

**The contribution of children's hopes and fears towards
Futures in Education**

by

Tiané Viviers

Submitted in partial fulfilment of the requirements for the degree

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Supervisor:

Prof Ina Joubert (JC)

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The contribution of children's hopes and fears towards Futures in Education

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Tiané Viviers



2018

**Faculty of Education
University of Pretoria**



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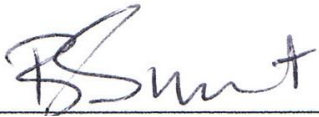
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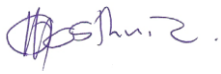


+(27) 82 882 9534

Date: 05 July 2018

I, Marita Oosthuizen, ID 740126 0159 085, hereby certify that the thesis presented in fulfilment of the requirements for the degree of PHILOSOPHIAE DOCTOR in the FACULTY OF EDUCATION by Ms Tiané Viviers:

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Marita Oosthuizen
MA Environmental Management (UJ)

DEDICATION

This study is dedicated to my father, Fanie Koekemoer. You were taken from my life so unexpectedly and I had to learn to overcome my own fear of living without you. Thank you for always having faith in me and your unconditional support during the initial phases of my research. It saddens me that you are not here to see the completed thesis.



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“It always seems impossible until it is done”

Nelson Mandela

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ABSTRACT

THE CONTRIBUTION OF CHILDREN'S HOPES AND FEARS TOWARDS FUTURES IN EDUCATION

During the years 2009 until December 2017 a cloud of negativity was hanging over South Africa. South Africa was being held back with protest actions, corruption, murder and violence. Our young children are not immune to these activities, as Bronfenbrenner proposed that children are influenced by their environments. Richter, Mathews, Kagura and Nonterah (2008) mention that children who are exposed to violence are at risk of becoming uncaring in the future. Against the backdrop of the current situation in South Africa, it became apparent that intervention is needed in order to inhibit children from becoming callous adults. Children are referred to as our future of tomorrow, however, little attention is paid toward how children view their future, amidst specific time frame of their lives.

This inquiry explored the hopes and fears that grade 3 children have towards their future in South Africa and how these perspectives can inform Futures in Education. The existing literature exposed that numerous studies both international and national had been done on adolescents' future perspective. However, the future perspective of children in the foundation phase is under-researched. The expression that children should be seen and not heard seemed to relate towards children in the foundation phase. Children have the right to express themselves and to be listened to. The education system must be the modus operandi where children can express their views of the future. Children need to think more critically and creatively in terms of the future. It is within critical and creative thinking that Futures in Education lies. Within Futures in Education, children must learn about values. It can be argued, that if more attention is paid towards including values in our education system, would our children who are the future, not be more moral driven?

This research study was informed by the qualitative approach where a case study was used in order to provide an understanding of the hopes and fears children have, though adhering to their right to be heard. The research site was a school in Pretoria, Gauteng and a school in Britstown, Northern Cape. The data were collected through

interviews, focus group interviews, writing a paragraph on future perspective and a letter to the president. Thematic analysis was used to analyse the data with provision of data that "tells the story". The research was conducted when the now former president, Mr Jacob Zuma was president of South Africa. A follow up study can be done with the same children, in order to compare their future perspective. As their voices made it clear that the political activities encompass their hopes and fears.

The grade 3 children expressed their future perspective in terms of their hopes and fears. The picture painted was that these children have a pessimistic feeling towards their future in South Africa. Fears mentioned by the children were murder, protest action, dangerous roads, and family violence. Children expressed their hope for better living conditions and this was said against the backdrop of the political factors in South Africa. Children mentioned that they wanted better housing, as they voted for the president and pleaded with him to make an end to the violence.

The fears children have towards their future, are rooted within the basic need of safety as to their hopes being imbedded into the more complex needs as set forth in Maslow's hierarchy of needs. If we do not meet the basic needs of our children, how will they commence to more complex needs such as self-esteem and self-actualization?

The key findings confirmed that the future perspective of children can be utilised within Futures in Education. The fears that children have are predominantly formed against a decline in moral values in the society. Teaching of values must thus be given more attention within the subject of Life Skills within the South African National Curriculum (DBE, 2011). New knowledge was obtained as it became apparent that a child in South Africa fear matters that is currently in the news or happening in their lived world.

Education, with reference to Futures in Education, must support children to have a mind shift from their pessimistic future perspective towards a more optimistic future perspective.

KEYWORDS

Children's right to be listened to, Futures in Education, values, values in education, future perspective

ABSTRAK

DIE BYDRAE VAN KINDERS SE DROME EN VRESE TEN OPSIGTE VAN TOEKOMS IN DIE ONDERWYS

Gedurende die jare 2009 tot Desember 2017 het 'n wolk van negatieweiteit oor Suid-Afrika gehang. Suid-Afrika was teruggehou met protesaksies, korrupsie, moord en geweld. Ons jong kinders is nie immuun teen hierdie aktiwiteite nie, aangesien Bronfenbrenner voorgestel het dat kinders deur hul omgewings beïnvloed word. Richter, Mathews, Kagura en Nonterah (2008) noem dat kinders wat blootgestel word aan geweld in gevaar is om in die toekoms onbesorg te raak. Teen die agtergrond van die huidige situasie in Suid-Afrika het dit duidelik geword dat intervensie nodig is om te verhoed dat kinders ongevoelige volwassenes word. Daar word na kinders verwys as ons toekoms van môre, maar min aandag word geskenk aan hoe kinders hul toekoms beskou, te midde van die spesifieke tydsraamwerk van hul lewens.

