 minutes.

Materials used:

Memory boxes, memory books, valuable objects, certificates, stationery, rewards and camera.

3.4.6.2 Reflection on Excursion 1

My observations and thoughts about the first excursion of the memory-box-making process are as follows:

The participants live in a community that values, respects and supports children. Family members and friends showed interest in the participants' activities. The participants took responsibility for their own memory boxes and all of them completed the memory-box-making process.

The empirical data that was gathered did not highlight the theme of death and bereavement as I had expected it to do. I support the statement made by Roos *et al.* (2002:6), to the effect that survivors of trauma are more aware of their bodies' vulnerabilities and that they are concerned about their physical and emotional well-being. In the absence of an integrated identity, negative feelings of confusion, insecurity and unhappiness are prominent. This statement implies that a child with an integrated identity would have more resilience to cope with barriers. From what I observed in the first excursion, it seemed to me that the memory-box-making process had helped the participants to discover themselves in terms of historicity and personality – in fact, identity. I suspect that if this excursion were to continue for a longer period of time and if participants were introduced to more activities and were thereby been more exposed to the memory-box-making process, the theme of death and bereavement would have been identified. I am of the opinion that development and exploring one's identity is part of the grieving process. This is a topic for further research.

3.4.6.3 Planning for follow-up excursion

At the closure ceremony, I committed myself to a specific date for the follow-up excursion, to ensure that all the participants would be present. A friend of the family agreed to bring two of the participants.

Activities for the follow-up excursion were planned with the following statement from Roos *et al.* (2002:6) in mind: "*The development of a role identity will allow possibilities for more social involvement and to conceptualise the trauma on an abstract level.*"

As participants did not discuss their trauma with the researchers, activities were planned in order to help them with role identity. The activities provided social involvement with the aim to build a support system between the participants. The main activity of the

second excursion was to paint white shirts. The instruction was to paint the white shirt with an image that portrays oneself.

The particulars of the five sessions that comprised the second excursion are provided below.

3.4.6.4 Excursion 2

Herewith, a summarised outline of the sessions held during the second excursion. The five participants in the first excursion participated, and this time only one researcher was present.

Session 1:   Excursion 2: Sharing added information

FIGURE 3.25:   SING A SONG

Participants are singing

FIGURE 3.26:   "TALKING STICK"

The "talking stick" used by participants

Goal:
For the participants to share the information they added to the memory boxes.

Description:
The researcher met the primary caregivers and research participants. The photographs taken at the closure ceremony (first excursion) were given to the participants and caregivers. A relaxing activity through the use of traditional instruments and songs was suggested and participants took part with great delight. The "talking stick" was introduced and participants held it while sharing the information they had added to their boxes since the first excursion.

Data-collection method:

Experience through simple and participatory observation, enquiry by means of group interviews and the examination of artefacts, visual data, and field notes.

Time:

Approximately 90 minutes.

Materials used:

Photographs, music instruments, memory box, "talking stick" and camera.

Session 2:   Excursion 2: Planning to paint a shirt

FIGURE 3.27:   PLANNING TO PAINT A SHIRT 1

Participants preparing the site

FIGURE 3.28:   PLANNING TO PAINT A SHIRT 2

Participant planning her shirt

Goal:

To plan the painting a personalised shirt.

Description:

Each participant received a white shirt and instructions to plan and paint himself or an aspect of himself. Time was given for planning and arranging the site.

Data-collection method:

Experience by means of simple observation, enquiry through individual interviews and examination of visual data (photographs) and field notes.

Time:

Approximately 30 minutes.

Materials used:

White T-shirt, pencils, pens, crayons, fabric paint, salt, carton, newspaper and camera.

Session 3:   Excursion 2: Paint a shirt

FIGURE 3.29:   PAINTING OF SHIRTS

Participants are painting their shirts

Goal:

To paint a personal shirt.

Description:

Participants painted their shirts and left them in the sun to dry.

Data-collection method:

Experience by means of simple observation, enquiry through individual interviews and examination of visual data (photographs) of artefacts, and field notes.

Time:

Approximately 60 minutes.

Materials used:

White T-shirt, pencils, pens, crayons, fabric paint, salt, cardboard, newspapers and camera.

Session 4:   Excursion 2: Sharing shirts and information

FIGURE 3.30:   PARTICIPANTS WITH PAINTED SHIRTS

Participants with painted shirts

Goal:

For participants to share their shirts and information with each other.

Description:

This session consisted of a modelling show where participants showed their painted shirts to one another. A discussion was held on the designs that were used on the shirts.

Data-collection method:

Experience by means of simple and participatory observation, enquiry through individual and group interviews and the examination of artefacts (painted shirts), visual data (photographs), and field notes.

Time:

Approximately 30 minutes.

Materials used:

Painted shirts and camera.

Session 5:   Excursion 2: Closure ceremony

FIGURE 3.31:   FAMILY AND FRIENDS

Supportive family and friends observing the closure ceremony

Goal:

To reconfirm that participants understand the memory-box-making process, and to give participants certificates for contributing to their memory boxes.

Description:

The purpose of a memory box and its possible uses were once again explained to the participants and then a closure ceremony was held. During the ceremony, participants sang songs with traditional instruments and received certificates for completing a shirt.

Data-collection method:

Experience by means of simple and participatory observation, enquiry through individual interviews and the examination of artefacts (painted shirts), visual data (photographs), and field notes.

Time:

Approximately 30 minutes.

Materials used:

Musical instruments, certificates and camera.

3.4.6.5   Reflection on Excursion 2

My greatest reward for commencing this research study was to see the youngest participant (who had earlier showed signs of restlessness and downheartedness) singing, dancing and smiling. His self-confidence while modelling the shirt was striking.

The "talking stick" also provided a sense of empowerment and participants unhesitatingly participated in the group interviews.

3.4.7   POST-EXCURSION REFLECTION

I wondered about the influence of the grandfather's authority on the collected data. The languages used on site should be reconsidered. Although the language did not prove to be a definite barrier, the fact that participants and researchers with different home languages worked together could have had an influence on the collected data.

A discussion of the data analysis follows. The analysed results will be discussed in Chapter 4.

3.5   DATA ANALYSIS

3.5.1   NATURE OF ANALYSIS

Creswell (2002:626) claims that qualitative data analysis is done by describing information and developing themes. "*The interpretations situate findings within larger meanings*" (Creswell, 2002:631).   He suggests (2002:632) that qualitative research reports should be flexible through the use of emerging structures and evaluation criteria.

I used Creswell's guidelines for theme analysis (2002:626, 631) for this study's data analysis. As stated, the data analysed included data generated by simple and participatory observations, individual and group interviews, visual data in the format of photographs, audio tape recordings, and field notes. The theme analysis was done on two levels. The first level entailed identifying and indicating assets in and on texts and visual data. The second level entailed categorising the particular themes of assets that emerged during the first level of analysis. The framework for identifying assets, as suggested by the Search Institute (www.search-institute.org) (refer to Addendum B), was then used as a framework to present the assets identified in this study. It will be applied flexibly by tailor-making the definitions of assets to the community in which the study took place.

3.5.2   DEFINITIONS AND CATEGORISATION OF ASSETS

A definition of each category and asset is necessary to understand the significance of the assets that are categorised in a specific group. These definitions contribute to the

data analysis by clearly demarcating the parameters within which each asset will be conceptualised in this study. Refer to Chapter 2 for definitions of assets. Herewith, a categorised summary of the definitions as used within this study.

TABLE 3.2:   CATEGORISING AND DEFINING ASSETS

CATEGORY		NAME	DEFINITION
EXTERNAL ASSETS	Support	1. Family support	Family life provides high levels of love and support.
		2. Positive family communication	Child and parent(s) communicate positively; young person is willing to seek advice and counsel from parent(s).
		3. Other adult relationships	Child receives support from three or more non-parent adults.
		4. Caring neighbourhood	Child experiences caring neighbours.
		5. Caring school climate	School provides a caring, encouraging environment.
		6. Parent involvement in out-of-home situations	Parent(s) is/are actively involved in helping child to succeed in school.
	Empowerment	7. Community values the child	Child perceives that adults in the community value youth.
		8. Child is given useful roles	Child is given useful roles in the community.
		9 Service to others	Child serves in the community one hour or more per week.
		10. Safety	Child feels safe at home, at school and in neighbourhood.
	Boundaries & Expectations	11. Family boundaries	Family has clear rules and consequences and monitors the child's whereabouts.
		12. School boundaries	School provides clear rules and consequences.
		13. Neighbourhood boundaries	Neighbours take responsibility for monitoring child's behaviour.
		14. Adult role models	Parent(s) and other adults model positive, responsible behaviour.
		15. Positive peer interaction and influence	Child's best friends model responsible behaviour.
		16. Appropriate expectations	Both parent(s) and teachers encourage the child to do well.
	Constructive use of time	17. Creative activities	Child spends three or more hours per week in lessons or practice in music, theatre or other arts.
		18. Out-of-home activities	Child spends three or more hours per week in sports, clubs or organisations at school and/or in the community.
		19. Religious community	Child spends one or more hours per week in activities in a religious institution.

CATEGORY		NAME	DEFINITION
		20. Time at home	Child is out with friends "with nothing special to do" two or fewer nights per week.
INTERNAL ASSETS	Commitment to learning	21. Achievement expectation and motivation	Child is motivated to do well in school.
		22. Engagement in learning	Child is actively engaged in learning.
		23. Stimulating activity and homework	Child reports doing at least one hour of homework every school day.
		24. Enjoyment of learning and bonding to school	Child cares about his/her school.
		25. Reading for pleasure	Child reads three or more hours per week for pleasure.
	Positive Values	26. Caring	Child places high value on helping other people.
		27. Equality and social justice	Child places high value on promoting equality and reducing hunger and poverty.
		28. Integrity	Child acts on convictions and stands up for his beliefs.
	Positive Values	29. Honesty	Child tells the truth "even when it is not easy".
		30. Responsibility	Child accepts and takes personal responsibility.
		31. Healthy lifestyle	Child believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	32. Planning and decision making	Child knows how to plan ahead and make choices.
		33. Interpersonal skills	Child has empathy, sensitivity and friendship skills.
		34. Cultural competence	Child has knowledge of and comfort with people of different cultural, racial or ethnic backgrounds.
		35. Resistance skills	Child can resist negative peer pressure and dangerous situations.
		36. Peaceful conflict resolution	Child seeks to resolve conflict non-violently.
	Positive Identity	37. Personal power	Child feels he/she has control over "things that happen to me".
		38. Self-esteem	Child reports having a high self-esteem.
		39. Sense of purpose	Child reports: "My life has a purpose".
		40. Positive view of personal future	Child is optimistic about personal future.

3.6   CONCLUSION

This chapter dealt with the theoretical and practical information that is needed to understand the discussion of the concluded results in Chapter 4. It entails details concerning action research, qualitative data-collection methods, work site, participants and the memory-box-making process sessions. In this manner, a clearer image of this research study is portrayed. The definition of assets orientates the reader to understand the results in the following chapter.

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CHAPTER 4
Assets identified during the memory-box-making process

4.1   INTRODUCTION

The research results are presented within the interpretive and constructivist paradigms. A summary at the end of this chapter outlines the specific assets and the sessions in which they occur. This chapter is best understood if it is read in conjunction with the definitions of the various assets (refer to Chapter 2) as well as Addendum D, which exhibits the visual data of the memory-box-making process, as it occurred within a session. Assets, as identified within sessions, are portrayed by means of photographs.

4.2   RESEARCH PARADIGM

A paradigm may be summarised as a basic orientation of theory and research (Kuhn in Neuman, 1997:62). Neuman (1997:62-63) describes a paradigm as:

> "… a whole system of thinking. It includes basic assumptions, the important questions to be answered or puzzles to be solved, the research techniques to be used, and examples of what good scientific research look like."

I performed data analysis within both an interpretive and a constructivist paradigm. As explained in Chapter 1, I regard social action as being inherently meaningful (Denzin & Lincoln, 2000:191) and I see an interpretive paradigm as aiming at an understanding of human behaviour. Therefore, in this study, in addition to identifying the assets that are associated with the memory-box-making process, the data analysis also contributes to our understanding (through obtaining knowledge) of the assets when vulnerable children participate in a memory-box-making process. The constructivist paradigm is in contrast with the interpretive paradigm, by being a paradigm that creates, instead of explains, theoretical constructs (Babbie *et al.*, 2002:110). The results of this study could contribute to a better theoretical understanding of the memory-box-making process and vulnerable children in South Africa.

Although in contrast with each other, the above two paradigms complement each other in achieving the purpose of this study, namely to identify assets (interpretive paradigm) during the memory-box-making process with vulnerable children, in order to contribute to

a complex understanding (constructivist paradigm) of vulnerable children in South Africa and the memory-box-making process.

4.3   DISCUSSION OF EMPIRICAL DATA

The identification of assets occurred within the framework of the categorisation and definitions of assets, as described in Chapter 2. Data discussion will take place within the interpretive and constructivist paradigm. Assets identified during the memory-box-making session, resulted in the empirical data discussed. All the different forms of collected data have been analysed and taken into account in this discussion. However, audio-visual material in the form of photographs represents the sequence of sessions and provides a conclusion of the data. Refer to Addendum D for this part of the study.

This is a qualitative study and the interpretation of data is integrated into the analysis. I opt to discuss the findings from the study in a descriptive format. The assets identified (empirical data/findings) will be presented as they are categorised in Chapter 2. Assets were identified in all eight categories. The descriptions will refer to the excursions and sessions where the asset was identified, and the way in which the asset manifested during the memory-box-making process will be discussed. A summary of assets and their prevalence is provided at the end of the chapter.

Participants provided the researchers with informed, written consent and permission to use and publish their photographs.

The scope of this study involves the memory-box-making process only. Within this limited scope, time frame and resources, I did not seek to obtain knowledge regarding the school context and children's attitude to learning in the school context. Consequently, assets that might occur in the school context were not included, but analysed in the context of this study (for example, engagement in learning within the memory-box-making process). However, I acknowledge the school's importance as part of the system wherein a child functions (refer to Chapter 2).

4.3.1   CATEGORY 1: SUPPORT

The category of support includes the six developmental assets that are supportive of family, communication, adult relationships, caring neighbourhood, caring out-of-home climate and parent involvement in out-of-home situations. A discussion of the collected data follows.

▪ **Asset 1: Family support**

Excursion 1:

The family was prominent throughout Excursions 1 and 2. They were present when we (the facilitators) discussed the memory-box-making process (Session 1: Field Note 1). Some family members were present for short periods during the body-map session (Session 2: Figure 7, Figure 8 and Individual Interview and Field Note 1) and the group interview (Session 5: Figure 1, Simple Observation 2 and Field Note 1). Throughout the memory-box-making process, they visited the work site regularly to witness the participants' progress (Session 4: Figure 4, Excursion 2, Session 3: Figure 3, Session 4: Figures 2 and 3, Session 5: Figure 4).

Excursion 2:

The family and friends of the family were once again supportive throughout the memory-box-making process. They visited the worksite and encouraged the shirt painting (Session 3: Figure 3, Participatory Observation 1). They showed their enthusiasm by posing for the camera (Session 4: Figure 3, Participatory Observation 2) and thereby setting an example for the participants and showing them how to take part in a model show. Family and friends applauded during the model show (Session 4: Participatory Observation 3).

▪ **Asset 2: Positive family communication**

Excursion 1:

When we first met the possible participants, some of the younger participants seemed to be shy – they did not look directly at us and did not communicate with us (Session 1: Group Interview Note 4). This could be because I was new to them, but could also be a sign of respect in their community (Session 1: Reflection 2). The grandfather assisted us by translating some of the content that participants did not understand, thereby responding to the participants' communication needs (Session 1: Field Note 2).

Family members watched while the participants drew and painted their body maps (Session 2: Figures 7, 8, 9 and 10, and Field Note 1). Although they encouraged the participants with positive comments (Session 2: Individual Interview 2, Field Note 1), they did not prescribe to them what to do and gave them freedom to do as they wished. Nevertheless, participants felt comfortable to ask assistance and advice when needed (Session 2: Participatory Observations 1 and 4). Family members also observed and

supported the participants while they transferred their life stories to their memory boxes (Session 4: Figure 4).

We were privileged to witness the communication between the grandfather and participants during the group interview (Session 5: Transcription of group interview). The grandfather translated the participants' life stories on their boxes and the communication between grandfather and participants (grandchildren) was positive and respectful. Participants were not used to talking to a formalised group (Session 5: Simple Observation 1), but the grandfather guided them (Session 5: Group Interview 1) while other family members observed from a distance (Session 5: Figure 1 and Simple Observation 2).