Hierdie studie ondersoek die hoop en vrese wat graad 3-kinders vir hul toekoms in Suid-Afrika het, en hoe hierdie perspektiewe 'Futures in Education' kan inlig. Die bestaande literatuur het aan die lig gebring dat daar talle studies beide internasionaal en nasionaal gedoen is met betrekking tot die toekomspektief van adolessente. Daar is egter 'n tekort aan navorsing rakende die toekomspektief van kinders in die grondslagfase. Die uitdrukking dat kinders gesien en nie gehoor moet word nie, het duidelik betrekking op kinders in die grondslagfase. Kinders het die reg om hulself uit te druk en na geluister te word. Die onderwysstelsel moet die modus operandi wees waar kinders hul siening van die toekoms kan uitdruk. Kinders moet meer krities en kreatief in terme van die toekoms dink. Dit is binne kritiese en kreatiewe denke dat 'Futures in Education' lê. Binne 'Futures in Education' moet kinders leer oor waardes. Dit kan geargumenteer word, dat sal ons kinders, wie die toekoms is, nie meer waardegedrewe wees, indien ons meer aandag gee aan die onderrig van waardes in ons onderwysstelsel nie?

Hierdie navorsingstudie het 'n kwalitatiewe benadering gevolg, waar 'n gevallestudie gebruik was om 'n verduideliking te gee van die hoop en vrese wat kinders het, deur hul reg om na geluister te word, na te kom. Die navorsingsarea was 'n skool in Pretoria, Gauteng en 'n skool in Britstown, Noord-Kaap. Die data is ingesamel deur gebruik te maak van onderhoude, fokusgroeponderhoude, die skryf van 'n paragraaf oor hul toekomstige perspektief en 'n brief aan die president. Tematiese analise was gebruik om die data te analiseer met die verskaffing van data wat "die storie vertel". Die ondersoek is gedoen toe die nou-voormalige president, mnr. Jacob Zuma, president van Suid-Afrika was. 'n Opvolgstudie kan met dieselfde kinders gedoen word om hul toekomspektief te vergelyk, aangesien hul dit duidelik gemaak het dat die politieke aktiwiteite hul hoop en vrese beïnvloed.

Die graad 3-kinders het hul toekomspektief uitgespreek ten opsigte van hul hoop en vrese. Die prent wat geveerf is, is dat hierdie kinders 'n pessimistiese gevoel het rakende hul toekoms in Suid-Afrika. Vrese wat deur die kinders genoem was, was moord, protesaksie, gevaarlike paaie en gesinsgeweld. Kinders het hul hoop uitgespreek vir beter lewensomstandighede en dit is gesê teen die agtergrond van die politieke faktore in Suid-Afrika. Kinders het genoem dat hulle beter behuising wil hê, aangesien hulle vir die president gestem het en het gepleit dat hy die geweld beëindig.

Die vrese wat kinders vir hul toekoms het, is gewortel in die basiese behoefte aan veiligheid, aangesien hul hoop ingebed is in die meer komplekse behoeftes soos uiteengesit in Maslow se hiërargie van behoeftes. As ons nie aan die basiese behoeftes van ons kinders voldoen nie, hoe sal hulle begin met meer komplekse behoeftes soos selfbeeld en selfaktualisering?

Die belangrikste bevindinge het bevestig dat die toekomspektief van kinders binne 'Futures in Education' aangewend kan word. Die vrese wat kinders het, word oorwegend gevorm teen 'n afname in morele waardes in die samelewing. Waardesonderrig moet dus meer aandag geniet in die vak Lewensvaardighede binne die Suid-Afrikaanse Nasionale Kurrikulum (DBE, 2011). Nuwe kennis is verkry omdat dit duidelik geword het dat kinders in Suid-Afrika vrees vir sake wat tans in die nuus of gebeure in hul leefwêreld is.

Onderwys, met verwysing na 'Futures in Education', moet kinders ondersteun om 'n gedagteverskuiwing rakende hul pessimistiese toekomspektief na 'n meer optimistiese toekomspektief te ontwikkel.

SLEUTELWOORDE

Kinders se reg om na geluister te word, waardes in die onderwys, toekomspektiewe, innoverende data-insamelingsmetodes

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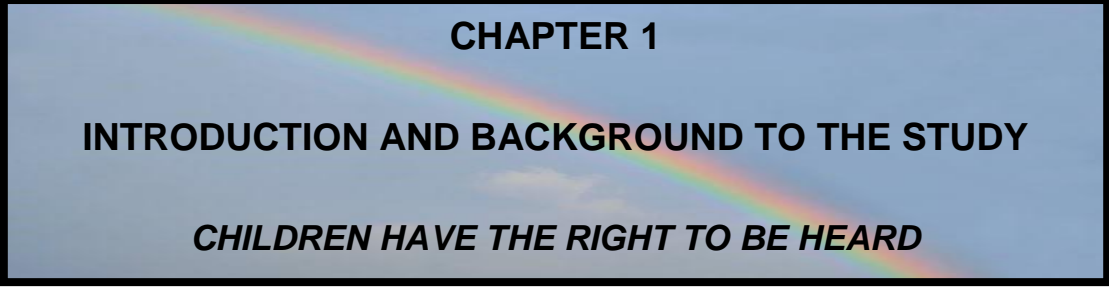
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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

CHILDREN HAVE THE RIGHT TO BE HEARD

1.1 INTRODUCTION

In the media it is regularly stated that children are the future. However, contradicting this statement, Ericsson (2001) remarks that societies are organized without prioritising or even being conscious of the distinctive needs of children. It is only through listening to children that society will gain understanding into their world and view the world as they do. Understanding their world will assist in gaining insight into how they experience the world they are living in. Bellamy (2003:2) said:

“Our first response must be simply to listen to what they’re (children) saying, because in fact what they’re saying is that we do not listen enough. Our second response must be to engage children, give them a positive role in issues affecting them, and seize their special insights as well as their eagerness to help in creating positive change.”

The need for children to be listened to is emphasised by Hart (1992) who noted that children are the most photographed and the least listened to members of society. However, by 2011 the need for children to be listened to had still not been achieved as Landsdown (2011) mentions that the right for children to be heard and taken seriously remains indefinable for most children across the world.

1.2 RATIONALE

An answer that was obtained from a grade 1 girl in 2014 made me realise that children are very prone to adopting their parents' opinions. As I was taking down a picture in my class, I asked the girl if she knew who this particular political figure was. The girl informed me that the political figure is a bad man and she was probed further to find out more. She answered, “He is a bad man because he has a lot of money”. It was interesting as she noted that wealth makes you bad and hence she was asked if money makes you bad. She responded by saying “no, but what you do

with your money, that makes you good or bad". My interest in exploring the phenomena of children's voices was further sparked when my mother in law, who is a teacher (of children who are living almost below the breadline), mentioned that she asked the children if they view themselves as being poor. Their answer was "no, we are not poor, because when we are done eating, there is still food left to give to the dog". I realised that how we as adults perceive situations are not how children perceive the same situation. The prominence of investigating how teachers can become involved in education for the future derived from evaluating 4th year student teachers' practical lessons at primary schools. Through evaluating students, it became evident that they lack the necessary skills to respond to children's views regarding the future as part of future education. This resulted in my interest in seeing the world through a child's eyes by acknowledging their right to be heard (Hart, 1999).

Contrary to the general assumption that young children are immune to what is happening in the world around them, research has shown that children between ages seven and eleven are worried about complicated issues such as war, pollution, crime, racism and poverty in relation to their future (Hicks & Holden, 2007; Ono, 2003). According to Bussey, Inayatullah and Milojevic (2008), the ideas that children have of their future is crucial, since it is from this formative period that adult perceptions about what the future entails, should emerge.

The starting point of becoming aware of children's views regarding their future is the awareness of their hopes and fears (Hicks, 1996). Dooly (2010) accentuates the need to delve into the issues that children perceive as important in order to better understand their concerns, hopes and expectations of the future so that we (teachers, parents, policy-makers etc.) can help prepare them for the opportunities, responsibilities and experiences of adult life and a better future (Hicks, 1996).

Children bring their own values and influence on the world and are being shaped by the world around them (Harris & Manatakis, 2013). It is crucial to consider that children share their voices what is happening around them. Their views are shaped by the media, adult conversations, what they experience at school as well as things that are happening in their local community (Holden, 2007). It is through acknowledging children's right to be heard about their hopes and fears; that teachers

and other role players involved with them will come to understand children's views of their future.

Unfortunately, children are seldom given the opportunity to express their concerns, hopes and fears as teachers assume that children have a limited concept of issues in the wider world (Bussey et al., 2008). Then again, children feel that they are regarded by most adults, including their teachers, as a minority and insignificant group in civil society (Cohen, Manion & Morrison, 2007). This feeling of being insignificant makes it difficult for children to express their views. As a result, the notion that children must be seen and not heard must rather be supplanted with the stance that every child has the right to be heard and to express his/her views freely (Welty & Lundy, 2013). Wolk (2008) mentions that children generally experience more interaction with their teachers than with their parents as they attend school for six to seven hours each day. It is therefore important that teachers become aware of children's views regarding their future, since the image that children have of the future will determine the attitude they hold toward the future (Ono, 2003). To understand children's views of the future has, however, little value (Hicks & Holden, 2007). Unless teachers recognise children's hopes and fears in order to understand what they are hopeful and concerned about some of the things that they see happening around them they cannot assist children to reflect on their views and provide them with opportunities where they can think more critically and creatively about the future (Hicks & Holden, 2007).

Through creating Futures in Education as a learning environment, teachers can help children to open their paradigms about the world they are living in (Futures Foundation, 2018). Futures in Education is a form of education that has been in existence for nearly half a century, but it is an area within education that is under-researched (Holden & Hicks, 2007). Futures in Education stresses that the future perspective of children must be considered in every aspect of school education.

Furthermore, Futures in Education emphasises the meaning that even though the future is unknown, it must be regarded as an important aspect in education as the development of one's future perspective can be influenced from an early age. Hicks (1994) presented three basic questions that underlines Futures in Education; what the situation is now (present), where do we want to get to (vision) and how do we get

there (action). Figure 1.1 indicates that these three questions does not function on their own, but that the answer to the one, influences the next. Within this study, I focused on the present and the vision, as children's' hopes and fears were bound within their current experience of living in South Africa.

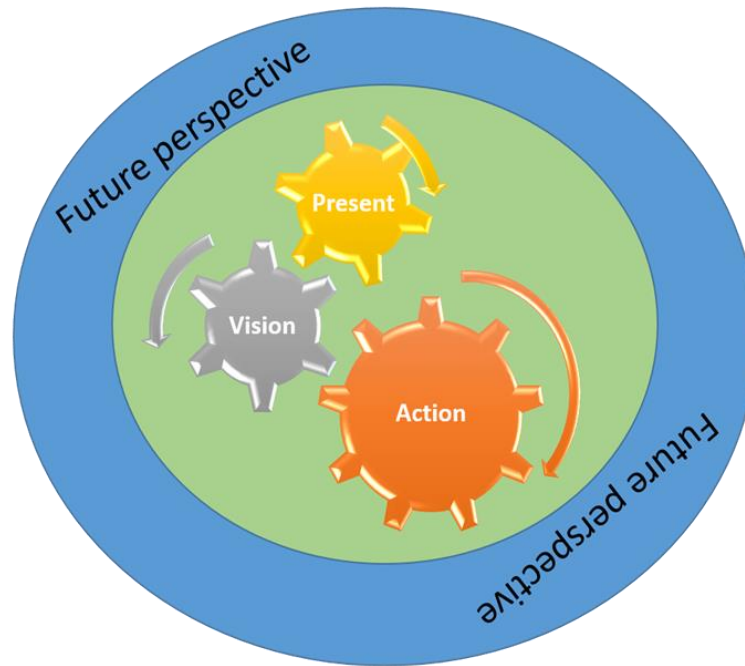


Figure 1.1: Interaction between children's present view, their vision and action

Futures in Education instils the idea that young children need to develop a set of knowledge, skills and behaviours that will enable them to identify both probable and preferable futures (Slaughter, 2008; Futures Foundation, 2018). Therefore, Futures in Education correlates with value-based education, since it helps children to find their place in the world. Torii and O'Connell (2017) points out that education must prepare young people to meet the future as well-adjusted adults by becoming aware that all actions have consequences in the future. According to Botha, Joubert and Hugo (2016), teachers need to know what children think and how they think. The importance of Futures in Education is that it taps into how children give meaning to their world. Moreover, Futures in Education empowers them to be agents of change in order to create sustainable, preferred futures.