Excursion 2:
Family members and friends were very much involved in the painting of shirts by encouraging the participants to finish the shirts so that they could see what they looked like (Session 4: Figure 2 and Participatory Observation 1). At first, the helper decided to use salt to create a particular painting effect (coarse salt extracts the water from the paint and creates a textured effect) (Session 3: Participatory Observation 2). Two participants were not sure whether it was a good idea and they consulted an aunt, and then followed the helper's example (Session 3: Figures 4, 5, 6 and 7, and Participatory Observation 2). Family members and friends watched enthusiastically during the modelling show and applauded the participants (Session 4: Figures 3 and 4, and Participatory Observations 2 and 3).

▪   **Asset 3: Other adult relationships**

Excursion 1:
A male family friend brought two grandchildren to visit their family with his car. While visiting on the farm, the two children wanted to take part in the memory-box-making process and they became participants (Session 1: Simple Observation 2). He also assisted with transport to and from their school (Session 4: Individual Interview 1) and thereby supported the parents. Whenever he visits the family, he offers to take them to the local store for groceries (Session 1: Simple Observation 2).

A female adolescent (a friend of the family) offered to assist the youngest participant during certain activities of the memory-box-making process (Session 1: Figure 8 and Simple Observation 4). She is older than the participants and fulfilled the role of helper to those who required assistance (Session 2: Participatory Observation 1, Session 3:

Participatory Observation 6, Session 4: Figure 2, Session 5: Figure 5, Session 7: Simple Observation 1, Session 8: Figure 1, Session 10: Reflection 4).

In both these instances, the persons involved do not only provide the children with love, but also support the grandparents.

Excursion 2:

As agreed during the first excursion, the male family friend brought the two participants to the work site, in order for them to participate in Excursion 2 (Session 1: Field Note 1).

The female helper was present throughout Excursion 2 to assist participants who needed assistance with activities (Excursion 2, Session 1: Simple Observation 2, Session 3: Participatory Observation 2, Session 5: Participatory Observation 2 and Field Note 1).

- **Asset 4: Caring neighbourhood**

Excursions 1 and 2:

The family friend who provided transport (Session 4: Individual Interview 1, Session 10: Individual Interview 1), as well as the other friends who encouraged the participants by observing them from time to time, are proof of a caring neighbourhood (Excursion 1, Session 2: Figures 7 and 8, Session 4: Figure 4, Session 5: Figure 1, Excursion 2, Session 2: Simple Observation 1, Session 3: Figure 3, Session 4: Figures 2 and 3, Session 5: Figure 4).

- **Asset 5: Caring out-of-home climate**

Excursions 1 and 2:

Two participants played soccer at school (Excursion 1, Session 5: Figures 7 and 8). Participants also acknowledged that the school assists them in becoming "'smart": "*… hy loop altyd by die skool … dit maak hom smart*" [translation: he always attend school, it makes him smart] (Excursion 1, Session 5: Transcription 1). One of the participants viewed his teacher as a role model and pasted a picture that resembled this teacher onto his memory box: "*… daai lyk soos 'n teacher van hom by die skool*" [translation: that looks like his teacher at school] (Excursion 1, Session 5: Transcription 2).

Some participants attend church (Excursion 1, Session 5: Figure 13). When given an opportunity to sing, the participants chose to sing religious songs. The helper and

Participant B taught the participants who did not know religious songs some songs (Excursion 2, Session 1: Simple Observation 2).

In both Excursions 1 and 2, the school and church are seen as encouraging, caring environments outside the home.

▪ **Asset 6: Parent involvement in out-of-home situations**

Excursion 1:

Although the scope of this research study does not include the school context, but does acknowledge it, a discussion on one participant's progress at school took place in Session 3, while the participants were planning their life stories. The group identified the youngest participant as a slow learner, because the school had discussed his progress with the grandfather (Session 3: Group Interview 1). The group seemed eager to help him and he welcomed their assistance.

4.3.2   CATEGORY 2: EMPOWERMENT

The Empowerment category includes the following four developmental assets:

▪ **Asset 7: Community values the child**

Excursion 1:

In Session 1, the grandparents, as well as family and friends, listened when the memory-box-making process was explained (Session 1: Field Notes 1 and 2). They were all interested in the activities proposed to the children. When the participants started drawing their body maps, family and friends visited the work site to observe the activities (Session 2: Figures 7 and 8). Family members also observed the group interview (Session 5: Figure 1, Field Note 1). It is concluded that the youth is valued in the community.

Excursion 2:

Once again, family and friends showed interest when the participants started painting their shirts (Session 3, Figure 3 and Participatory Observation 1). They took part by forming an audience for the participants when they were modelling their painted shirts (Session 4: Figures 2 and 3, and Participatory Observations 1 and 2).

- **Asset 8: A child is given useful roles**

Excursions 1 and 2:

This asset's definition states that a child is involved in family life through his useful roles at home and in the community, and through taking part in family decisions. Data obtained from Excursions 1 and 2 did not provide enough evidence to confirm that this asset has been identified.

- **Asset 9: Service to others**

Excursion 1 and 2:

The participation of grandparents and friends showed their involvement in child rearing and they set the participants an example of rendering service. Participants followed this example by eagerly assisting each other, and they also assisted us where necessary. They helped with the organisation of the environment (Excursion 1, Session 4: Participatory Observation 1, Session 5: Participatory Observation 3, Excursion 2, Session 2: Figure 1), made plans when the wind was blowing (Excursion 1, Session 4: Participatory Observation 12; Excursion 2, Session 2: Participatory Observation 1), and cleaned the work area at the end of a session (Excursion 1, Session 4: Participatory Observation 13, and Excursion 2, Session 3: Participatory Observation 4). Therefore, I assumed that they would assist others in the community if the opportunity arose.

- **Asset 10: Safety**

Excursions 1 and 2:

The definition of this asset states that a child is safe in his home, at school, in childcare settings and in other environments. In the memory-box-making process, this asset is interpreted within the context of research, and particularly concerning assets, memory boxes and vulnerable children. In other words, school is not included. A safe working environment (childcare setting) was created, where special attention was given to emotional and physical safety, according to the ethical considerations (refer to section 1.12). Participants participated out of free will and although no one withdrew, they would have been allowed to. In instances where participants felt uncomfortable with sharing information, they were not forced to do so.

Physical safety in South Africa has become a relative concept. The participants and I never felt unsafe. Because the data does not prove the opposite, this asset was identified as being evident.

4.3.3   CATEGORY 3: BOUNDARIES

The Boundaries category includes the following six developmental assets:

▪   **Asset 11: Family boundaries**

Excursions 1 and 2:

The grandparents are the responsible, authoritative figures and they gave permission for their grandchildren to participate in this study (Excursion 1, Session 1: Group Interview 6), which was undertaken in the form of two excursions. The grandchildren adhered to their authority (Excursion 1, Session 1, Simple Observation 5). The participants had to have breakfast at 10:00 and sessions had to be scheduled to accommodate this family routine (Excursion 1, Session 3: Field Note 1).

▪   **Asset 12: Out-of-home boundaries**

Excursions 1 and 2:

The participants did not act in any hostile or inappropriate way (Excursion 1, Session 10: Reflection 1 and Excursion 2, Session 5: Reflection 1), thereby adhering to the authority they are accustomed to at home.

▪   **Asset 13: Neighbourhood boundaries**

Excursions 1 and 2:

The neighbourhood took responsibility for monitoring and supervising children. A friend of the family provided transport to participants B and C, to enable them to attend the memory-box-making process (Excursion 1, Session 1: Participatory Observation 2, Excursion 2, Session 1: Field Note 1). They also supported the participants during the memory-box-making process by helping to write, cut and paint where necessary (Excursion 1, Session 4: Figure 4, Excursion 2, Session 4: Figure 3).

▪   **Asset 14: Adult role models**

Throughout Excursions 1 and 2, the helper assisted the participant with certain activities (during Excursion 1, Session 2: Participatory Observation 1, Session 3: Participatory Observation 6, Session 4: Figure 2, Session 5: Figure 5, Session 7: Simple Observation 1, Session 8: Figure 1, Session 10: Reflection 4. During Excursion 2, Session 1: Simple Observation 2, Session 3: Participatory Observation 2, Session 5: Participatory

Observation 2).   The other participants followed her example by helping each other when necessary (during Excursion 1, Session 2: Participatory Observations 1, 4 and 5, Session 3: Participatory Observations 4, 7 and 11, Session 4: Participatory Observations 1, 12 and 13, Session 5: Simple Observations 3 and 4, Session 10: Reflections 1 and 4. During Excursion 2, Session 1: Simple Observations 2 and 6, Session 2: Figure 1 and Participatory Observations 1 and 2, Session 3: Participatory Observations 3 and 4, Session 4: Participatory Observation 4, Session 5: Participatory Observation 2).

Excursion 1:
The grandfather sets a good example for the participants by working on the farm. He keeps his property in order (Session 1: Simple Observation 6) and encourages the participants to co-operate in activities (Session 5: Field Note 2). He played an important role by being an interpreter (Session 1: Simple Observation 1 and Session 5: Transcription).

The grandmother showed respect and sets an example by observing from a distance and not intruding during the group interview (Session 5: Simple Observation 2). In this manner, she also shows care and interest in the activity at hand.

The mapping of a family tree seemed to be a difficult activity for some participants (Session 8: Simple Observation 1) and they followed the helper's example (Session 8: Figure 1 and Simple Observation 2).

The information on two of the participant's memory boxes stated: "*When I grow up, I'm going to be a rugby player*" and *"When I grow up; I'm going to be a soccer player"* (Session 3*,* Individual Interview 1). The following quotes and translations from the group interview show that the participants do have role models (Session 5: Translations 3, 4, 5, 6, 7, 8 and 9):

Interpreter*:*   "*Hy sê as hy groot kom, hy gaan bol speel.*"
                        [Translation: He says when he grows up, he is going to play ball]
                        (Session 5: Translation 3).

Second facilitator: "*OK. So hierdie is 'n storie oor 'n seuntjie wat grootword en*
                        hy gaan met 'n bal speel en dit gaan of sokker wees of rugby."
                        [Translation: OK, so this is a story about a boy who is going to
                        grow up and play ball, either soccer or rugby] (Session 5:
                        Translation 4).

Interpreter*:*	"*Hy sê hy wil daardie man wees as hy groot kom. Dis daardie man.*"

[Translation: He says he wants to be that man when he grows up. It's that man.] (Session 5: Translation 5).

Second facilitator:	"*Ja?*"

[Translation: Yes?] (Session 5: Translation 6).

Interpreter:	"*Hy gaan daardie man wees.*"

[Translation: He's going to be that man.] (Session 5: Translation 7).

Second facilitator:	"*OK. Waar's nommer 2? OK, hierdie prentjie. Hoekom het hy daardie prentjie opgesit? Wat is dit wat hy like van daardie prentjie?*"

[Translation: OK, where is number 2? OK, this picture? Why did he put that picture up? What is it that he likes about that picture?] (Session 5: Translation 8).

Interpreter*:*	"*Hy sê hy het mooi klere aan.*"

[Translation: He says he wears nice clothes.] (Session 5: Translation 9).

Excursion 2:

Not all the participants were familiar with the instruments and they followed the helper's example (Session 1: Simple Observation 2). She had the initiative to use coarse salt as a paint technique on the shirts and some participants followed her example and also used the salt (Session 3: Participatory Observation 2). Friends of the family encouraged the participants to model their shirts by parading as if they were on a modelling ramp and demonstrating this to the participants (Session 4: Figure 3 and Participatory Observation 2). The participants imitated their way of walking.

▪ **Asset 15: Positive peer interaction and influence**

Excursion 1:

The participants enjoyed one another's company while sharing the paint and paintbrushes (Session 2: Figure 6 and Participatory Observation 5). Whenever a participant was unsure about the activity at hand, he asked his fellow participants for

advice, or followed another's example (Session 2: Figures 6 and 7, and Participatory Observations 1, 4 and 5).

Participants encouraged one another by applauding at the end of a shared life story (Session 5: Simple Observation 4).

Excursion 2:

One participant decided to put "*Vodacom*" on his shirt, because this is the company that sponsors the soccer. His decision seemed to influence another participant who was uncertain about the image he wanted to put on his shirt. He painted "*MTN*", who also sponsors sport. Another followed their example by writing "*ADIDAS*", a sports brand name (Session 3: Figures 4, 5 and 6).

▪ **Asset 16: Appropriate expectations for growth**

Excursions 1 and 2:

From the grandparents' involvement, it was clear that they supported their grandchildren who participated in this study. The interaction between grandparents, family members, friends and participants was, however, not enough for the researcher to distinguish between the expectations they have for the participants and their own curiosity.

The participants do have expectations for their own future. This is seen as an internal asset and discussed in Category 8.

4.3.4   CATEGORY 4: CONSTRUCTIVE USE OF TIME

The Constructive Use of Time category includes the following four developmental assets:

▪ **Asset 17: Creative activities**

Excursions 1 and 2:

During the memory-box-making process, participants participate in creative activities, singing and music (Excursion 1, Sessions 2, 3, 4, 6, 7, 8 and 9, and Excursion 2, Sessions 1, 2, 3, 4 and 5). They seemed to be comfortable with the activities and enjoyed being creatively involved. In their leisure time, the participants make toys from pieces of wire (Excursion 1, Session 3: Individual Interview 2).

▪   **Asset 18: Out-of-home activities**

Excursions 1 and 2:

Participants live in a deep rural community where there are no youth programmes, sports clubs or recreational clubs. The boys do, however, play soccer and cricket against each other (Excursion 1, Session 3: Individual Interview 1). An opportunity to investigate the establishment of youth clubs and formal sport programmes was identified.

▪   **Asset 19: Religious community**

Excursions 1 and 2:

Data of a religious nature was found on the participants' memory boxes: "*Dit is 'n kerk … daar…*" [translation: It is a church…. there…] (Excursion 1, Session 5: Transcription and Figure 13). Religion plays a part in the lives of some participants. Participants chose to sing religious songs when they were given an opportunity to sing (Excursion 2, Session 1).

▪   **Asset 20: Positive, supervised time at home**

Excursions 1 and 2:

The prevalence of this asset is not clear, due to limited data obtained with regard to this specific asset.

4.3.5   CATEGORY 5: COMMITMENT TO LEARNING

These assets were not analysed in the context of the school, but were analysed in the context of this study, that is, while participants participated in the memory-box-making process.

▪   **Asset 21: Achievement expectation and motivation**

Excursions 1 and 2:

The participants were always on time (Excursion 1, Session 10: Reflection 1 and Excursion 2, Session 5: Reflection 1), and at times eager to participate in the activities (Excursion 1, Session 10: Reflection 2 and Excursion 2, Session 5: Reflection 2). They were grateful to receive certificates during both closure ceremonies (Excursion 1, Session 10: Figure 1 and Excursion 2, Session 5: Figure 3). They smiled and thanked

the researchers during these ceremonies (Excursion 1, Session 10: Participatory Observation 1 and Excursion 2, Session 5: Participatory Observation 3).

- **Asset 22: Engagement in learning**

Excursion 1:

The participants listened attentively when a new activity was introduced to them (Session 3: Participatory Observation 2). When they did not understand, they explained to one another in their own language (Session 10: Reflection 4). Session 3 is a good example. At first, participants felt uncertain about planning (Session 3) and transferring their planned life stories (in Session 4) to the sides of the memory box, but after they had discussed it among themselves during breakfast, they continued without hesitation (Session 3: Participatory Observation 4).

Excursion 2:

Two of the five participants did not know the religious songs the group wanted to sing. The helper and Participant B taught them the songs and everyone sang along (Session 1: Simple Observation 2). The helper also showed the youngest participant how to play the musical instrument (Session 1: Simple Observation 3). Participant E played his instrument with confidence and without assistance during the closure ceremony (Session 5: Figure 2, Participatory Observation 2).

- **Asset 23: Stimulating activity and homework**

Excursion 1:

At the closure ceremony, the participants were asked to continue to contribute to their memory boxes until the researcher visited them again (Session 10: Group Interview 1). Excursion 2 took place six weeks later.

Excursion 2:

The purpose of Session 1 was to determine whether participants had continued making contributions to their memory boxes. The following contributions were made (Session 1: Simple Observation 4): One of the participants added his school report to his memory box and another saved some money in his. One participant continued writing notes in his memory book. One participant added a stone and a dead spider to his box. Only one participant did not make any contributions to his memory box.

▪ **Asset 24: Enjoyment of learning and bonding with memory-box-making process**

Excursions 1 and 2:

All participants were open to new ideas, participated in the new activities that were presented to them during the memory-box-making process and attended all the sessions of both excursions (Excursion 1, Session 10: Field Note 2; Excursion 2, Session 5: Field Note 2).

▪ **Asset 25: Reading for pleasure**

Excursion 1:

The participants used magazines to look for pictures to paste on the sides of their memory boxes. They did not read the articles, but looked at the pictures only (Session 3: Reflection 2 and Session 4: Participatory Observation 1). Books were not used during Excursion 2.

4.3.6   CATEGORY 6: POSITIVE VALUES

The Positive Values category includes the following six developmental assets:

▪ **Asset 26: Family values caring**

Excursion 1:

The primary caregivers, namely the grandparents, were present when we discussed the memory-box-making process (Session 1: Figure 1 and Simple Observation 1). The grandfather translated some information, thereby encouraging the grandchildren to participate (Session 1: Simple Observation 1), but no one was forced to participate and the children participated out of free will (Session 1: Group Interview 5).

A family friend has a car and provided transport for two of the participants (Session 1: Simple Observation 2). He agreed to (and did) bring the children for the second excursion (Excursion 2: Session 1: Field Note 1).

An older adolescent offered to assist one of the younger children, who struggled to participate in activities such as cutting, pasting and writing (Session 1: Simple Observation 4).

The participants were eager to help one another throughout the memory-box-making process. They showed compassion by helping one another, sharing paint, paintbrushes (Session 2: Participatory Observation 5) and putting rocks on the body map to prevent the wind from blowing it away (Session 2: Participatory Observation 6). In Sessions 1 to 10, they explained to one another when someone did not understand the task at hand (Session 10: Reflection 4).

Excursion 2:

Participants assisted with preparing the site for painting the shirts (Session 2: Figure 1, Participatory Observations 1 and 2) and they assisted with the cleaning of the site afterwards (Session 4: Participatory Observation 4).

- **Asset 27: Family values equality and social justice**

According to the definition of this asset, a parent or other adult demonstrates ways to promote equality and tolerance; therefore a child finds ways to make his community a better place. The data that was collected proved to be insufficient to confirm the existence of this asset.

- **Asset 28: Family values integrity**

Excursion 1:

Integrity as a family value is defined in this study as follows: A child stands up for his beliefs because a parent or other adult acts on his convictions and stands up for his beliefs (refer to Chapter 2). During the group interview in Session 5, one of the participants laughed at other another participants (Session 5: Group Interview 3). This seemed to be an inside joke, as the interpreter (grandfather) did not share the information with us: "*Nee, hulle lag sommer net*" [translation: No, they are just laughing] (Session 5, Transcription 10). In this case, the interpreter judged the situation and believed that it was not necessary for the researchers to understand that incident. The participants were also unwilling to share the information, thereby showing that they value integrity.

- **Asset 29: Family values honesty**

Excursion 2:

A situation developed when one of the participants looked for extra photos inside my bag, without asking permission. Even though such an incident could have been difficult

to handle, the matter was resolved when the participant proved his honesty by saying: "*I…show grandmother… photo*" (Session 2: Simple Observation 1), and I gave him extra photos.

▪　　　　**Asset 30: Family values responsibility**

Throughout Excursions 1 and 2 it was necessary for participants to engage in activities in a responsible way to ensure that they completed the memory-box-making process.

Excursion 1:

Participants took responsibility for their memory boxes by taking them home with them at the end of Session 2 and bringing them to the worksite for Session 3 the next day (Session 2: Figure 12 and Participatory Observation 8). Everyone was responsible for planning (Session 3) and transferring (Session 4) their life stories onto their own memory boxes. Although some participants felt shy and unwilling to participate during the group interview (Session 5: Simple Observation 1), every one of them took responsibility to participate with the support of the group. The helper assisted the youngest participant and shared the responsibility of telling his life story (Session 5: Figure 5).

Participants were given some privacy to collect objects that were of value to them (Session 7) and everyone participated responsibly, by working within the time frame and collecting the objects. Another private activity involved drawing a picture or writing a personal letter to oneself or someone special (Session 9), regarding future plans. They made use of this opportunity in a responsible fashion. Every participant was responsible for personalising his memory book (Session 6) and mapping his family tree (Session 8). The last session (Session 10) involved the closure ceremony. Once again, the participants shared their boxes and content with one another. When they were presented with certificates, stating that they had successfully completed the memory-box-making process, it enhanced their sense of responsibility, as they were being rewarded for the responsibility with which they had undertaken the memory-box-making process. At the time of the ceremony, the participants were reminded that: "*This is your box, look after it … you may add content to it*" (field note, Session 10). All five participants completed Excursion 1. They were always on time, no one withdrew from the study and all five of them (including the helper) participated in all the activities (Session 10: Field Note 2 and Reflection 2).

Excursion 2:

Participants took responsibility for sharing the content of their memory boxes by using a "talking stick" (Session1). It gave the speaker authority and the participants respected that. Each participant was responsible for deciding on an image for his shirt (Session 2), preparing the site (Session 2) and painting the shirt (Session 3). They took pride in modelling their shirts (Session 4). At the closure ceremony (Session 5) a song was sung and this time everyone took responsibility for playing their instruments. This happened without prescribing who should play what, and when they should play. Each participant took his previous instrument and played along. They received certificates, stating that they had successfully contributed to the personal value of their memory boxes. All five the participants took part in all the activities and completed Excursion 2 (Session 5: Field Note 2).

- **Asset 31: Family values healthy lifestyle**

Excursions 1 and 2:

The sessions had to be structured around the participants' routine, for example, breakfast at 10:00 and a resting period in the mid-afternoon. These routines complemented the living environment and are proof of a healthy lifestyle (Session 3: Field Notes 1 and 2).

4.3.7   CATEGORY 7: SOCIAL COMPETENCIES

The Social Competencies category contains the following five developmental assets:

- **Asset 32: Planning and decision-making**

Excursion 1:

During Session 2 the wind started blowing while participants were busy painting their body maps. They anchored the paper with rocks so that it would not blow away (Session 2: Participatory Observation 6). When sand was blown onto the paper, they took a large paintbrush and carefully brushed it away from the wet paint (Session 2: Participatory Observation 7).

Session 3 was a planning session. Participants planned their life stories on paper and decided what kind of material (paint, pencils, crayons, magazines) they wanted to use to transfer the life story onto the box.

Participants also had to make choices and plan ahead while they where busy transferring their life stories onto the box (Session 4).

Session 7 involved the collection and placing of objects that the participants regarded as valuable into the memory box. This was a personal choice and participants were given some privacy to decide what they regarded as important.

Excursion 2:

The participants had to plan and decide which image to portray on their shirts (goals of Sessions 3 and 4). They also had to plan the site in order to accommodate everyone in the shade (Session 2: Figure 4 and Session 3: Figures 1 and 2). They had to make a plan to see to it that the wet paint did not show on the unpainted side of their shirts. The plan they came up with was to put a piece of cardboard inside the shirt (Session 2: Figure 1).

- **Asset 33: Interpersonal skills**

Excursion 1:

The participants enjoyed the body-map activity: "*I like painting me*" and "*… here I am … mooi*" (Session 2: Individual Interview 3). They experienced positive interaction with one another, by helping fellow participants and complimenting them on their work: "*I'll help you … mix red … mix pink … like your shirt … mix …*" (Session 2: Participatory Observation 4).

To take part in a group interview was a new experience for the participants. It seemed as though they were not used to talking to a group of people, although they tried their best (Session 5: Simple Observation 1). They encouraged one another by applauding after a participant had shared his life story (Session 5: Simple Observation 4). At one stage they even made a joke, but we were excluded from the content (Session 5: Simple Observation 5).

The participants honoured the grandfather as an authoritative figure (Session 1: Simple Observation 5). Due to the fact that he fulfilled the role of interpreter, I was not sure to what extent his presence inhibited the participants' spontaneity.

Excursions 1 and 2:

At the worksite, seating arrangements were informal and the participants usually chose to work closely as a group. However, during paired reflections we let them work in pairs

of two, and, when writing their letters, most of them chose privacy. We sat on the ground or on relatively large rocks that we collected ourselves (Excursion 1, Session 2: Reflection 3). During Session 3, the participants brought some rocks for us to sit on (Excursion 1, Session 3: Participatory Observation 11). As time progressed and trust increased among us, the participants brought a wooden board to the site and insisted that we use it by sitting on it. This wooden board came in very handy to write on and was used to the participants' advantage (Excursion 1, Session 3: Figures 1 and 2).

The clay hut contained two plastic chairs, which the participants brought to the site with them before commencing with Session 4 (Excursion 1, Session 4: Participatory Observation 1). We took turns with the participants to sit on it. This was done in order to prevent a possible image of power and authority and to enhance the working relationship between facilitator and participant.

During the second excursion, the participants brought chairs to the worksite, as well (Excursion 2, Session 1: Simple Observation 5). By providing better seating arrangements and a better working environment, they showed consideration (an internal asset; refer to Chapter 2) towards each other and towards the researchers.

▪   **Asset 34: Cultural competence**

Excursion 1:
At first, some participants were shy and did not want to communicate (Session 1: Group Interview 4). The grandparents assisted by translating some of the content and participants felt more at ease (Session 1: Simple Observation 1). When the body-map activity (Session 2) started, the participants felt somewhat uncertain, but they were more comfortable with me (who came from a different cultural and racial background than the participants) than during the first session.

The participants were able to work successfully with us to plan (goal of Session 3), transfer (goal of Session 4) their life stories onto the memory box and communicate the stories to us (goal of Session 5).

Excursion 2:
Six weeks later, during Excursion 2, the participants and I felt more comfortable with one another (Session 5: Reflection 4). Communication, participation and spontaneity improved in comparison with Excursion 1. This may be as much a reflection of cultural competence as of familiarity on a personal level. However, in view of the definition of

cultural competence in this study (see Table 3.1), this level of comfort is taken as an indication of cultural competence.

▪ **Asset 35: Resistance skills**

Excursions 1 and 2:
This asset's definition states that a child is able to resist negative peer pressure by making appropriate decisions and avoiding dangerous situations. Due to the nature of this research study and the ethical considerations that were adhered to, no comment can be made about decisions taken in terms of negative peer pressure and dangerous situations.

▪ **Asset 36: Peaceful conflict resolution**

During some sessions, certain decisions that had been made at the planning meeting (such as not to buy each participant his own paint) led to frustration. According to the definition, peaceful conflict resolution occurs when participants are able to cope with frustrations and to resolve conflict non-violently; in other words, this asset is identified when participants and researchers are able to deal with frustration in a positive manner.

Excursion 1
At one stage during Session 2, the participants all wanted to use blue paint. While planning and purchasing paint for Session 2, I had decided not to buy all the colours for each participant, but rather to buy a wider spectrum of colours that could be shared. It was also possible to mix paint in order to create colours that are needed (for example, participants mixed paint to have a brownish colour with which to paint body parts). Consequently, the participants had to share the available paint. When all wanted the same colour, they talked about it and decided to take turns (Session 2: Participatory Observation 4). This conflict was resolved peacefully.

In Session 5, the group interview, one participant laughed at other participants (refer to Asset 28) and the interpreter was unwilling to divulge why. The researchers experienced some frustration, as they regarded this incident as being excluded from the group's joke and suspected that information was kept from them (Session 5: Reflection 1). The researchers decided not to be persistent in asking the participants to share their insider's joke, in order to maintain the good relationship between participants and researchers.

Excursion 2:

Once again, during Session 3 (painting a shirt), the participants wanted to use the same colour paint and there were not enough containers with a specific colour. Similarly to what had happened in Session 2 (first excursion) the participants negotiated among themselves and this conflict was resolved (Session 3: Participatory Observation 3).

Another participant experienced frustration when he wanted to show his grandmother some photographs, but did not have access to them (refer to Asset 29). He took initiative to look for them in my bag. Being a reserved, private person myself, I felt frustrated when finding him searching for photographs in my bag. He and I discussed the situation and this matter was resolved peacefully (Session 2: Simple Observation 1).

4.3.8   CATEGORY 8: POSITIVE IDENTITY

The Positive Identity category includes the following four developmental assets:

- **Asset 37: Personal power**

Excursions 1 and 2:

At times during the memory-box-making process, it seemed as if trying to understand the task at hand frustrated the participants. They dealt with this frustration by discussing the issue in their home language and monitoring one another's progress to see whether they were on the right track (Excursion 1, Session 3: Participatory Observation 4, and Excursion 1: Reflection 4, and Excursion 2, Session 3: Participatory Observation 2). These actions provided evidence that the participants were able to influence their surroundings and control things that happen to them. The discussions held by participants, as well as the examples they have set to each other, demonstrated coping skills to deal with frustrations and challenges (refer to definition, Chapter 2).

The youngest participant was the best example of the development of personal power. Initially, during Excursion 1 (Sessions 2, 3 and 4), the participant did not show much interest in the activities (Session 2: Figure 6). Although he did not withdraw, he stayed next to his materials without participating. His helper encouraged him to help her plan his life story (Session 3: Figure 2). I tried to communicate with him, but as he did not want to talk, we just played with the sand in silence. After a while, I showed him how to draw pictures in the sand and soon after that he wanted a piece of paper and crayons instead. I helped him trace his hand on a piece of paper. He discovered the glue and I helped him to make a hand of sand on his memory box. He enjoyed this activity and, for the first

time, gave me a reserved smile (Session 4: Figures 5 and 6). He showed his box to the other participants and the second facilitator, who praised him. Afterwards, I often saw him placing his own hand onto the hand of sand (Session 5: Group Interview 3). Although he still did not want to take part in group discussions, he started being more actively involved during the sessions. He took his helper's hand and pulled her along with him while looking for his valuable objects (Session 7: Simple Observation 1). He participated in decorating his memory book (Session 6: Simple Observation 6), but was unable to complete his family tree, due to the early death of his parents, resulting in him not knowing them. The helper, who had known his parents, guided him (Session 8: Figure 1). At the closure ceremony he smiled and helped to organise the content of his box for all to see (Session 10: Participatory Observation 2).

When I arrived on site for Excursion 2, he greeted me, and though he still needed help at times, he was trying his best instead of waiting for someone to help him (Session 1: Individual Interview and Simple Observation 3).

In this way, the young participant showed that he could influence his surroundings and control what happened to him. As the memory-box-making process progressed, he learnt better coping skills and eventually he showed healthy ways to deal with frustration and challenges. For instance, he was able to ask for help when needed (Session 3: Figure 2) and did not sit around passively and disinterestedly.

- **Asset 38: Self-esteem**

Excursion 1:
On the second day, the participants came to the worksite all dressed up and wearing their school shoes (session 3: Figure 2 and Participatory Observation 1). This reflected on their self-esteem: either they wanted to feel good about themselves by looking good, or they were feeling good about themselves and portrayed it by dressing up. It is not clear which explanation is most suited, although the effort with clothing bears relation to self-esteem and is worth mentioning.

Participating in the group interview seemed to take a lot of courage because some participants were, at first, a bit shy and unwilling to participate (Session 5: Simple Observation 1). Nevertheless, everyone took part and the participants supported one another by applauding after every life story that was shared. Self-esteem in this study is defined as a child feeling good about himself. The child enjoys a high self-esteem and receives appropriate positive feedback (refer to Chapter 2). Through the applause from

other participants, they received positive feedback (Session 5: Simple Observation 4). This seemed to build the participants' self-esteem, as they participated with more courage when they shared information in the following sessions (Session 10: Participatory Observation 2).

During Session 6, the participants were provided with a selection of stickers to choose from. The stickers were used to decorate their memory books, but also served as a projection medium to evaluate the participants' feelings at that point in time. The stickers had different kinds of faces; some were happy, laughing, smiling and in love, while others were sad, crying and worried. The participants used the positive stickers only, thereby associating themselves with good feelings (Session 6: Simple Observation 2).

The certificates they received at the closure ceremony (Excursion 1, Session 10: Figure 1), stating that they had successfully completed the memory-box-making process, seemed to improved their self-esteem, as they were commenting to each other, stood up straight and were laughing. These verbal and non-verbal observations were interpreted as indicating that the participants felt good about themselves. This is in accordance with the definition of self- esteem (refer to Chapter 2, Asset 38), and the conclusion was made that the asset of self-esteem could be identified in the memory-box-making process.

Excursion 2:

At first, participants were reluctant to sing (Session 1: Simple Observation 2), but after they had discovered how many songs they knew, they enjoyed it and found it hard to stop. During the modelling show, the participants awaited their applause and enjoyed being praised (Session 4: Participatory Observation 3). Excursion 2 also ended with a closing ceremony and they again received certificates (Session 5: Figure 1). This time, the certificates stated that they had successfully contributed to the personal value of their memory boxes.

▪ **Asset 39: Sense of purpose**

As defined in Chapter 2, the asset "Sense of purpose" is identified when the researcher can prove that a child feels his life has a purpose, and/or a child is curious and interested in exploring the world around him.