Numerous studies on adults' perspectives concerning the future, especially the financial future, ageing, fear of a future with limited resources, dependency and separation of family members had been done (Dooly, 2010; Paterson, Jones & Rice, 2007). Considering the available literature however affirms that insufficient research of young children concerning their perspectives of their futures have been done (Holden, 2007; Dooly, 2010; Borg, Winberg & Vinterek, 2017). The need to become aware of children's perspectives is not only derived from a global movement of seeing children as democratic citizens, but moreover that children are expressing their desire to be heard, listened to and respected on a national level (Joubert, Ebersöhn & Eloff, 2010). Research done by Joubert et al. (2010) highlights children's need to be heard and to be seen as active players: "We [the children] have the right to be heard."

Whilst children have the right to be heard, the challenge is to find ways of ensuring that teachers not only listen to children, but also providing appropriate facilitation during the formation and expression of children's views (Welty & Lundy, 2013). Hicks (2012; 1996) affirms the need of appropriate facilitation through acknowledging that professional development opportunities are required to give teachers the confidence to engage and respond critically and creatively towards hopes and fears children express about the future.

Statements made by children make it evident that childhood education cannot isolate activities from the social framework children live in (De Melendez & Beck, 2013). From my experience as a teacher of young children, I deduced that children see the world around them with different eyes than adults. It is due to this realisation of the different paradigms that adults and children have that this study will focus on effective engagement with children - as Lundy (2007) mentions - effective engagement is about children guiding us into their worlds. It is through effective engagement that we as role-players will gain knowledge of how children view the world around them and more importantly, how these views impact their hopes and fears for the future. Without effective engagement with children, we cannot access their perspectives nor understand the concerns they have for the future (Lundy, 2007). Futures in Education is necessary to gain insight into children's hopes and fears, for fears of the future are frequently based on the images media expose of a

greatly diminished quality of life or degradation of values. Children's hopes for the future are harnessed in forming ideas of sustainable preferred futures.

Teachers need to engage with children's perspectives and they need to realise that they have a statutory responsibility to become involved in education for the future, since children will be the builders of a society in the future as well as agents of change (Hicks, 1996; Ona, 2003). Education is seen by De Melendez and Beck (2013) as the process of guiding and preparing children to succeed in life. Therefore, it is imperative that more attention be paid to the sort of education needed to prepare children more effectively for the future (Hicks, 1996).

When looking at South Africa as portrayed in the media; murder, robbery, protest actions, family abuse, corruption is at the forefront, it becomes clear that there is a moral decline in our country. A staggering remark was made by Bayaga and Jaysveree (2017) who mentioned that adolescents in the Eastern Cape do not view their behaviour as immoral even though they engaged with drugs and alcohol abuse and approve of negative values like dishonesty and disrespect. Moreover, adolescents see their behaviour as a characteristic of the modern time and do not realize that what they view as normal is rather a lack of values and that they are failing to live according to positive values (Bayaga & Jaysveree, 2017). It thus becomes evident that the behaviour that these adolescents observe are influencing their actions. This relates to Noddings (1984) who states that morality lies within human relationships. For that reason, I believe that education can play an important role in fostering positive values, as children devote the majority of their time at school. Thus, the role that a teacher plays in a child's moral development becomes apparent.

I therefore believe that this study can contribute towards helping teachers and role-players such as school principals and heads of departments to gain better understanding and insight into South African children's views, regarding their hopes and fears. Borg et al. (2017) claims that the knowledge gained from children's understanding of their lived experiences is important for improving practices related to sustainability. We need to give a voice to the voiceless and listen what these future citizens of the 21st century have to say.

1.3 CLARIFICATION OF CORE CONCEPTS AND TERMINOLOGIES

The following section provides a summary of the concepts used within this study in order to enhance the general understanding and the application of these concepts within the context of this study.

1.3.1 Children's hopes and fears

Within the framework of this study, children's hope refers to an optimistic attitude a child has towards events and circumstances within their own lives. Within the context of this study, it is important to note that that hope is also seen as a way to open new creative possibilities (Fredrickson, 2013). Fear, on the other hand, can be defined as a distressing strong emotional reaction awakened through future danger, harm or evil. The emotion of fear that a child experiences can therefore cause the child to be afraid or scared of something or someone and can further lead to the child worrying about something bad or unpleasant that may happen. These future circumstances can be real to the child, where the child experiences them first hand or through media exposure.

1.3.2 Children

The South African National Curriculum Framework for Children from Birth to Four (NCF) and the Children's Act of South Africa (2005) state that a child is a person under the age of 18 years. When mentioning children in this study, it implies children aged between eight years and nine years.

1.3.3 Learner

According to the Dictionary of Education Concepts and terms (DBE, 2010) the term learner is "contextualised" to South Africa. A learner is a person who attends an Early Childhood Development Centre (ECD), primary school, high school or an Adult Basic Education and Training (ABET) centre. When referring to the South African school context, the term learner will be used.

1.3.4 Futures in Education

In this research, Futures in Education is a form of education and therefore it will be written in italics. Internationally literature refers to Futures in Education or Futures Education. For the purpose of this study these two terms will be used

interchangeably. Futures in Education aims at promoting understanding, knowledge and skills necessary to think more critically and creatively about the preferred future (Hicks, 2004). A working definition of Futures in Education in the context of this study involves helping children to develop a futures perspective through creating opportunities where they can express their hopes and fears towards the future.