Excursion 1:

Participants were given an opportunity to write a letter to themselves or to another person, stating their dreams and ideals for their own future (goal of Session 9). These letters contained data that is evident of a participant's sense of purpose. However, this data was regarded as personal to the participants and it was not used as an artefact. I believe that some participants do experience a sense of purpose, although I did not read their letters. The session lasted for approximately 30 minutes and the older participants' letters comprised two pages. The younger participants drew pictures of how they would like to be one day (Session 9: Figures 3 and 4).

Two participants wanted to be sport stars: "*When I grow up, I'm going to be a rugby player*" and "*When I grow up, I'm going to be a soccer player.*" This data is portrayed on their memory boxes (Session 5: Figures 7 and 8).

Excursion 2:

The participants wanted shirts with brand names on them, thereby demonstrating their curiosity and interest in exploring the world around them and adhering to the asset's definition (Session 3: Figures 4, 5 and 6).

▪   **Asset 40: Positive view of personal future**

Excursion 1:

The participants' life stories contained an element of hope and a positive view of the future. They internalised their life stories: "*Hierdie storie het na my kop toe gegaan*" [translation: This story, it went to my head] (Session 5, Transcription 11), and "*Hierdie storie is hoog*" [translation: This story is high] (Session 5, Transcription 12).

The activity of "writing a letter to myself or someone special" (goal of Session 9) was specifically intended to provide data regarding this asset. There was, however, a need among participants for some privacy, and consequently their letters (artefacts) were excluded from data analysis. The absence of negativity regarding their personal future led one to believe that they did, indeed, feel positive.

Excursion 2:

In the period between the two excursions, the participants added content to their memory boxes (Session 1: Simple Observation 4), but their life stories did not change (refer to Chapter 5 for an interpretation of this statement). As stated in the group interview of Session 5, they still claimed that this was a story they wanted to know by heart (Session 1: Simple Observation 5).

Positive views and hope for their future were expressed while they were painting their shirts: "*One day, I'll look grand*" and "*I'm gonna be good soccer player*" (Session 3: Individual Interview 1).

4.4   SUMMARY OF DATA ANALYSIS

4.4.1   EXTERNAL ASSETS

From the activities and interaction that took place during the memory-box-making process in both the first and second excursions, it was evident that this process elicited **support** from caretakers (family and friends). During this process, caretakers responded to participants' needs for love, comfort, encouragement and support in a consistent and positive manner.

Communication between all persons involved was positive and respectful. Participants did not hesitate to ask for help and advice, while participants, caretakers and we (when visiting on site), responded to the participants needs.

The participants live in a caring community. They receive love and comfort from at least one adult other that the caretakers, who also supports the caretakers. The participants are able to spend time in encouraging, caring environments outside the home, while the caretakers are involved in out-of-home situations and monitor the participants' needs.

The participants are **empowered** by the fact that the community values children. It is, however, not stated clearly which roles within the family are ascribed to children. The parents and participants serve others in the community and safety is a priority.

The data indicated that the memory-box-making process did provide opportunities for adults to set **boundaries**, as well as opportunities to be a role model that sets positive examples and raises **expectations**. Where more than one child participated, peer influence may have been positive or negative. The memory-box-making process provides an opportunity for a child to reflect on his own expectations and to contemplate his dreams.

Constructive use of time is achieved by carrying out duties that concern survival, for example, working on the farm and collecting water. Children also spend time playing soccer or cricket and they make toys from pieces of wire. Religion does play a part in

some participants' lives. The definitions of supervision and time spent at home indicated that a child should have appropriate supervision at home and spend most of his evenings and weekends at home in predictable, enjoyable routines. It is difficult to comment on participants' supervision at home and on the quality of the supervision, due to limited data (the focus was on the memory-box-making process) in this regard.

4.4.2   INTERNAL ASSETS

The internal asset category of **commitment to learning** was analysed within the context of the memory-box-making process. Participants were motivated and engaged in learning. They attended every session and in the time between the two excursions they continued with the memory-box-making process on their own.

I identified assets with **positive values**. These assets include caring, integrity, honesty, responsibility and a healthy lifestyle.

Participants were able to make plans and decisions, thereby showcasing their **social competencies**. They also illustrated interpersonal skills and cultural competence.

The memory-box-making process enhances the development of a **positive identity**. Participants gain personal power by increased coping skills, improving their self-esteem and feeling positive about their personal future.

4.4.3   CONCLUSION OF EXTERNAL AND INTERNAL ASSETS

The identified assets centre mostly on the identity of the participants. For the purpose of this study, we came to know little about their home environment. This may be due to absent parents, or participants who are not yet at ease to disclose information, or the type of activity involved in the memory-box-making process. It may also be explained by the fact that the study did not focus specifically on the home environment. Another possible explanation is that people, who experienced trauma, tend to grow from identity to recovery of trauma.

Table 4.1 provides a summary of all the assets as they were identified during the two excursions and various sessions.

TABLE 4.1:   SUMMARY OF ASSETS AS IDENTIFIED WITHIN VARIOUS SESSIONS

Category		Asset name	Excursion 1 Session No.	Excursion 2 Session No.
EXTERNAL ASSETS	Support	1. Family support	1, 2, 5	3, 5
		2. Positive family	1, 2, 5	3, 4
		3. Other adult relationships	1 – 10	1 - 5
		4. Caring neighbourhood	1	1
		5. Caring out-of-home climate	5	5, 1
		6. Parents and outside home	3	
	Empowerment	7. Community values youth	1, 2, 5	3, 5
		8. Youth as resources		
		9. Service to others	1 – 10	1 - 5
		10. Safety	1 – 10	1 - 5
	Boundaries and expectations	11. Family boundaries	1 – 10	1, 5
		12. Out-of-home boundaries	1 – 10	1 - 5
		13. Neighbourhood boundaries	1-10	1-5
		14. Adult role models	1 – 10	1 - 4
		15. Positive peer influence	2, 5	3
		16. Expectations		
	Constructive use of time	17. Creative activities	2 – 9	1 – 5
		18. Youth programmes		
		19. Religious community		1
		20. Time at home		
INTERNAL ASSETS	Commitment to learning	21. Achievement motivation	1-10	1-5
		22. Engagement in learning	1-10	1-5
		23. Homework		1
		24. Enjoyment of learning	1-10	1-5
		25. Reading for pleasure		
	Positive values	26. Caring	1 – 10	1 - 5
		27. Equality and social justice		
		28. Integrity	5	
		29. Honesty		2
		30. Responsibility	3 – 10	1 - 5
		31. Healthy lifestyle	1 – 10	1 - 5
	Social competencies	32. Planning and decision making	2, 3, 4, 7	3, 4
		33. Interpersonal competence	2 – 10	1 - 5
		34. Cultural competence	1, 2, 3, 5	1 - 5
		35. Resistance skills		
		36. Peaceful conflict resolution		
	Positive identity	37. Personal power	1 – 10	1 - 5
		38. Self-esteem	3, 5, 10	1, 4, 5
		39. Sense of purpose	3	3
		40. Positive view of personal future	5, 9	3

4.5   CONCLUSION

This chapter started by outlining the research paradigm. The results of this study, namely the assets identified in the memory-box-making process, were discussed.

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CHAPTER 5
Synthesis and recommendations

"*Research that produces nothing but books will not suffice*"

(Lewin in Denscombe, 2003:74)

5.1 INTRODUCTION

This research study was intended to shed light on the types of assets that are present when vulnerable children participate in the memory-box-making process. In-depth research was done, and in this chapter I will take a final look at what this research study was about and the conclusions that have been made.

5.2 SYNOPSIS OF CHAPTERS

Chapter 1 dealt with the research question definition and with the purpose and concepts of this study. It served as an introduction to the conceptual framework, the research design, the paradigm for the study, limitations and contributions, trustworthiness, assumptions, ethical strategies, motivation and the chapter planning. In conclusion, my approach directed the reader's attention towards the content of this research.

The conceptual framework, as dealt with in Chapter 2, involves the three main concepts in the study, namely the asset-based approach, the memory box process and the phenomenon of vulnerable children.

The research design and research process were explained in Chapter 3. This entailed a detailed description of the data collection, the site, participants and definitions needed for data analysis. Chapter 3 also explained the activities that comprise the memory-box-making process.

The background of the various sessions, as well as the descriptions of the site and participants, was discussed in Chapter 4. This chapter contains the results of the data analysis and would be best understood if it is read in conjunction with Addendum D. In this addendum, visual data portrays the progression of each session, as well as the identified assets.

5.3   VULNERABLE CHILDREN, ASSETS AND MEMORY BOXES IN RELATION TO EACH OTHER

Children in our society become vulnerable for a number of reasons. Per definition, this study regards a child as vulnerable when he is at risk of experiencing physical and/or psychological harm as an individual and/or in family context and/or community context. This grouping not only includes children affected and infected by HIV & AIDS, but also children who have been deprived of their parents due to other reasons, children who have lost a family member, children who have been exposed to trauma, and/or children living in poor socio-economical circumstances.

The literature study (refer to Chapter 2) illustrated how certain psychological systems are developing towards an asset-based orientation in order to address problems. Although the asset-based approach is often implemented for community development (Kretzmann & McKnight, 1993:1), this study provides evidence that it can also be applied to smaller groups and individuals.

The literature study (refer to Chapter 2) also showed that the use of memory boxes is growing in popularity and that memory books are in a process of development (Chapter 3).

First, the three concepts of vulnerable children, memory boxes and assets were introduced as separate entities, but in the context of this research study they are in a special relation towards one another. The more assets a person has, the less likely he is to engage in risk-taking behaviours. It has been proved that positive behaviours increase as assets increase (Search Institute, 1999, handout 3). The child in need will benefit from developing assets and by being supported by assets, thereby improving his coping mechanisms in order to in the end be able to conquer his vulnerability. The last entity, the memory box, serves as a communication tool between caregiver and child, but, in this study, between participants and researchers as well.

With the integration of these three concepts, we see that the memory box actually becomes an asset in the vulnerable child's life, by helping him to overcome his vulnerability through the development and application of assets.

5.4   ANSWERING THE RESEARCH QUESTION

The purpose of the study was to identify the assets that are associated with vulnerable children when they participate in the memory-box-making process. This purpose has been achieved with the conclusion that the memory-box-making process has the potential to showcase and develop assets when a vulnerable child agrees to engage in that process.

The research question for this study was: What are the assets during the memory-box-making process with vulnerable children? The results answered this question.

The study indicated that the memory-box-making process contained assets of both an external and an internal nature. External assets were identified within the four categories of support, empowerment, boundaries and expectations, as well as the constructive use of time. Identified internal assets were categorised as commitment to learning, positive values, social competencies and positive identity. It is also concluded that the memory-box-making process not only contains assets, but also enhances the development of assets. This is, however, dependent on the context of the type of activity that is entered into.

The subliminal knowledge communicated in this study is that vulnerable children can develop assets by making a memory box. I believe that the development of assets contributes to the lessening of   vulnerability.

The next section provides the literature control of the results of this study. This involves a discussion that summarises the results in comparison with available literature. However, this study has a unique conceptual framework, namely vulnerable children, assets and memory boxes, which has not been addressed by other literature.

5.5   LITERATURE CONTROL

The following section contains a literature control of the results of this study. The discussion summarises the results of this study in comparison to available literature along the external and internal assets that were identified.

5.5.1   EXTERNAL ASSETS

5.5.1.1 Support

Literature on vulnerable children (UNICEF, 2004:1; Richter, 2004:1 and Smart, 2003:72) states that such children are in need of the support of caregivers, teachers and other adults. According to Gilborn, Nyonyintono, Kabumbuli and Jagwe-Wadda (2001:2), children who are vulnerable due to their caregivers' HIV & AIDS status are in need of emotional support, material assistance, practical advice, assistance with getting medical treatment and help with chores and other activities of daily living. Gilborn *et al.* (2001:2) also found that the sources of these different forms of support are, among others, close family members (parents, siblings, older children) and friends.

"*People are born into families and it is in families that they make sense of themselves and the world around them*" (Barolsky, 2003:14). Whereas families provide a sense of belonging, it is necessary to strengthen the family by finding new solutions to, in turn, strengthen the country (Barolsky, 2003:71).

In the study conducted by Gilborn *et al.* (2001:1), they identified the use of family memory books as an activity that promotes the long-term well-being of children. Although the scope of this study consists of a limited time frame, it forms part of a longitudinal study that will monitor the children's long-term well-being. However, Excursion 2 showed that, over a period of time, the memory-box-making process contributes positively to vulnerable children's well-being.

This study contributed positively towards the need expressed in this literature, by providing evidence that the memory-box-making process elicits support to vulnerable children from family members, as well as members of community.

The asset of positive family communication (Asset No. 2) is categorised as support. The literature expresses the need of vulnerable children to have better communication with their parents regarding difficult issues such as planning and decision-making, sexuality, parental illness and death (Gilborn *et al.*, 2001:1; Barolsky, 2003:67, 68; Smart, 2003:61, 62 and Richter, Mangold & Pather, 2004:32). In accordance with the results of this study, Gilborn *et al.* (2001:26) found that memory books provide a good medium for communication.

5.5.1.2 Empowerment

Research done by Smart (2003:53) found that some community projects do not have strategies to ensure child participation. She recommends that the best interest of the child should always be a principle in all projects and strategies, which ensure participation by children.

The UNAIDS (2002:13 & 4) endorsed five strategies in order to assist organisations that support vulnerable children. They are to 1) strengthen and support the capacity of families to protect and care for their children, 2) mobilise and strengthen community-based responses, 3) strengthen the capacity of children and young people to meet their own needs, 4) ensure that governments develop appropriate policies, including legal and programmatic frameworks, as well as essential services for the most vulnerable children, and 5) raise awareness within societies to create an environment that enables support for children affected by HIV & AIDS.

This study was implemented with the vulnerable child as central focus. The children perceived that the community values them and that they fulfil useful roles.

5.5.1.3   Boundaries and expectations

Smart (2003:61) states that vulnerable children should experience healthy discipline practices, which includes setting rules and boundaries. Adults should also protect children against discrimination, stigmatisation, abuse and neglect. A solution to moral aberrations could be the "*revival of the spirit of ubuntu/botho, using all the resources available in government and civil society*" (Zuma in Barolsky, 2003:20).

According to the above literature, families and communities who start caring about each other will have appropriate boundaries and expectations. The memory-box-making process could assist in creating an opportunity for parent or caregiver and children to set realistic boundaries and expectations.

5.5.1.4   Constructive use of time

Within the reviewed literature, the category of constructive use of time is a unique contribution, since this aspect has not been found. However, the World Conference of Religions for Peace (2002) state that within the HIV & AIDS framework, Faith Based

Organisations (FBO) has a positive influence towards supporting children infected and affected by HIV & AIDS.

A study done by Rose (2003:5) showed that vulnerable children do not attend school regularly. The reasons for this include low socio-economic status, lack of transport, and responsibilities at home, such as caring for younger siblings or ill parents.

The identification of this asset states that it is possible to explore a child's activities and commitment to institutions and organisations through the memory-box-making process, if appropriate activities within the sessions are selected.

5.5.2   INTERNAL ASSETS

5.5.2.1   Commitment to learning

Hepburn (Richter, Mangold & Pather 2004:28) found that, in order to support vulnerable children, the quality of education could be improved by providing psychosocial support at school. Teachers attending the Consultation of HIV & AIDS and teacher education in East and Southern Africa (Foster, 2003:30) claimed they are in need for a therapeutic, but cost-effective tool to support children emotionally.

Although the scope of this study does not include the school context, assets bearing relation to the school context were identified. Therefore, a possibility exists that the making of memory boxes may contribute towards a vulnerable child's learning environment by orientating him, as well as the teacher, towards positive learning. It may also indicate that the making of memory boxes can most probably be easily extended to the school context. Furthermore, the memory-box-making process was identified (www.afroaidsinfo.org) as a cost-effective way to meet the needs of many vulnerable children.

5.5.2.2   Positive values

Dlamini (2004:12) identified the need of vulnerable children to possess life skills and positive attitudes. Smart (2003:61) stated that children should be trained in basic survival skills, as well as life skills.

In a study by Richter *et al.* (2004:37), they stated that the overall objective of their memory box programme was to enhance resilience in vulnerable children, including

orphans affected by HIV & AIDS. They concluded that the methodology of memory boxes to help children emotionally was valid.

Positive values such as caring, integrity, honesty, responsibility and a focus on aspects of healthy living were identified within this study. The memory-box-making process could thus assist in preventing vulnerable children from growing up as a generation of criminals, delinquents and sex workers (Deane, 2004:9).

5.5.2.3 Social competencies

"*The family is the first, though not the only, place where the child learns the appropriate ways of interacting with value systems, like schools, issues and events from the global environment*" Deane, 2004:8). Therefore, vulnerable children should be taught interpersonal and resistance skills.