1.3.5 Children's right to be heard

Within the framework of this study, children have the right to be heard as established by Article 12 (1) of the United Nations Convention on the Rights of the Child (UNCRC 1989). This Article states that the right of children to be heard must be given due weight and children must be taken seriously (O'Donnell, 2009). Children have the passion to express their views within an appropriate environment that are conducive to their participation (Cuevas-Parra, 2011). The importance of respecting children by means of providing them with opportunities where they can freely talk about matters that are of concern to them is emphasised by Landsdown, (2011) who states that children will be encouraged to believe in themselves and to gain confidence. Supporting a child's right to be heard in the early years will ensure that the values of democracy are embedded in the child's outlook to life (Landsdown, 2011).

1.3.6 Values in education

Values in education is also referred to as values education. Values in education can be seen as a process where children are taught about the behaviour that society consider appropriate and morally acceptable (NeNobile & Hogan, 2014). Even though the world we are living in is changing rapidly, the values that must be taught are not much different to those taught in bygone generations. The question arises, that if we are still teaching the same values, why is it that we see a serious decline in moral standards in many societies? (Solomon & Fataar, 2011; Ferreira & Schulze, 2014).

The Manifesto on Values, Education and Democracy (Department of Education, 2001) was developed to prescribe ten human rights values (HRVs) for inclusion in the curriculum (Ferreira & Schulze, 2014). These values were democracy, social justice and equity, equality, non-racism and non-sexism, human dignity (Ubuntu), an

open society, accountability, the rule of law, respect and reconciliation. The ideology underpinning these ten HRVs are aimed at addressing issues such as intolerance, violence and crime which lead to a moral decline within the South African society. Regrettably, teachers in South Africa are uninformed with regard to the ten HRVs (Masote, 2016; Ferreira & Schulze, 2014).

1.4 PURPOSE OF THIS STUDY AND RESEARCH QUESTIONS

The purpose of this study was twofold, since it was aimed at giving grade 3 children the opportunity to express themselves through expressing to their hopes and fears for their future in South Africa. Furthermore, this study wished to explore how these hopes and fears depicted by the grade 3 children, could inform Futures in Education. Literature confirmed that there is a lack of research with regard to children's hopes and fears towards their future. For this reason, a further aim of this study was to expand and contribute to the existing body of knowledge.

The research questions which guided the study are as follows:

- How can young children's conceptualization of their hopes and fears contribute to Futures in Education?

In order to answer the main research question, the following sub-questions were phrased:

- What are hopes expressed by young children?
- What are fears expressed by young children?
- What factors contribute to shape young children's hopes and fears?

1.5 THEORETICAL FRAMEWORK

For the purpose of this study, I made use of the Ecological Systems Theory (Bronfenbrenner, 1979) to explore grade 3 children's hopes and fears towards their future in democratic South Africa. During the literature review it became evident that the future perspective one has, is formed through one's interaction with the various systems within society.

As one of the aims of the study was to acknowledge Article 12 (1) of the UNCR, I also made use of Lundy's voice model (2007). This model was developed in accordance with Article 12 (1) to ensure that the full extent of the child's right with regard to expressing their views freely, was met. Through employing Lundy's voice model, it ensured that learner participation was meaningful and effective by giving dual weight to the factors that must be present in order to ensure learner involvement. These factors are space, voice, influence and audience. Figure 1.2 provides a summary of the factors included in Lundy's voice model.

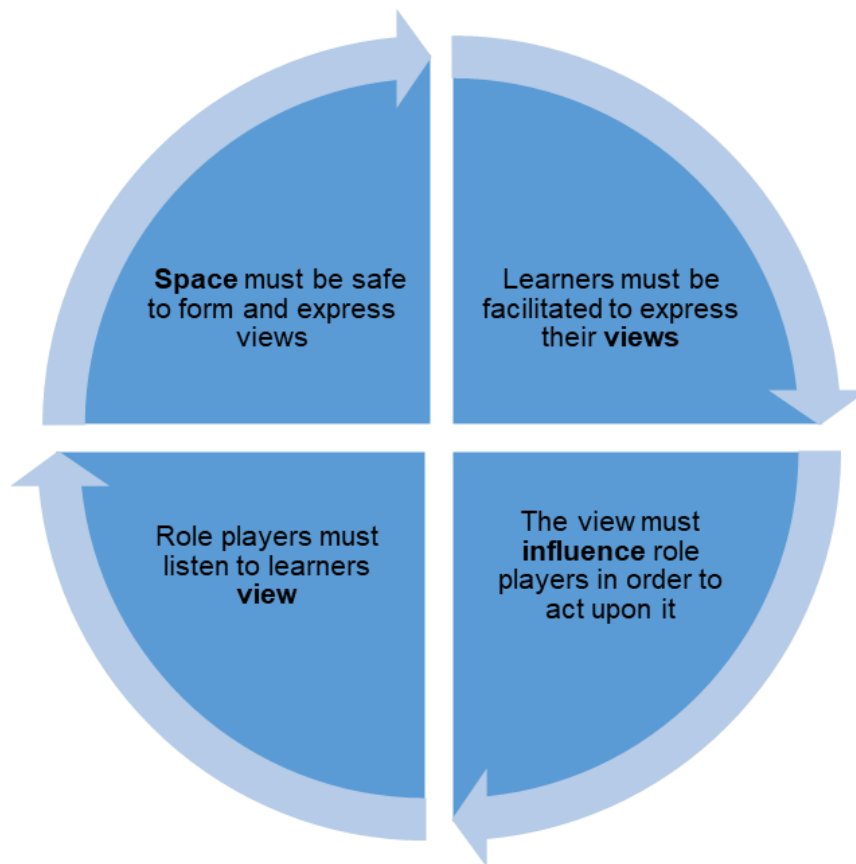


Figure 1.2: Summary of the factors included in Lundy's voice model

1.6 RESEARCH DESIGN

The following sections will elaborate on the paradigmatic perspectives, research methods, selection of participants, the data collection and data analysis processes used in the study.

1.6.1 Qualitative paradigm

The research was embedded within a qualitative, empirical research methodology, as qualitative research is concerned with understanding the process framework and the social and cultural contexts (Nieuwenhuis, 2007). Since the purpose of the study was to become aware and learn from the child participants' perspectives, the qualitative approach or paradigm was thus considered to be best suited (Mason, 2002). In addition, qualitative research supported me in building relationships with the child participants by paying numerous visits to their schools (Tubey, Rotich & Bengat, 2015). Through building a relationship, trust was formed that lead to in-depth interviews, as the child participants were not nervous to share their future perspective with me.

Furthermore, qualitative research lies within an interpretivist paradigm (Vivar, 2007). According to Scotland (2012), reality is individually shaped and mediated as individuals are interacting with the world around them and thus becoming more conscious of the world. Al Riyami (2015) supports the above by referring to the interpretivist paradigm being imbedded in the notion that realities are multiple and socially constructed. Therefore, an interpretative paradigm is directed at understanding the phenomenon from the individuals' viewpoint, taking into consideration that the same phenomenon may be constructed in different ways for different people (Creswell, 2003; Crotty, 1998). As an interpretative researcher, I conducted the study in the everyday lives of the child participants where I was not obtrusive nor controlling (Tubey, Rotich & Bengat, 2015).

1.6.2 Case study research methodology

A case study offers multi-perspective analysis and opens the possibility of giving a voice to the powerless and voiceless (Nieuwenhuis, 2007). This statement by Nieuwenhuis (2007:75) influenced my decision to use a case study as opposed to phenomenology. My decision to use a case study was further strengthened by the fact that phenomenology draws on bracketing out one's experiences as much as possible, in order to take a fresh perspective towards the phenomenon (Creswell, 2007). In addition, Rule and John (2011:6) mention that "phenomenology attempt to generate theory from the ground up, rather than imposing it on the case from above".

Based on the above, a case study was seen as the most suitable research design, since it was my experience that led to the interest in the topic. I was unable to set aside my perceptions and beliefs as the information gained from the literature review guided me throughout the course of the research.

I employed a qualitative case study research methodology for it enabled me to apply a variety of data collection methods in order to gain rich insights into the hopes and fears grade 3 children have towards their future in South Africa (Hall, 2008; Rule & John, 2011). A key feature of a case study is that it focused on conducting research within real-life situations where participants were examined within their natural context (Hall, 2008). A case study design did not only involve the exploration of participants in their real-life setting, but allowed for obtaining an in-depth, multi-faceted understanding regarding the hopes and fears grade 3 children have (Crowe, Creswell, Robertson, Huby, Avery & Sheikh, 2011).

Furthermore, Yin (in Baxter & Jack, 2008) mentions that a case study is best to be used for answering 'how' and 'why' questions. Using a case study as research design was the most appropriate approach, since the main research question was:

- How can young children's conceptualization of their hopes and fears contribute to Futures in Education?

Stake (1995) proposed that a researcher is drawn to a specific design due to a personal interest in the case. As mentioned in the introduction and rationale, the interest towards children's hopes and fears evolved from my own experience as a foundation phase teacher. The fact that the driving force behind this study was the desire to know more about the uniqueness of grade 3 children hopes and fears, an intrinsic case study was applied (Mills, Durepos & Wiebe, 2010). Intrinsic case studies deal with the understanding of a particular case. In this research, the case was the hopes and fears that children have towards their future. The use of an intrinsic case study enabled me to engage with young children to listen to their voices in order to identify their hopes and fears to inform and contribute to Futures in Education.

1.6.3 Unit of analysis

The unit of analysis for this study was two primary schools in South Africa. The one primary school was in the Tshwane North District in the Gauteng Province. This school was a former model-C school where the language of learning and teaching (LoLT) is English. The children's home language did differ from the LoLT and even though the school is situated in a relative middle-class neighbourhood, most children came from a low-socio economic environment. The second school was also a former model-C primary school in a small town called Britstown, which is situated in the Northern Cape Province. The school was a governmental non-paying school. The LoLT was Afrikaans, which is also the home language of most children. These schools were chosen as I wanted to capture the hopes and fears of children over a broad spectrum, instead of only focusing on one province. Before starting to conduct my research, I obtained permission from the relevant Departments of Education and school principals (see Appendices, B and C).

1.6.4 Selection of participants

Non-probability, purposive sampling was used for this study. According to Black (1999), purposeful sampling involves the researcher hand-picking the participants based on exact characteristics in order to develop a sample that is large enough to be trustworthy, yet possesses the required traits. Bloomerg and Volpe (2008) supports Black (1999) as they mention that the logic of purposeful sampling lies within selecting information-rich cases, with the objective of attaining insight and understanding. In order to gain information-rich insight, 73 grade 3 children in Gauteng and 33 grade 3 children in the Northern Cape Province were selected. As mentioned in 1.6.3, I chose not to use only one province, as I wanted to listen to the voices of children across South Africa. I did not want to compare children's hopes and fears from the two provinces, I wanted to obtain a universal picture of children in South Africa's hopes and fears.

1.6.5 Data collection strategies

Qualitative research uses a diversity of data collection strategies (Hartas, 2010) to collect data that assist in understanding the phenomena being studied. The data obtained during this study were collected mainly through focus group interviews,

individual interviews, visual methodologies, field notes and document analysis. Throughout the duration of the research, I also made use of observations regarding the participant's non-verbal behaviours and gestures.

1.6.5.1 Observations

I made use of observation as it assisted with developing a holistic understanding regarding the phenomena under study (DeWalt & DeWalt, 2002). I observed how children reacted as I posed questions to them such as: "Can you tell me what is news in South Africa" as well as their non-verbal behaviours and reactions as the collages, which were done in smaller groups, were discussed during the focus group interviews. Therefore, non-participant observation was employed as the situation was looked at from a distance (Maree, 2007). These non-verbal behaviours and actions was written up in a research diary, in which I made my field notes.