According to Smart (2003:61), vulnerable children should have opportunities to participate in all decisions affecting their lives. She claims that a child who is able to make decisions has a sense of security and a sense of future.

The memory-box-making process not only entails that a child should be able to make decisions, but also focuses on creating an environment where the child can assist in decisions regarding his life.

5.5.2.4 Positive identity

Smart (2003:61) states that the registration of a child's birth is an essential element when one is caring for vulnerable children. By doing so, one retains and respects a child's name, kinship and identity.

Richter *et al.* (2004:17) state that psychosocial support is one of the most neglected areas of support to vulnerable children. Therefore, they advise that comprehensive care and support programmes should include psychosocial support. Richter *et al.* (2004:35) found that the compilation of memory books and memory boxes assist children in maintaining a sense of identity. The findings of the current study support the statement of Richter *et al.* in this regard.

Robbertze (Deane, 2004:8) states that some orphans are preoccupied with survival and do not have time for mourning and closure. She speculates that this might be the reason

why some orphans exhibit inappropriate behaviour. Stein (Deane, 2004:9) argues that the reactions of children to the death of a parent could conceal depression, a feeling of hopelessness, suicidal ideation, loneliness, anger, confusion, helplessness, anxiety and fear of being alone. Maluleka (Deane, 2004:8) found that when children participate in making a memory box, they feel important and as if they belong to a family. "*Inability to understand and make sense of a grief experience can undermine a child's sense of safety just as much as the actual loss involved*" (Deane, 2004:9).

The literature on memory boxes claims that memory boxes (and memory books) help to strengthen children's sense of belonging (Alliance, 2002:19). A memory box creates an opportunity for a child to deal with his emotions (Deane, 2004:8 and Richter 2004:37). The assets identified in this study are evidence that memory boxes contribute positively to a child's feeling of identity.

5.6   THE GLASS IS HALF FULL: A CONTRIBUTION OR A LIMITATION?

The factors mentioned below influenced this research study. Although it seemed as if their influence were at times negative, they contributed to our understanding of the memory-box-making process and vulnerable children in South Africa.

5.6.1   LITERATURE STUDY

Memory boxes are becoming increasingly popular, but substantial research on this topic has not yet been conducted. A large number of informal, but informative, articles and Internet documents are available, but the credibility of sources of this kind is often questioned. I found identical articles at different sources, which complicated the use of quotations and correct referencing.

5.6.2   LANGUAGE

Language differences existed between the participants, as well as between the participants and the researchers. Two participants spoke Xhosa and three participants spoke Sepedi, whereas the researchers' home language is Afrikaans. During the memory-box-making process, everyone spoke English. One facilitator could speak some Sepedi, which impacted positively on the communication process. The grandfather acted as an interpreter and assisted the participants and facilitators where he could.

Although the facilitators and participants understood each other fairly well and data collection was regarded as generally successful, the question still remains: To what extent did the language barriers influence the research process?

5.6.3   POWER RELATIONS

The inherent power relations present in the memory-box-making process cannot be denied. I would like to provide one example. The participants honour the grandfather as an authoritative figure. He acted as an interpreter, and I was not sure to what extent his presence inhibited the participants' spontaneity and ability to share their personal information.

There are power relations between researchers and participants, participants and their caregivers and between participants themselves. Yet, the influences of inherent power relations are also within a process where collaboration, equality and participation are signified.

5.6.4   LIMITED SCOPE

This is a study of limited scope. Consequently, some concepts that are related to this study were not dealt with thoroughly, or were not addressed at all. More attention could, for instance, be given to the circumstances surrounding the vulnerable child. For example, the grieving process after a parent has died and the attachments a vulnerable child forms with other adults and caretakers, as well as the phenomenon of child-headed households.

5.6.5   TIME FRAME

In the period between the two excursions, the participants did not add much content to their memory boxes and their life stories did not change. This could be ascribed to the fact that Excursion 2 took place only six weeks after Excursion 1, and that not much had changed in that period. The children needed time to embrace the process and contribute to their memory boxes. Other possibilities may be that participants did not understand what they had to do or did not regard their memory boxes as something that could be added to. We did provide them with the necessary materials to continue the memory-box-making process, should they wish to do so.

5.6.6   ASSETS ARE RELATED TO CONTEXT

The memory-box-making process provided a context for conducting this research. This context consisted mainly of different types of activities, although contexts such as participants' attitudes and the working environment also existed and could be further investigated. The types of activities, in turn, were also dependent on certain contributing factors, such as the physical characteristics of the site (for example temperature and working surface) the number of participants, their abilities and the availability of materials. If this study were to be repeated with different activities, different assets might be found, but I am convinced that assets of some kind would be found. Therefore, if a child is in need of a specific asset, an activity that is certain to develop such an asset within that child could be included in his particular memory-box-making process.

5.6.7   MATERIALS USED IN THE MEMORY-BOX-MAKING PROCESS

For this study, we were fortunate to be able to buy paint, paintbrushes and other material needed for constructing a memory box. This might not be the case when others want to create a memory box. It should be noted that the process is flexible and focuses on creativity. Therefore, any material available might be used, for example food colouring instead of paint and drinking straws instead of paint brushes.

5.7   CONTRIBUTION OF THIS STUDY

5.7.1   VULNERABLE CHILDREN IN A DEEP RURAL COMMUNITY

Research data on vulnerable children who are situated in a deep rural community is limited. This study contributes towards an understanding of vulnerable children in a deep rural community in South Africa.

5.7.2   ACTIVE INVOLVEMENT

Researchers played an active role in this study. They formed part of the entire process and obtained inside knowledge. All participants were actively involved throughout the study, thereby enhancing the comprehensiveness of collected data.

5.7.3   MEMORY BOXES

Participants made personal contributions to their memory boxes. Results showed that they experienced higher self-esteem and personal power, implying that identity development took place. Memory boxes are personal to the participants and it remains their property.

5.7.4   THE ASSET-BASED APPROACH

By opting to use the asset-based approach as the theoretical framework, the study disengages from the dominant discourse that depicts vulnerable children mostly in terms of deficits. The researchers learned as much from the participants as they did from the researchers.

5.8   LIMITATIONS OF THIS STUDY

During the memory-box-making process there were a number of factors that were of some concern. The following factors contributed to limiting the results of the study:

5.8.1   SMALL SCALE

This study was conducted on a small scale, due to the limited number of participants who had agreed to participate in the study. Only five participants, one helper, an interpreter and two researchers were involved. The memory-box-making process is one that can be applied to a large group. However, the results obtained from this study should be interpreted in terms of small groups only.

5.8.2   LIMITED GENERALISABILITY

The study took place within a deep rural community. The results that were obtained could differ from those of a study conducted in an urban community. The participants were children affected by HIV & AIDS, therefore results should not necessarily be generalised to other forms of vulnerable children, such as children exposed to violence and trauma.

5.8.3   VARIABLES COULD NOT BE MANIPULATED

This study forms part of a longitudinal study and the variables could not be manipulated. The study was conducted after identifying a need in participants, and variables such as participants and their type and degree of vulnerability could not be manipulated.

5.8.4   LITERATURE CONTROL

This study's conceptual framework consisted of vulnerable children, assets and the memory-box-making process. This unique thematic combination limited my ability to relate the findings from this study to broader literature. Although literature about the three concepts is available, these concepts have not been discussed in relation to each other.

5.8.5   ASSUMPTION OF ASSETS

This study identified assets during the memory-box-making process when vulnerable children participated in this process. In order to be able to identify assets, it is implied that the researcher assumes that assets may be present in the memory-box-making process. Accordingly, it is possible that the researcher might be biased when identifying assets due to the assumption that assets are present in the memory-box-making process.

5.9   RECOMMENDATIONS

This study has found that the memory-box-making process can be useful for the identification of internal and external assets of vulnerable children. Even though generalisations are limited, the results suggest that vulnerable children can benefit from the memory-box-making process.

5.9.1   RECOMMENDATIONS FOR PRACTICE

Recommendations for practice can be made with regard to the results obtained, as well as with regard to the process involved in making a memory box. A discussion of the results and the process follows in the next section.

5.9.1.1 The results

Within this study, assets were identified in the memory-box-making process. These identified assets, could be assets that were already inherent to the vulnerable child or assets that were developed by the vulnerable child while participating in the memory-box-making process. This study identified assets and does not aim to prove the distinction between developed and developing assets in the memory-box-making process, but merely the existence of assets.

In practice the memory-box-making process can be used when a facilitator wants a vulnerable child to experience, practise and/or develop assets. Since assets are related to context (refer to section 5.5.6), a facilitator can manipulate the context to enhance or inhibit assets according to his purpose with the memory-box-making process. Within the memory-box-making process the following activities resulted in the identification of the following assets.

The tracing of body maps, resulted in assets of support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies and positive identity.

While a person is planning and transferring the content of his life story to the memory box, assets such as support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies and positive identity can be identified.

When a person is sharing his life story, he engages in the assets of support, empowerment, boundaries and expectations, commitment to learning, positive values, social competencies and positive identity.

The assets of empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values and positive identity is present when a person create and contribute to his memory book in the form of a family tree and a letter to himself.

To identify valuable objects and store important documents in one's memory box, may result in the assets of empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies and positive identity.

In order to make a further contribution to the participants' memory boxes, they engaged in a creative activity. While participants were painting shirts and sharing the information on their shirts with each other, the following assets were identified: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies and positive identity.

A facilitator should judge according to the person who is making a memory box and his situation, whether or not to provide the person with a certificate on completion of his memory box. If the facilitator decides on providing a certificate, it may result in the assets of support, empowerment, boundaries and expectations, commitment to learning, positive values and positive identity.

5.9.1.2 The process

A person who facilitates a memory-box-making process should keep the following in mind:

- The process of constructing a memory box is a creative one. Children should have the freedom to express themselves in a way they feel comfortable with. If possible, the child should have access to a variety of materials he could use, for example, a pencil, a pen, paint, paintbrushes, toothbrush (for painting), wax crayons and pastels. However, this is not a prerequisite and a child is able to participate in activities of the memory-box-making process with only a pencil and paper.

- Although the memory-box-making process is informal, it should contain structure. However, structure does not imply rigidity and inflexibility, but rather that activities should have a purpose. The purpose of creating a memory box is to have a memory box at the end of the process, but a certain amount of planning could facilitate the identification of assets. During the process, the facilitator should be flexible and responsive to the child's needs.

- Lastly, the memory-box-making process is exactly that: a process. This implies that it needs time and that it needs a person to work with the process and through the process. If a child should need time to come to terms with certain events or memories, time should be allowed. Whenever he feels comfortable to contribute that event or memory to his memory box, he should be supported to do so, but never forced to do so within a limited time frame.

5.9.2   RECOMMENDATIONS FOR TRAINING

One of the motivational factors (Chapter 1) of this study was to explore the memory-box-making process as a cost-effective form of support and coping mechanism for vulnerable children. As mentioned, the materials required depend on a person's own budget, the choice of materials he wants to use and the availability of the materials. Therefore, a person undertaking a memory-box-making process determines his own costs with regard to the process. A memory box has the potential to cost anything from R5 to an unlimited amount and it is the duty of the facilitator of the memory-box-making process to determine a reasonable cost in a given context.

It is recommended that the memory-box-making process be introduced to mothers, fathers, caregivers, home-based care workers, community workers, social workers, nurses, teachers, doctors, psychologists – in fact, to all people working with vulnerable children. Furthermore, the memory-box-making process can be used to identify assets, which can then be used as a departure point for further support to vulnerable children.

5.9.3   RECOMMENDATIONS FOR FURTHER RESEARCH

The following research could positively contribute to our knowledge of memory boxes. Since this study showed that assets do emerge during the memory-box-making process, further research within the asset-based approach could also contribute to our knowledge of the way in which assets in the memory-box-making process could be mobilised to support vulnerable children.

Qualitative research studies within an interpretive framework could address questions such as:

- Does the use of the memory-box-making technique support communities in coping with HIV & AIDS?
- How does the facilitation of asset mobilisation enhance a community's support to persons infected and affected by HIV & AIDS?
- Does the memory-box-making process accelerate and/or support the grieving process?
- Do inherent power relations contribute to or limit the memory-box-making process ?
- To what extent do language barriers intervene in the memory-box-making process ?

- How could the sustained development of memory boxes be facilitated without the presence of facilitators?

5.10   CONCLUSION

A woman from Uganda felt the need to communicate her HIV/AIDS status to her child. She took a box, sat down with him and start creating memories by participating in a variety of activities, such as painting, writing letters and poems, drawing dreams and wishes, and placing valuable objects in the box for safekeeping. The atmosphere was one of love, and child and parent grew closer to one another.

This was the beginning of memory boxes. Since then, memory boxes have developed to include memory books and other valuable objects. They are used around the world in different contexts. In England, for example, memory boxes are known as life-story-work and the process is conducted with adopted children.

As the results from this study indicated, the creation of a memory box is not only an enjoyable, creative activity, but it also has value with regard to the development of assets. This study may contribute towards our understanding of vulnerable children in South Africa and the memory-box-making process. The results and insights obtained belong to those parents who initiated the start of memory boxes and should be used to empower vulnerable children to become resilient and responsible adults.

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ADDENDUMS

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ADDENDUM A
Memory Box Research: Informed Consent Form

During the research study, the following ethical principles will be adhered to:

1. Participants may withdraw from the research at any time.
2. Participants will at all times be fully informed about the research process and purposes.
3. Participants will not be placed at risk or harm of any kind.
4. Participants confidentiality and anonymity* will be protected.
5. Participants will not be respondent to any acts of deception or betrayal in the research process or its published outcomes.

* Anonymity:

When completed, the memory boxes belong to the participants. Therefore data for this research project will be collected by means of audio-visual recording. This will include recordings of both the process and the products of the memory box process.

I _____, at _____ on _____
herewith declare that the former mentioned information has been explained to me and that I understand the principles. I herewith give consent to participate in the research study regarding memory boxes. I give / do not give permission that audio-visual recordings of me may be used in public with the researcher's discretion, as long as it contribute to the positive value of this research project.

_____   _____
Signature of participant   **Date**

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ADDENDUM B
Forty developmental assets as defined by Roehlkepartain and Leffert (2000)

CATEGORISATION OF ASSETS

External Assets

▪ **Category 1: Support**

Six developmental assets are included in the Support category, namely:

1. Family support

"*Children need love, comfort, encouragement, and support from their families. Parents are consistent and positive while responding to children's needs*" (Roehlkepartain & Leffert, 2000:29).

2. Family Communication

"*Parents communicate with children in positive ways and respect and respond to their needs. As children learn to talk, they are comfortable asking their parents for help and advice*" (Roehlkepartain & Leffert, 2000:33).

3. Other Adult relationships

"*All children receive love and comfort from at least one adult other than their parents. Parents have support from individuals outside the home*" (Roehlkepartain & Leffert, 2000:38).

4. Caring neighbourhood

"*Children have neighbours who care for and about them*" (Roehlkepartain & Leffert, 2000:42).

5. Caring out-of-home climate

"*Children spend time in encouraging, caring environments outside the home*" (Roehlkepartain & Leffert, 2000:46).

6. Parent Involvement in Out-of-Home Situations

"*Parents talk about their children's needs with caregivers and teachers, and help their children succeed outside the home*" (Roehlkepartain & Leffert, 2000:51).

▪ *Category 2: Empowerment*

Four developmental assets are included in the Empowerment category, namely:

7.   Community Values Children

"*Parents and other adults in the community value and appreciate children*" (Roehlkepartain & Leffert, 2000:63).

8.   Children Are Given Useful Roles

"*Parents involve children in family life in ways that fit children's needs and abilities. Preschool and elementary-age children have useful roles at home and in the community and have a voice in family decisions*" (Roehlkepartain & Leffert, 2000:68).

9.   Service to Others

"*Together, parents and children serve others in the community*" (Roehlkepartain & Leffert, 2000:72).

10.   Safety

"*Homes, schools, childcare settings, and other environments are safe for children*" (Roehlkepartain & Leffert,2000:76).

▪ **Category 3: Boundaries**

Six developmental assets are included in the Boundaries category, namely

11.   Family Boundaries

"*Parents understand children's needs and preferences, model appropriate behavior, and set age-appropriate limits and consequences*" (Roehlkepartain & Leffert, 2000:91).

12.   Out-of-Home Boundaries

"*Out-of-home environments provide age-appropriate activities and rest times and have clear rules and consequences*" (Roehlkepartain & Leffert, 2000:97).

13.   Neighborhood Boundaries

"*Neighbors take responsibility for monitoring and supervising children outside the home*" (Roehlkepartain & Leffert, 2000:102).

14.   Adult Role Models

"*Children learn how to act and interact with others by watching, imitating, and modelling their parents, caregivers, and other adults. Adults set good examples for children*" (Roehlkepartain & Leffert, 2000:106).

15.   Positive Peer Interaction and Influence

"*Children spend time observing and playing with children of varying ages. As children grow, they spend time with friends who act in responsible ways*" (Roehlkepartain & Leffert, 2000:110).

16.   Appropriate Expectations for Growth

"*Parents and other adults have realistic expectations for children's development and don't push beyond the child's own pace. Adults encourage children to do their best and develop their unique talents*" (Roehlkepartain & Leffert, 2000:114).

▪   **Constructive Use of Time**

Four developmental assets are included in the Constructive Use of Time category, namely:

17.   Creative Activities

"*Parents expose all children to music, art, or other creative activities. As they mature, children begin to participate in these activities regularly*" (Roehlkepartain & Leffert, 2000:127).

18.   Out-of-Home Activities

"*Parents expose children to appropriate stimulating activities with the child's needs in mind. Elementary-age children regularly participate in sports, clubs, or other community programs*" (Roehlkepartain & Leffert, 2000:132).

19.   Religious Community

"*Parents make religious programs a regular part of family life*" (Roehlkepartain & Leffert, 2000:132).

20.   Positive, Supervised Time at Home

"*Parents ensure appropriate supervision of their children. Parents and children spend most evenings and weekends together at home in predictable, enjoyable routines"* (Roehlkepartain & Leffert, 2000:142).

Internal Assets

▪   **Category 5: Commitment to Learning**

Five developmental assets are included in the Commitment to Learning category, namely

21.   Achievement Expectation and Motivation

"*Family members are motivated to do well at work, school, and in the community, providing a model for children. As children grow, they want to do well in school and other activities"* (Roehlkepartain & Leffert, 2000:157).

22.   Children Are Engaged in Learning

"*Parents and other adults are responsive, attentive, and involved in learning new things, sparking children's interest in learning. As children mature, they are engaged in learning"* (Roehlkepartain & Leffert, 2000:162).

23.   Stimulating Activity and Homework

"*Parents, caregivers, and teachers are mindful of children's individual needs as they provide opportunities for play, learning, and exploration. Elementary-age children do homework when it's assigned"* (Roehlkepartain & Leffert, 2000:166).

24.   Enjoyment of Learning and Bonding to School

"*Parents and other adults model their enjoyment of learning and find engaging learning activities for children. Elementary-age children care about their school"* (Roehlkepartain & Leffert, 2000:171).

25.   Reading for Pleasure

"*Parents and other adults read to all children, make reading fun, and encourage participation. Preschool and elementary-age children read with adults at least 30 minutes each day and also enjoy reading on their own"* (Roehlkepartain & Leffert, 2000:176).

▪ **Category 6: Positive Values**

Six developmental assets are included in the Positive Values category, namely:

26.   Family Values Caring

"*All children observe parents and other adults helping people. As children mature, they learn and are encouraged to help others"* (Roehlkepartain & Leffert, 2000:191).

27.   Family Values Equality and Social Justice

"*Parents and other adults demonstrate ways to promote equality and tolerance. As children mature, they find ways to make their community a better place"* (Roehlkepartain & Leffert, 2000:197).

28.   Family Values Integrity

"*Parents and other adults act on their convictions and stand up for their beliefs. As children grow, they begin to stand up for their beliefs"* (Roehlkepartain & Leffert, 2000:202).

29.   Family Values Honesty

"*Parents and other adults model honesty and teach children the difference between lying and telling the truth. As children become older, they begin to value honesty"* (Roehlkepartain & Leffert, 2000:207).

30.   Family Values Responsibility

"*Parents and other adults model personal responsibility. Children learn that actions affect others. As they grow, children accept and take responsibility for their decisions and actions"* (Roehlkepartain & Leffert, 2000:212).

31.   Family Values Healthy Lifestyle

"*Parents and other adults model, monitor, and teach healthy habits. Children learn to take care of their bodies, which include developing healthy sexual attitudes"* (Roehlkepartain & Leffert, 2000:217).

▪ **Category 7: Social Competencies**

Five developmental assets are included in the Social Competencies category, namely:

32.   Planning and Decision Making

"*Parents and other adults help children learn how to make choices as appropriate. Preschoolers and elementary-age children begin to plan ahead and solve problems"* (Roehlkepartain & Leffert, 2000:231).

33.   Interpersonal Skills

"*Parents and other adults respond to children's feelings and model positive interactions with others. They help children to express their feelings in appropriate ways and learn to respect the feelings of others"* (Roehlkepartain & Leffert, 2000:236).

34.   Cultural Competence

"*Parents and children know and are comfortable with people of different cultural, racial, and/or ethnic backgrounds"* (Roehlkepartain & Leffert, 2000:241).

35.   Resistance Skills

"*Parents and other adults model resistance skills and help children learn to make careful choices and avoid dangerous situations. As children mature, they learn to resist negative peer pressure"* (Roehlkepartain & Leffert, 2000:246).

36.   Peaceful Conflict Resolution

"*Parents and other adults model and help children learn how to cope with frustrations and resolve conflicts non-violently"* (Roehlkepartain & Leffert, 2000:250).

▪   **Category 8: Positive Identity**

Four developmental assets are included in the Positive Identity category, namely:

37.   Personal Power

"*Parents and other adults model coping skills, demonstrating healthy ways to deal with frustrations and challenges. Children learn that they can influence their surroundings and have control over things that happen to them"* (Roehlkepartain & Leffert, 2000:263).

38.   Self Esteem

"Parents and other adults model high self-esteem and give children appropriate positive feedback. Children learn to feel good about themselves" (Roehlkepartain & Leffert, 2000:268).

39.   Sense of Purpose

"Parents and other adults feel and show that their lives have purpose. Children are curious and interested in exploring the world around them. As children grow, they feel that their life has purpose" (Roehlkepartain & Leffert, 2000:272).

40.   Positive View of Personal Future

"Parents and other adults work to create a positive future for themselves and their children. As children mature, they are hopeful and positive about their future" (Roehlkepartain & Leffert, 2000:276).

---oOo---

ADDENDUM C
List of materials that could be used in the memory-box-making process

This is a list of materials that one might find necessary when constructing a memory box. However, the memory-box-making process is a creative, informal process and these materials are not compulsory, but only a guideline of what might be used.

- boxes
- cardboard
- food colouring
- glue
- hammers
- magazines
- nails
- name tags
- newspapers
- paint
- paint brushes
- paper
- paper clips
- pencils
- pens
- photos / photocopies of photos
- refuse bags
- scissors
- sponges
- string
- water
- wax crayons

---oOo---

ADDENDUM D
Visual data of the memory-box-making process

Note: Visual data

Participants gave written permission that their photographs may be used.

This is a qualitative study. Therefore, with regards to data analysis, the amount of photographs that portray the identified assets is not considered as important as the quality of photographs and the supporting data that is used.

EXCURSION 1, SESSION 1: INFORMED CONSENT

Visual data

Figure 1

The grandmother (left) and grandfather (right) are caregivers

Figure 2

Mrs Viljoen (left) and Prof Eloff (right) are the two facilitators (researchers)

Figure 3: Participant A

Figure 4: Participant B

Figure 5: Participant C
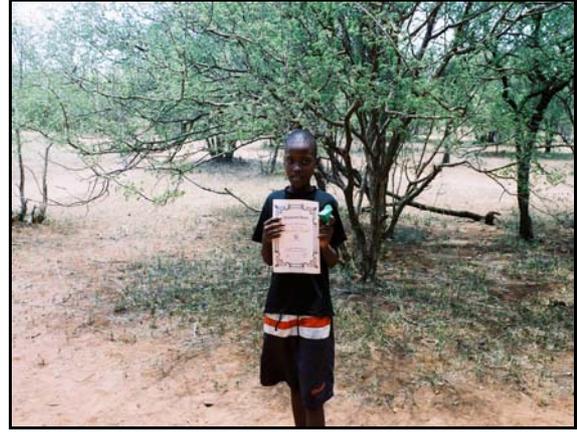
Figure 6: Participant D

Figure 7: Participant E

Figure 8: The helper

Simple observation

1.   The grandfather translated our explanation of the memory-box-making process to the family and friends that are present.

2.   A family friend is visiting the family. Participants B and C are in his care. He brought them to visit their grandparents, because he has a motor vehicle. He also took the grandparents to the local store to buy groceries.

3.   The older adolescents did not seem interested in the memory-box-making process. They seemed reluctant to construct their own boxes.

4.   An older, female adolescent, who is a friend of the family, agreed to help the younger participants. In the study, we will refer to her as "the helper".

5.   The grandfather is "*baas van die plaas*". He walks with a proud posture and is respected by children and friends (they look at him for explanations, guidance and decision-making).

6.   At the end, the grandfather walked home. While he was walking, he kick away some rocks that were lying in the pathway that led to his home. He takes pride in keeping his property clean (he sets an example).

Participatory observation

1.	In this session, I played the role of outsider while the other researcher explained the memory-box-making process to possible participants.

Group interview

1.	One of the researchers explained the memory-box-making process to the participants.
2.	The possible participants were given a chance to ask questions.
3.	Only Participant C asked a question concerning the memory-box-making process. His question: *"Gaan dit net prente wees?"* [translation: Is it only going to be pictures?]
4.	The participants seemed to be shy: they did not communicate or made eye contact.
5.	Only the younger children agreed to take part in the memory-box-making process. They agreed out of free will and no one was forced to participate
6.	The caregiver (grandfather) gave his permission and children were thereby allowed to participate in the memory-box-making process.
7.	All participants gave written consent.
8.	Special consent was obtained for using photographs of the participants.

Field notes

1.	The whole family was present when we (the researchers) discussed the memory-box-making process with the possible participants.
2.	The grandfather acted as an interpreter. He translated our explanation of the memory-box-making process to the family and friends that were present.

Reflection

1.	The possible participants were slow to react to our explanation of the memory-box-making process. I am sure whether they were only shy, or whether they did not understand what we were saying.
2.	The possible participants seemed to be shy, because they did not talk and did not look us (me and my co-researcher) in the eye. This could be because I am a stranger to them and they found themselves in unfamiliar circumstances. This could, however, also be a sign of respect in their community.

TABLE 1.1:   **ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 1, AS DISCUSSED IN CHAPTER 4**

ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 1			
External assets		**Internal assets**	
Category	**Asset**	**Category**	**Asset**
Support	Family support Positive family communication Other adult relationships Caring neighbourhood	**Commitment to learning**	Achievement expectation and motivation Engagement in learning Enjoyment of learning and bonding with school
Empowerment	Community values the child Service to others Safety	**Positive values**	Family values caring Family values healthy lifestyle
Boundaries and expectations	Family boundaries Out-of-home boundaries Neighbourhood boundaries Adult role models	**Social competencies**	Cultural competence
		Positive identity	Personal power

EXCURSION 1, SESSION 2: BODY MAP

Visual data

Figure 1

Facilitator assisted a participant.

Figure 2

The participant's traced body.

Figure 3:

Participant painted his body map.

Figure 4:

Participant and facilitator showed his body map to the other participants.

Figure 5

Participant planned his body map.

Figure 6

Participant A is helped by Participant E.

Figure 7

Figure 8

Family and friends watched as participants painted their body maps.

Figure 9

Figure 10

Participants showed their body maps to each other, family and friends.

Figure 11

Body maps placed in the late afternoon sun to
sun to dry

Figure 12

Each participant took responsibility afternoon
for his own memory box by taking it home
and bringing it to site with him.

Participatory observation

1.   An uncle assisted Participant E, the helper assisted Participant C and Participant A assisted Participant B after he had finished his own body map. They assisted by painting the participant's body map according to his own specifications.

2.   Every one received assistance, except Participant A who finished his body map first.

3.   Every one painted their body maps exactly according to the clothes they wore.

4.   We supplied the basic paint colours and although there was enough paint for this session, not every participant had his own range of colours – the sharing of paint was intended. When participants all wanted to use the same colour, they took turns to use it. This participants asked for advice when they were struggling with the mixing of colours and participants also offered to assist if someone was struling: *"I'll help you … mix red … mix pink …like your shirt … mix …"*

5.   Although each participant was responsible for his own body map, they worked together as if in a group by sharing ideas, paint and paintbrushes. They worked in a calm, peaceful manner.

6.   All participants helped to gather rocks. Rocks were used to sit on and participants placed them onto the corners of their body maps to protect them from the wind.

7.   When the wind blew sand onto their body maps, they took a paintbrush and brushed the sand away.

8.   At the end of the session, each participant took responsibility for his own memory box by taking it home with him.

Individual interview

1.   The participants seemed to understand the researchers when they talked (receptive language), but they did not talk much themselves (expressive language).

2.   Grandmother motivates participants A and B by saying: "*Mooi … jy verf in lyn"* [translation: Beautiful … you paint in between the lines].

3.   Participants enjoyed the body map activity: *"I like painting me"* and *"… here I am … mooi".*

Field notes

1.   Family members (an uncle and the grandmother) visited the site from time to time. When visiting, they were mostly observing the participants' paintings and

sometimes advising the participants on the colours they could use. The uncle assisted Participant E to paint his body map.

2.   This activity took two hours, which was much longer than planned and extra time was allowed.

Reflection

1.   Every one painted their body maps exactly according to the clothes they wore. My co-researcher would like to believe that this is more than concrete thinking and rather refers to it as "being in the here and now" … capturing *this* moment in time.

2.   This activity took longer than we had planned, but the participants seemed to enjoy it. They were completely involved in the activity and could have continued if the sun had not set (Researcher 2).

3.   We collected our own rocks to sit on.

4.   During the session, there was a peaceful, collaborative atmosphere present.

TABLE 1.2:   ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 2, AS DISCUSSED IN CHAPTER 4

ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 2			
External assets		**Internal assets**	
Category	**Asset**	**Category**	**Asset**
Support	Family support Positive family communication Other adult relationships	**Commitment to learning**	Achievement expectation and motivation Engagement in learning Enjoyment of learning and bonding with school
Empowerment	Community values the child Service to others Safety	**Positive values**	Family values caring Family values healthy lifestyle
Boundaries and expectations	Family boundaries Out-of-home boundaries Neighbourhood boundaries Adult role models Positive peer interaction and influence	**Social competencies**	Planning and decision-making Interpersonal skills Cultural competence
Constructive use of time	Creative activities	**Positive identity**	Personal power

EXCURSION 1, SESSION 3:   PLANNING OF LIFE STORY

Visual data

Figure 1   Figure 2

Participants planned the information they wanted to put on their memory boxes. For this planning, they made use of smaller strips of paper. We used the wooden board as a writing surface.

Participatory observation

1.   Participants wore their school shoes to the session.

2.   When we explained this activity, participants listened attentively. However, the participants seemed to be uncertain about the activity at hand and were reluctant to work.

3.   Participants erased many of their efforts and their progress was easy and slow.

4.   We had to break for breakfast, and after breakfast participants were more certain about what they needed to do in order to complete the planning of their memory boxes. The helper reported that they had discussed it during breakfast.

5.   Participants pasted their planned papers onto the sides of the boxes.

6.   The helper assisted Participant E in cutting and pasting his planning.

7.   Participants used a wooden board and two rocks to form a hard surface to write on.

8.   During this session, three languages were spoken: Tswana, English and Afrikaans.

9.   We took a break for breakfast and participants discussed their memory box planning with each other.

10.   After breakfast, participants worked eagerly and seemed to have a better understanding of their task.

11.   At the beginning of this session, participants brought us (myself, the co-researcher and the helper) rocks to sit on.

Individual interview

1. During two separate individual interviews, both participants wanted to become sport stars when they were older. The first stated: "*When I grow up, I'm going to be a rugby player",* and the second stated: "*When I grow up, I'm going to be a soccer player."* Currently, they play soccer and cricket against each other and at school.

2. Participant A stated that whenever he has a free moment, he makes car toys out of wire.

Group interview

1. While I was working with Participant E, the other researcher worked with the group of participants. In his absence, some participants commented on Participant E, stating that he is a slow learner. Even the grandfather said: "*Hy is 'n dom enetjie"* [translation: He is a dumb one]. The school had discussed it with the grandfather.

2. During this informal group interview, participants spoke a mixture of three languages: Tswana, Afrikaans and English.

Field notes

1. Participants eat breakfast at 10 o'clock. We need to take that in consideration. We started working at 8 o'clock, broke for breakfast and continued when participants were ready.

2. It was also compulsory for participants to have a rest period in the mid-afternoon, due to the high temperatures.

Reflection

1. We used white paper to capture the life stories on the sides of the boxes. At first I thought it was not a good idea to use white paper, because we worked on the sand. Surprisingly, the paper did not get as dirty as I had anticipated. Participants blew the sand from their pictures.