An advantage of non-participant observation is that it can provide a nuanced and dynamic understanding of situations that cannot be as easily captured through the use of other methods (Liu & Maitlis, 2010). Furthermore, Kawulich (2005) states that observation will enhance the validity of one's study, as it is used with additional strategies such as interviews, focus group interviews and document analysis.

1.6.5.2 Interviews

Interviews are used where one is interested in other people's stories (Seidmann, 1998) and to gather reliable, first-hand data. In this study, I listened to the stories of young children regarding their hopes and fears towards their future. I made use of individual interviews and focus-group interviews.

1.6.5.2.1 Individual interviews

According to Maree (2007), the aim of qualitative interviews is to see the world through the eyes of the participants regarding their perspective around the phenomena being studied in order to obtain rich descriptive data that will support the researcher to understand the participants' construction of knowledge. Semi-structured individual interviews were employed as it created a sense of conversation between me and the child participants. Since no answer categories were predetermined, it was possible to create an open space where the children felt more

at ease to talk to me as I made use of open-ended questions (Punch, 2002). Individual interviews were used to assist me with developing a better understanding of the interviewees' perspective regarding concepts that came to the forefront whilst analysing the data (Zhang and Wildemuth, 2009).

1.6.5.2 Focus-group interviews

Focus-group interviews were used in addition to individual interviews. Denscombe (2007) points out that the purpose of a focus group is to explore a small group of peoples' attitudes, perceptions and feelings about a certain topic. According to Casey and Krueger (2002), the advantage of using a focus-group is that it provides a natural environment as participants are influencing and being influenced by others. Dilshad and Latif (2013) mentions that a focus-group usually revolve around a prompt in order to focus the discussion. The prompt used in this study was a collage that the children made to portray their future perspective.

1.6.5.3 Visual methods

Visual methods as means to data collection have become more apparent in research that involves young children (Buckingham, 2009). O'Connell (2012) suggests that visual methods can enhance participation as some children will be more comfortable to share their views in the form of drawings or written work. In addition, visual methods allowed the child participants to share their views in making collages and narratives; a more enjoyable manner that allowed them to be more active in the research process (Scherer, 2016).

1.6.5.4 Field notes

Field notes refers to the notes made by the researcher in order to remember and record behaviours, activities and any other notable features that became evident during the duration of the study (Schwandt, 2015). Field notes were written up in a research diary and consisted of descriptive information where I attempted to document factual data with regard to observed behaviours as well as reflective information, where I recorded my thoughts, ideas and insight into the research.

1.6.6 Data analysis

Qualitative data analysis seeks to interpret and make sense of the data through organising it into manageable units and to give meaning to the data that were collected (Marshall & Rossman, 1995). I made use of comparative analysis, in order to obtain rich detail regarding children's hopes and fears towards their future in South Africa. Thematic analysis was used as it focused on identifying key concepts, themes and meanings that emerged through the data analysis (Cohen, Manion & Morrison, 2004). An inductive approach was used, where codes emerge from the data as I worked through all the data sources (Maree, 2007).

1.6.7 Role of the researcher

The role of the researcher in qualitative research is to attempt to gain a better understanding of the thoughts and feelings of the participants (Sutton & Austin, 2015). Thus, the researcher plays a fundamental role as a data collection instrument. Against the backdrop of being a data collection instrument, it was essential that I stayed objective at all times of the study, particularly seeing that I used to work in a teaching environment. It was moreover important to create an environment where the child participants of this study felt safe and comfortable in order for them to freely share their hopes and fears. As the study dealt with children's right to be listened to, my role was to actively listen to the child participants, without being prejudiced or to force their standpoint on them.

1.7 ADHERENCE TO ETHICAL CONSIDERATIONS

Acknowledging that children have the right to be heard, it was vital to abide to the ethical norms of the basic rights of children, especially as the research focussed on children between the ages of 9 and 10. It must also be considered that they were vulnerable participants in research and as a result, the first priority was to ensure all the participants' safety. Consent from both parents or legal guardians was obtained in order to avoid one of the parents or legal guardian claiming that they were uninformed about the research. Moreover, grade 3 children and their caregivers were informed that the research was truly voluntary.

Ethical interaction, which is combined with open and honest communication with children, is positive as it shows the children that they are respected as human beings

with rights (Kellet, 2011). To heighten the feeling of respect as a human being, grade 3 children were informed about their role within the research project, and their informed consent was obtained. Likewise, children recognise that they have the ability to engage in the process of constructing meaning in their own lives (Lundy & McEvoy, 2011).

Grade 3 children were not interviewed during lunch times or during physical education periods. The participants' right to privacy was acknowledged throughout the study, which implied that they could decide whether to participate or to choose to withdraw from the study at any time (Rule & John, 2011). Child participants and the school had the right to confidentiality and anonymity. Permission of the 2015 ethics committee of the Faculty of Education (University of Pretoria), the Department of Basic Education and the principals at the school where the research took place was obtained. I strove to be honest, respectful and sympathetic towards all participants. See Appendices A, B, C, D and E for ethical related documents.

1.8 OUTLINE OF THE CHAPTERS

The drive of this study was to gain understanding into the hopes and dreams grade 3 children have towards their future in South Africa, and how these future perspectives can inform Futures in Education. A qualitative research design was used as it permitted me to give a voice to the voiceless and to gain in-depth knowledge. In addition, an interpretative philosophical paradigm was employed as it views research as an internal process that takes place through the direct experiences of people. In Table 1.1 a summative outline of the chapters in this study will be provided.