2. We took magazines with us, for the participants to use when they need pictures to portray their life stories. The participants paged through the magazines, left them and returned again later to look for pictures again. Two participants found pictures, but the other three left the magazines again and returned a second time

to search for pictures. In future, it would be best to take magazines that contain pictures and information that are more reflective of cultural diversity than the magazines we took during the first excursion. This could ensure that participants relate better with the people (role models) portrayed in the magazines, for example, soccer stars and familiar television presenters.

3. During the group interview, some participants explained that the helper was always helping Participant E and I was wondering whether they were doing too much for him.

TABLE 1.3: **ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 3, AS DISCUSSED IN CHAPTER 4**

ASSETS IDENTIFIED DURING SESSION 1, EXCURSION 3			
External assets		**Internal assets**	
Category	**Asset**	**Category**	**Asset**
Support	Other adult relationships Parent involvement in out-of-home situations	**Commitment to learning**	Achievement expectation and motivation Engagement in learning Enjoyment of learning and bonding with school
Empowerment	Service to others Safety	**Positive values**	Family values caring Family values responsibility Family values healthy lifestyle
Boundaries and expectations	Family boundaries Out-of-home boundaries Neighbourhood boundaries Adult role models	**Social competencies**	Planning and decision-making Interpersonal skills Cultural competence
Constructive use of time	Creative activities	**Positive identity**	Personal power Self-esteem Sense of purpose

EXCURSION 1, SESSION 4:   TRANSFERRING LIFE STORIES

Visual data
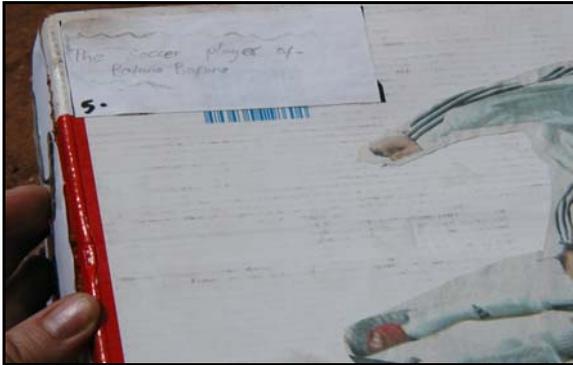
Figure 1

Participants pasted their planning on the sides of the box to see what they should do.

Figure 2

Participants transfer their life stories to the sides of their memory boxes according to their planning.

Figure 3

Participatns discuss the side of a memory box before commencing with it.

Figure 4

An uncle observes the memory-box-making process.

Figure 5

With the assistance of a researcher, Participant E portrayed his hand on his memory box by using sand and glue.

Figure 6

Participant E was proud of his hand on his memory box and liked showing it to others, as he is doing in this photograph.

Participatory observation

1. Participants helped to place the stationery, magazines and boxes for this session. They used magazines to find pictures to put on the sides of their memory boxes. They even brought two plastic chairs from the hut to the worksite.

2. Participant E was sitting next to some magazines, staring at his box and not participating.

3. I sat down next to him and tried to talk to him, but he was not interested. I showed him how to "draw" pictures in the sand with his finger, and he participated.

4. I took glue and put some on our hands. The glue could be pulled of our hands, leaving a kind of a mask. Participant E was comfortable with that.

5. I showed him how to make a picture with the glue and sand.

6. We portrayed his hand on his memory box by using sand and glue (refer to Figure 5).

7. He was proud of his hand on his memory box and showed it to others by putting his hand inside the lines.

8. This was the first time Participant E smiled.

9. After this activity, Participant E started paging through the magazines. He chose elephants to put on his box.

10. The helper assisted Participant E with the cutting and pasting of his elephant picture.

11. At the end of the session, Participant E was smiling while putting his hand on his box, and he waved me goodbye.

12. During this session, the wind was blowing and the participants took responsibility for the magazines and loose papers by putting them away or placing rocks on top of them.

13. At the end of the session, the participants helped to clean the work site.

14. All participants took responsibility for their boxes by taking them home with them.

Individual interview

1. Participant B says that their: *"… oom vat ons by skool"* […uncle takes them to school].

Reflection

1. At the end of the session, Participant E was smiling while putting his hand on his box and he waved me goodbye. It felt good to see him smile; this was the first time he smiled. He seemed encouraged to participate after creating a picture of his hand. He experienced a boost of confidence and self-esteem and perhaps he felt more accepted by the group.

TABLE 1.4:   ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 4, AS DISCUSSED IN CHAPTER 4

ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 4			
External assets		**Internal assets**	
Category	**Asset**	**Category**	**Asset**
Support	Other adult relationships	Commitment to learning	Achievement expectation and motivation
			Engagement in learning
			Enjoyment of learning and bonding with school
Empowerment	Service to others Safety	Positive values	Family values caring
			Family values responsibilities
			Family values healthy lifestyle
Boundaries and expectations	Family boundaries Out-of-home boundaries Neighbourhood boundaries Adult role models	Social competencies	Planning and decision-making
			Interpersonal skills
Constructive use of time	Creative activities	Positive identity	Personal power

EXCURSION 1, SESSION 5: SHARING MY LIFE STORY

Visual data

Figure 1

Family member observed the group interview.

Figure 2

A participant drew himself as the adult he would like to be.
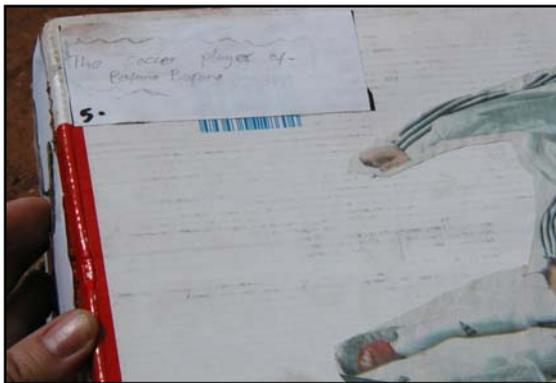
Figure 3

The small piece of paper, used to plan the participant's life story.

Figure 4

Participant E placed his hand on his sand hand.

Figure 5

The helper assisted Participant E in telling his life story.

Figure 6

For one participant, this picture resembled home.
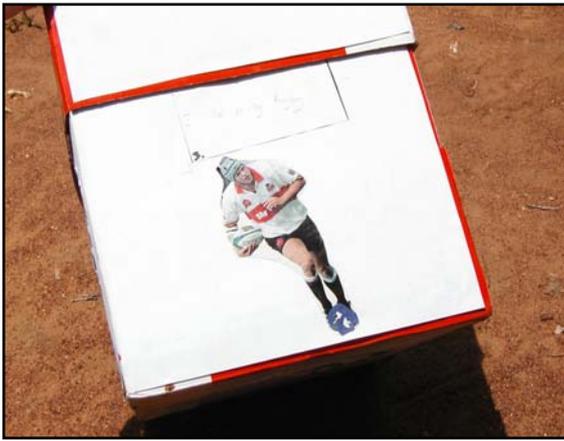
Figure 7

Participant played soccer at school, although he wants to be a rugby player one day.
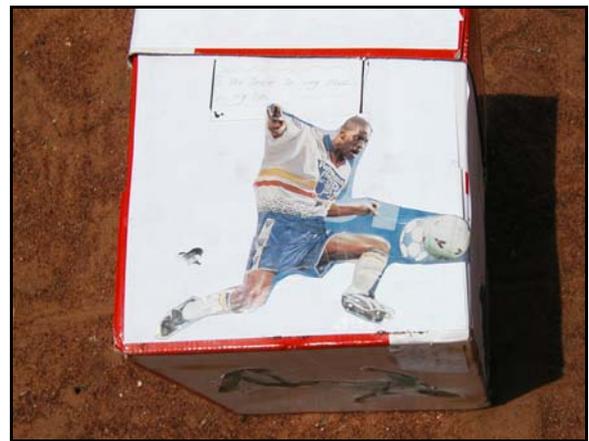
Figure 8

Participant played soccer at school and wants to be a soccer star.

Figure 9

Participant liked soccer.

Figure 10

Participant would love to have a car.
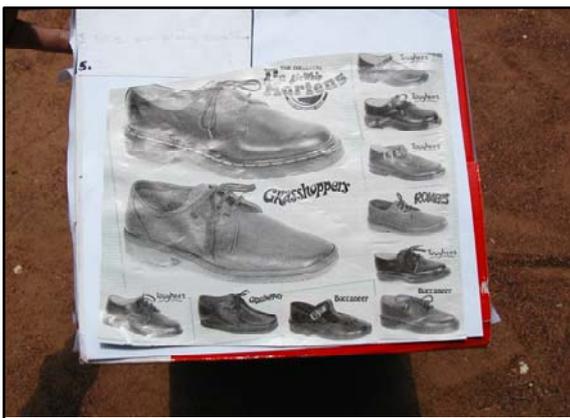
Figure 11

The participant liked these shoes.

Figure 12

One participant would love to have hair like this.

Figure 13

One participant would like to drive such a car. In the background is a picture that resembles this participant's church.
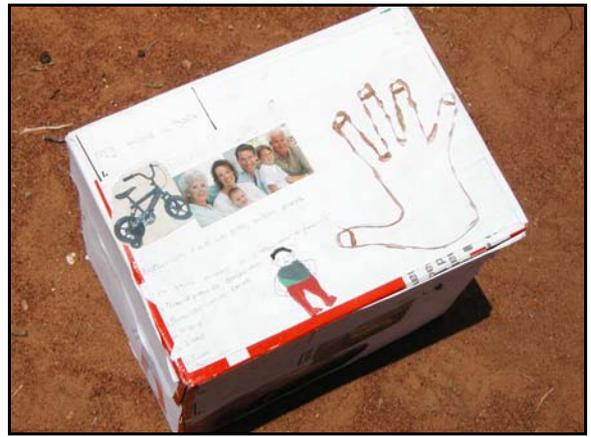
Figure 14

This participant copied the idea of Participant E by also putting his hand on his memory box. He drew a picture of himself as an adult. He values his family and loves to ride a bicycle.

Simple observation

1. I observed that the participants were not used to addressing a group formally. According to their body language, they seemed to be shy: they were looking at the ground, no eye contact, turned away, spoke softly, giggled, swinging their arms and/or legs, refused to talk.

2. The grandmother and an uncle observed the group interview from a distance.

3. The participants did the seating arrangements for this session.

4. The participants encouraged one another by applauding at the end of a shared life story.

Participatory observation

1. I once again played an outsider's role, while the other researcher was conducting a semi-structured interview with the participants. This took place within a group interview.

Group interview

1. The grandfather guided the participants in the discussion of their memory boxes, by talking to them in Tswana from time to time.

2. Participant E was smiling while working. He pasted elephants on his memory box, saying: "*Hulle hou van my"* [translation: They like me].

3. At one stage, someone in the group commented and everybody laughed, but we were excluded from this information. This was regarded as an inside joke. It seemed as if a participant laughed at Participant E, because after the laughing he did not talk again during this session. He just placed his own hand into the sand-hand.

Field notes

1. Family (the grandmother and uncle) observed the group interview from a distance. They did not want to form part of the audience.
2. At the beginning of the group interview, the grandfather explained to the participants in Tswana what they needed to do, to ensure that everyone understood. Throughout the session, whenever a participant was hesitant, he motivated him in Tswana.

Reflection

1. With regard to the comment that was made during the group interview, as well as the group's laughing and unwillingness to share that information, we (as researchers) felt excluded from the information. I also felt a bit frustrated, wondering whether that was a sign of a lack of trust or whether that participant was being exploited. In order to maintain a good relationship, we decided not to be persistent in finding what the laughing was about.

Extracts of transcriptions from audio data

1. Participants acknowledged that the school assists them in becoming 'smart':
   "*… hy loop altyd by die skool … maak hom smart.*"
2. "*… daai lyk soos 'n teacher van hom by die skool.*"
3. "*Hy sê as hy groot kom, hy gaan bol speel*" (translator).
4. "*OK. So hierdie is 'n storie oor 'n seuntjie wat grootword en hy gaan met 'n bal speel en dit gaan of sokker wees of rugby*" (co-researcher).
5. "*Hy sê hy wil daardie man wees as hy groot kom. Dis daardie man.* (translator)
6. "*Ja?"* (co-researcher).
7. "*Hy gaan daardie man wees"* (translator).
8. "*OK. Waar's nommer twee? OK. Hierdie prentjie. Hoekom het hy daardie prentjie opgesit? Wat is dit wat hy like van daardie prentjie?"* (co-researcher).
9. "*Hy sê hy het mooi klere aan*" (translator).

10. "*Nee, hulle lag sommer net*" (translator).

11. "*Hierdie storie het na my kop toe gegaan*" (translator).

12. " Hierdie storie is hoog" (translator).

TABLE 1.5: ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 5, AS DISCUSSED IN CHAPTER 4

ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 5			
External assets		**Internal assets**	
Category	**Asset**	**Category**	**Asset**
Support	Family support Positive family communication Other adult relationships Caring out-of-home climate	**Commitment to learning**	Achievement expectation and motivation Engagement in learning Enjoyment of learning and bonding with school
Empowerment	Community values the child Service to others Safety	**Positive values**	Family values caring Family values integrity Family values responsibility Family values healthy lifestyle
Boundaries and expectations	Family boundaries Out-of-home boundaries Neighbourhood boundaries Adult role models Positive peer interaction and influence	**Social competencies**	Interpersonal skills Cultural competence
Constructive use of time	Creative activities	**Positive identity**	Personal power Self-esteem Positive view of personal future

EXCURSION 1, SESSION 6: MEMORY BOOKS

Visual data

Figure 1

Participants painted their memory books.

Figure 2

Participants used stickers as decoration for their memory books.
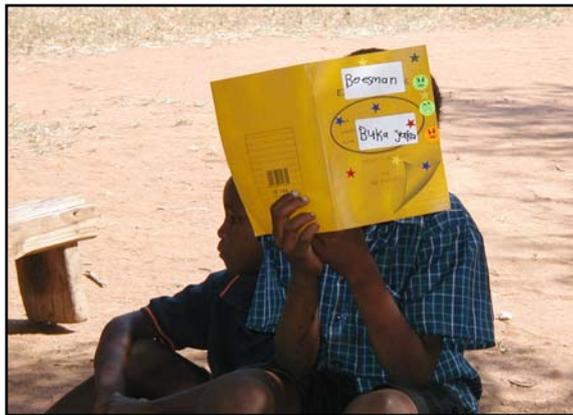
Figure 3

A participant reading and showing his memory book.

Figure 4

Simple observation

1.   All participants decorated their memory books according to their own, individual style. All of them started by painting the books. They then wrote their names on the books, pasted stickers and drew pictures.

2.   All the participants selected the stickers with the happy faces and no sad or worried sticker was used.

Individual interview

1.   *"I'm like sticker… I smile…"*

TABLE 1.6:   ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 6, AS DISCUSSED IN CHAPTER 4

ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 6			
External assets		**Internal assets**	
Category	**Asset**	**Category**	**Asset**
Support	Other adult relationships	**Commitment to learning**	Achievement expectation and motivation Engagement in learning Enjoyment of learning and bonding with school
Empowerment	Service to others Safety	**Positive values**	Family values caring Family values responsibilities Family values healthy lifestyle
Boundaries and expectations	Family boundaries Out-of-home boundaries Neighbourhood boundaries Adult role models	**Social competencies**	Interpersonal skills
Constructive use of time	Creative activities	**Positive identity**	Personal power

EXCURSION 1, SESSION 7: OBJECTS OF VALUE

Visual data

Figure 1   Figure 2

Participants discussed their valuable objects with one another.

Figure 3   Figure 4

Objects the participants regarded as valuable to them.

Figure 5   Figure 6

More valuable objects.   An interview with participants.

Simple observation

1. Participant E took the helper's hand and wanted her to walk with him while he was gathering his valuable objects. She went with him and they discussed the objects.

Group interview

1. Participants were divided in groups of two to give them the opportunity to share their valuable objects in a small group.

TABLE 1.7:   ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 7, AS DISCUSSED IN CHAPTER 4

ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 7			
External assets		Internal assets	
Category	Asset	Category	Asset
Support	Other adult relationships	**Commitment to learning**	Achievement expectation and motivation Engagement in learning Enjoyment of learning and bonding with school
Empowerment	Service to others Safety	**Positive values**	Family values caring Family values responsibility Family values healthy lifestyle
Boundaries and expectations	Family boundaries Out-of-home boundaries Neighbourhood boundaries Adult role models	**Social competencies**	Planning and decision-making Interpersonal skills
Constructive use of time	Creative activities	**Positive identity**	Personal power

EXCURSION 1, SESSION 8: FAMILY TREE

Visual data

Figure 1

The helper assisted Participant E when constructing his family tree.
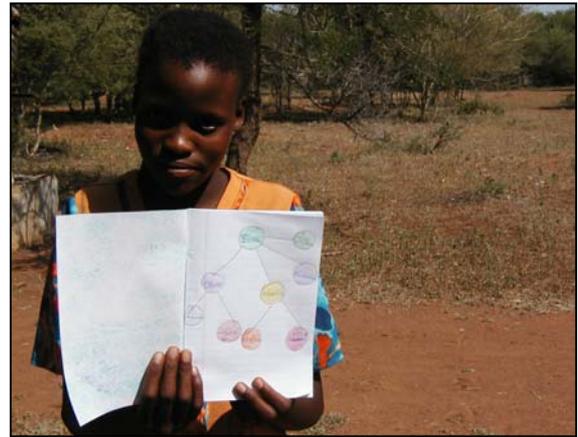
Figure 2

A participant with her captured family tree.

Simple observation

1. This seemed to be a difficult activity, as participants were uncertain what to do and some of them did not know their extended family.

2. The helper explained this activity to the participants in Tswana. She assisted them by drawing an example and talking to each uncertain participant individually.

TABLE 1.8: ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 8, AS DISCUSSED IN CHAPTER 4

ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 8			
External assets		**Internal assets**	
Category	**Asset**	**Category**	**Asset**
Support	Other adult relationships	**Commitment to learning**	Achievement expectation and motivation
			Engagement in learning
			Enjoyment of learning and bonding with school
Empowerment	Service to others Safety	**Positive values**	Family values caring
			Family values responsibility
			Family values healthy lifestyle

ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 8			
External assets		Internal assets	
Category	Asset	Category	Asset
Boundaries and expectations	Family boundaries Out-of-home boundaries Neighbourhood boundaries Adult role models Positive peer interaction and influence	**Social competencies**	Interpersonal skills
Constructive use of time	Creative activities	**Positive identity**	Personal power

EXCURSION 1, SESSION 9: WRITING A LETTER

Visual data

Figure 1   Figure 2

Participants wrote in their memory books
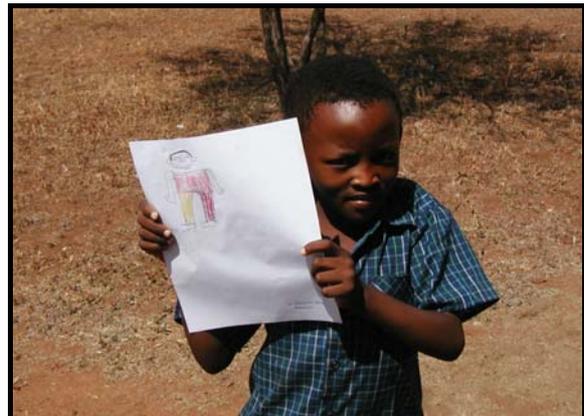
Figure 3   Figure 4

These two participants experienced difficulty with writing in their memory books and decided to draw pictures.

Simple observation

1.   Participants preferred to have privacy while writing in their memory books.

2.   The two youngest participants experienced difficulty with writing and decided to draw pictures of themselves.

TABLE 1.9:   ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 9, AS DISCUSSED IN CHAPTER 4

ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 9			
External assets		Internal assets	
Category	Asset	Category	Asset
Support	Other adult relationships	Commitment to learning	Achievement expectation and motivation Engagement in learning Enjoyment of learning and bonding with school
Empowerment	Service to others Safety	Positive values	Family values caring Family values responsibility Family values healthy lifestyle
Boundaries and expectations	Family boundaries Out-of-home boundaries Neighbourhood boundaries Adult role models	Social competencies	Interpersonal skills
Constructive use of time	Creative activities	Positive identity	Personal power Positive view of personal future

EXCURSION 1, SESSION 10: CLOSURE CEREMONY

Visual data

Figure 1

Participant received a certificate.

Figure 2

Participants with their completed memory boxes.

Participatory observation

1. Participants said: *"Dankie"* [translation: Thank you] when I gave them their certificates.
2. When one compares this session and Session 5, Participant E showed the content of his box to the other participants with much more confidence.

Individual interview

1. The uncle is willing to commute participants B and C to Excursion 2.
2. The uncle assists the family: he has a motor vehicle and whenever he visits, he offers to take them to the local store to buy groceries.

Group interview

1. Participants agreed to continue with the memory-box-making process until we return for Excursion 2.
2. All five participants agreed to take part in Excursion 2.

Field notes

1.   The helper provided assistance for the duration of Excursion 1.

2.   All five participants completed Excursion 1, no one withdrew from the study and
all five of them (including the helper) participated in all the activities.

Reflection (when thinking back to sessions 1 – 10)

1.   The participants were never hostile towards the researchers and fellow
participants.

2.   They were always on time, even early sometimes.

3.   At times they would look inside the bags and investigate the stationery or paint
that was going to be used. They were willing to participate, at times even seemed
eager, as though they thought about the activities before commencing.

4.   With regard to expressive and receptive language: when one or two participants
did not understand the activity that had been introduced to them, those who do
understand (participant and/or helper), explained it to the others.

TABLE **1.10**   ASSETS IDENTIFIED DURING EXCURSION **1,** SESSION **10,** AS DISCUSSED IN
CHAPTER **4**

ASSETS IDENTIFIED DURING EXCURSION 1, SESSION 10			
External assets		**Internal assets**	
Category	**Asset**	**Category**	**Asset**
Support	Other adult relationships	**Commitment to learning**	Achievement expectation and motivation Engagement in learning Enjoyment of learning and bonding with school
Empowerment	Service to others Safety	**Positive values**	Family values caring Family values responsibility Family values healthy lifestyle
Boundaries and expectations	Family boundaries Out-of-home boundaries Neighbourhood boundaries Adult role models	**Social competencies**	Interpersonal skills
		Positive identity	Personal power Self-esteem

EXCURSION 2, SESSION 1: SHARE INFORMATION THAT HAS BEEN ADDED TO MEMORY BOXES

Value data

Figure 1

Participants looked at their photos that were taken during Excursion 1.

Figure 2

Participants sang songs.

Figure 3

Participants used a 'talking stick' during Excursion 2. This is the 'Talking stick' that was used.

Figure 4

Participants shared the information that they had added to their memory boxes with the group by using of the "talking stick".

Simple observation

1.   Participants liked their photos. They were grateful and placed them inside their memory boxes.

2.   The participants enjoyed singing songs. At first, participants C and E were reluctant to sing, as it turned out that they did not know the songs, but the helper and Participant B taught them the songs.

3.   The helper assisted and empowered Participant E in playing an instrument.

4.   The participants made contributions to their memory boxes:

▪   Participant A stored his school report card

▪   Participant B continued writing in her memory book

▪   Participant C saved his money in his memory box

▪   Participant D made no further contribution to his box

▪   Participant E contributed another stone as an object of value, as well as a dead spider.

5.   Participants stated that the stories on their memory boxes (their own life stories) were stories they wanted to know by heart.

6.   The participants brought the wooden board and the two chairs with them to the site.

Individual interview

1.   Participant E came to greet me. He was a bit uncertain about what he should say, but was smiling and he tried to look inside the bags with paint that I was carrying.

Field notes

1.   A family friend provided to participants B and C with transport to ensure they would participate in Excursion 2.

TABLE 2.1:   ASSETS IDENTIFIED DURING EXCURSION 2, SESSION 1, AS DISCUSSED IN CHAPTER 4

ASSETS IDENTIFIED DURING EXCURSION 2, SESSION 1			
External assets		**Internal assets**	
Category	**Asset**	**Category**	**Asset**
Support	Other adult relationships Caring neighbourhood Caring out-of-home climate	**Commitment to learning**	Achievement expectation and motivation Engagement in learning Stimulating activity and homework Enjoyment of learning and bonding with school
Empowerment	Service to others Safety	**Positive values**	Family values caring Family values responsibility Family values healthy lifestyle

ASSETS IDENTIFIED DURING EXCURSION 2, SESSION 1			
External assets		**Internal assets**	
Category	**Asset**	**Category**	**Asset**
Boundaries and expectations	Family boundaries Out-of-home boundaries Neighbourhood boundaries Adult role models	**Social competencies**	Interpersonal skills Cultural competence
Constructive use of time	Creative activities Religious Community	**Positive identity**	Personal power Self-esteem

EXCURSION 2, SESSION 2: PLANNING TO PAINT A SHIRT

Visual data

Figure 1

Participants prepared their shirts by placing paper inside the shirt to prevent the paint from getting onto the unpainted side.

Figure 2

A participant planned the picture she wanted on her shirt.

Simple observation

1.   I explained the activities of Session 2 to the participants. While I was getting the shirts, one of the participants took something from my bag. I asked him about it and he replied: : "*I … show grandmother … photo*" . It turned out that he was looking for extra photos inside my bag. I gave him extra photos and the matter was resolved.

Participatory observation

1.   Participants prepared the site and their shirts for painting. Papers were placed on the ground and rocks were placed onto the paper to prevent the wind from blowing them away. The shirts were placed onto this paper to protect them from the sand.

2.   They also placed paper inside the shirt in order to prevent the paint from penetrating to the back of the shirt and staining it.

Individual interview

1.   "*I like soccer*" (participant wanted to be a soccer star sponsored by MTN).

2.   "*I am flower – beautiful*"

TABLE 2.2:   ASSETS IDENTIFIED DURING EXCURSION 2, SESSION 2, AS DISCUSSED IN CHAPTER 4

ASSETS IDENTIFIED DURING EXCURSION 2, SESSION 2			
External assets		**Internal assets**	
Category	**Asset**	**Category**	**Asset**
Support	Other adult relationships Caring out-of-home climate	**Commitment to learning**	Achievement expectation and motivation Engagement in learning Enjoyment of learning and bonding with school
Empowerment	Service to others Safety	**Positive values**	Family values caring Family values honesty Family values responsibility Family values healthy lifestyle
Boundaries and expectations	Out-of-home boundaries Neighbourhood boundaries Adult role models	**Social competencies**	Interpersonal skills Cultural competence
Constructive use of time	Creative activities	**Positive identity**	Personal power

EXCURSION 2, SESSION 3: PAINTING A SHIRT

Visual data

Figure 1

Participants painted their shirts.

Figure 2

Participant E asked the helper's assistance.

Figure 3

Family and friends observed and supported the participants.

Figure 4

Participants liked *Vodacom* because they sponsored sport.

Figure 5

Participant wanted to be sponsored by MTN when he plays soccer … one day.

Figure 6

Adidas – they provide good shoes for running.

Figure 7
Nike has good clothing for sports.

Participatory observation

1. The family (uncle, aunt and grandmother) and friends of the family visited the site from time to time. They watched curiously as participants painted their shirts. They asked questions such as (translated): What are you painting? Why do you use red? Why salt? Call me when you're finished.
2. The helper was the first one who tried to use the coarse salt. She explained to some of the participants and they followed her example. An participant's aunt supported this idea.
3. The participants were requested to share the paint, as there were not enough holders with a specific colour of paint. This seemed to create frustration in some of the participants, but they negotiated amongst each other.
4. The participants helped to clean the site after finishing their shirts.

Individual interview

1. The participants expressed positive views and hope for their future while they were painting of their shirts:
   "*One day, I'll look grand"* (Participant C), and
   "*I'm gonna be good soccer player"* (Participant D)

Field notes

1. The family (uncle, aunt and grandmother) and friends of the family visited the site from time to time to see what the participants were doing.

TABLE 2.3: ASSETS IDENTIFIED DURING EXCURSION 2, SESSION 3, AS DISCUSSED IN CHAPTER 4

ASSETS IDENTIFIED DURING EXCURSION 2, SESSION 3			
External assets		**Internal assets**	
Category	**Asset**	**Category**	**Asset**
Support	Family support Positive family communications Other adult relationships Caring neighbourhood	**Commitment to learning**	Achievement expectation and motivation Engagement in learning Enjoyment of learning and bonding with school
Empowerment	Community values the child Service to others Safety	**Positive values**	Family values caring Family values responsibility Family values healthy lifestyle
Boundaries and expectations	Out-of-home boundaries Neighbourhood boundaries Adult role models Positive peer interaction and influence	**Social competencies**	Planning and decision-making Interpersonal skills Cultural competence
Constructive use of time	Creative activities	**Positive identity**	Personal power Sense of purpose Positive view of personal future

EXCURSION 2, SESSION 4: MODELLING THE PAINTED SHIRTS

Visual data

Figure 1

This participant liked his new shirt. Here he was preparing himself for the model show.

Figure 2

Family and friends showed interest by looking at each participant's painted shirt.

Figure 3

Grandmother and friend posed for the camera.

Figure 4

Participants posed as a group with their shirts.

Participatory observation

1. Family members showed interest in the participants' shirts while the participants were painting them.

2. Friends of the family showed participants how to model their shirts, as if they were parading on a modelling ramp.

3. The family applauded the participants while they where taking part in the modeling show.

4. The participants helped to clean the site by picking up papers and washing brushes.

TABLE 2.4:   ASSETS IDENTIFIED DURING EXCURSION 2, SESSION 4, AS DISCUSSED IN CHAPTER 4

| ASSETS IDENTIFIED DURING EXCURSION 2, SESSION 4 | | | |
| External assets | | Internal assets | |
Category	Asset	Category	Asset
Support	Positive family communication Other adult relationships	**Commitment to learning**	Achievement expectation and motivation Engagement in learning Enjoyment of learning and bonding with school
Boundaries and expectations	Out-of-home boundaries Neighbourhood boundaries Adult role models	**Positive values**	Family values caring Family values responsibility Family values healthy lifestyle
Constructive use of time	Creative activities	**Social competencies**	Planning and decision-making Interpersonal skills Cultural competence
		Positive identity	Personal power Self-esteem

EXCURSION 2, SESSION 5: CLOSURE CEREMONY

Visual data

Figure 1

A painted shirt of one of the participants

Figure 2

Participants sang the religious song again. This time each one knew how to play his instrument.
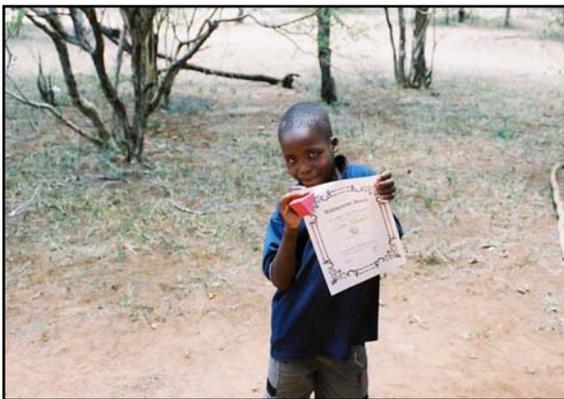

Figure 3

Participant E was smiling when he received his certificate. He thanked the facilitator

Figure 4

Family and friends who supported the participants' model show.

Simple observation

1.   All participants, as well as the helper and grandfather (for his role as interpreter) received certificates.

Participatory observation

1.   Participant E was smiling from ear to ear!

2.	The helper and Participant B taught the group a new song: "Lily of the field" and they played their musical instruments with confidence and without further assistance.

3.	Participants said: *"Dankie"* [translation: Thank you] when I gave them their certificates.

Group interview

1.	Participant B: *"Ons sing, kerk … sometimes ons ga da…"* [translation: we sing at the chuch, sometimes we go there"].

2.	Participant C: "O*ns sing, skool"* [translation: we sing at the school].

Field notes

1.	The helper was present throughout Excursion 2 and assisted those participants who needed help.

2.	All five participants took part in all the activities and completed Excursion 2.

Reflection (when thinking about sessions 1 to 5…)

1.	Participants were never hostile toward the researchers and fellow participants.

2.	At the time when participants started planning their shirts, they tended not to leave the site in order to take a break, but were occupied with planning and painting throughout the morning.

3.	The participants enjoyed the main activity of this excursion, namely painting shirts that portrayed something of themselves. They were very much involved and gave the task their full attention.

4.	In comparison with Excursion 1, I can state that the participants and I felt more comfortable with one another. Communication, participation and spontaneity had improved.

TABLE 2.5:   ASSETS IDENTIFIED DURING EXCURSION 2, SESSION 5, AS DISCUSSED IN CHAPTER 4

ASSETS IDENTIFIED DURING EXCURSION 2, SESSION 5			
External assets		**Internal assets**	
Category	**Asset**	**Category**	**Asset**
Support	Family support Other adult relationships Caring neighbourhood Caring out-of-home climate	**Commitment to learning**	Achievement expectation and motivation Engagement in learning Enjoyment of learning and bonding with school
Empowerment	Community values the child Service to others Safety	**Positive values**	Family values caring Family values responsibility Family values healthy lifestyle
Boundaries and expectations	Family boundaries Out-of-home boundaries Neighbourhood boundaries	**Social competencies**	Interpersonal skills Cultural competence
Constructive use of time	Creative activities	**Positive identity**	Personal power Self-esteem