Table 1.1: Summative outline of chapters in the study

CHAPTER	OUTLINE
Chapter 1	This chapter provided a general orientation towards the study. It covers the rationale, main research question and the sub-questions, research design and methods. Some of the core concepts, which emerged from the literature review, was also addressed.
Chapter 2	A review of the existing literature with regard to children’s right to be listened to are discussed. The chapter also discusses international and local research conducted with regard to children’s hopes and fears. In addition, the concept of Futures in Education is discussed as well as the importance of values in education. The chapter further discusses the theoretical framework used within the study.
Chapter 3	The chapter presents the research design and methodology. An exposition and description of the data collection methods and analysis procedures is given.
Chapter 4	Chapter 4 present the findings of the study by presenting them in terms of the different themes and sub-themes that emerged during the data analysis process. I make use of various verbatim quotations in an attempt to give personal meaning towards the evidence.
Chapter 5	In this chapter, the result of the study with reference to the relevant literature is discussed. The results are linked to the research questions and theoretical framework. The chapter concludes with recommendations for further research.

In the next chapter the literature review, which is pertinent to the study, will be discussed. Chapter 2 will explore children’s right to be heard by drawing on international and national research regarding children’s hopes and fears. Furthermore, the theoretical framework embedded in the study will be discussed.

CHAPTER 2

LITERATURE REVIEW

CHANGING THE WORLD FOR CHILDREN, THROUGH APPLYING THEIR RIGHT TO BE LISTENED TO

“Creating a world that is truly fit for children does not imply simply the absence of war. It means having the confidence that our children would not die of measles or malaria. It means having access to clean water and proper sanitation. It means having primary schools nearby that educate children, free of charge. It means changing the world with children, ensuring their right to participate, and that their views are heard and considered. It means building a world fit for children, where every child can grow to adulthood in health, peace and dignity” (Bellamy, 2003:13).

2.1 INTRODUCTION

Chapter 1 contains an overview of the need to listen to children's perceptions of the world they are living in. It highlights the importance of adults considering children's views regarding their future in order to become aware of the hopes and fears that children have towards the future. Chapter 2 presents the literature review that provides the current discourse in this particular field of study, namely the contribution of children's hopes and fears towards Futures in Education. The chapter discusses results from research from both international and South African contexts and other relevant literature such as documents on children's right to be heard as stipulated in The United Nations Convention on the Rights of Children (UNCRC) (1989). In addition, this chapter portrays the need to delve into the issues that children perceive as important to better understand their concerns, hopes and expectations for the future (Hicks, 1996). The chapter also deals with the universal developmental stages of children between the ages of 9 and 10 years in order to highlight the necessity of creating age appropriate opportunities for children to express their concerns, hopes and expectations for the future.

2.2 CHILDREN HAVE THE RIGHT TO BE HEARD

Article 12 (1) of The UNCRC (1989) establishes that children have the right to express their views freely in all matters affecting the child and that the views of the child be given due weight in accordance with their age and maturity (Landsdown, 2011; Peters & Lacy, 2013). According to Cuevas-Parra (2011), this right comprises the notion that children are capable of forming opinions in progressive ways in accordance to their developing capacities, experiences, development, culture and worldview. Regrettably, the right for children to be heard and taken seriously remains indefinable for most children across the world. Lundy and Welty (2013) are of the opinion that greater awareness is needed of the fact that children have the right to be heard and that their views regarding issues of importance to them must be respected and listened to.

One justification for not allowing children to express their views is related to adult's perceptions of children. Children are typically seen as being passive participants within their community (Peters & Lacy, 2013). Moreover, children's competence is largely defined by prevailing assumptions adults have about young children. Assuming that children are inexperienced, less capable, underdeveloped human beings who have a limited concept of issues in the wider world, makes it difficult to bring children's views to the fore (Peters & Lacy, 2013; Bussey et al., 2008).

Landsdown (2011) asserts that adults must start from the presumption that a child has the capacity to form a view regarding issues affecting him or her. In addition, children feel that they are regarded by most adults, including their teachers, as an insignificant minority group in civil society (Cohen, 2005). According to Cuevas-Parra (2011), children fear that they will be criticised and humiliated by adults should they express their views. Therefore, this expressed feeling of being insignificant and fear of adult's responses make it difficult for children to share their perspectives on their own life experiences and how they experience their life worlds (Peters & Lacy, 2013; Cuevas-Parra, 2011).

For children to feel comfortable to express their feelings, it is essential that adults must establish an ethics of care relationship with children. Noddings (1984) mentions that an ethics of care relationship direct adults' attention to the need for awareness in

relationships, that attention must be paid, that one must listen and respond to children. Adults, more specifically teachers, who profess an ethics of care philosophy, view themselves as the ones responsible for empowering children (Owens & Ennis, 2005). Children can feel empowered when they are listened to.

In order for children to exercise their right to be heard, there needs to be effective engagement with them by adults, where listening needs must encompass respect and a willingness to empower children (Kellet, 2011). Furthermore, listening to children can lead to challenging an adult's perception of the place of the child in a community (Hall & Rudkin, 2011). The perception adults have of the child in a community is of utmost importance, for adults need to replace images of children as vulnerable, uninformed, and untrustworthy with images of children capable and competent at their developmental levels (Hall & Rudkin, 2011). Respecting children's views is thus more than a model of good pedagogical practice, but a legally binding obligation that adults, and in particular teachers, must adhere to (Welty & Lundy, 2013). The promotion of children's rights, especially their right to be heard and listened to, can further be enhance through adults' attentiveness to listen to children, welcoming children's perspectives and to actively engage with children using a range of age and developmental appropriate communication methods with children (Hall & Rudkin, 2011).

Article 12 (1) does not imply that teachers must force children to express their views, it is a right, not a duty, and children are therefore under no obligation to express their views (Landsdown, 2011). Therefore, the aim of this study was not to force children to express their views when data collection took place, but to acknowledge the desire of children to be heard, listened to and respected through listening to children's hopes and fears towards their current lives within the South African context.

2.2.1 Children need to be listened to

Against the background of children's right to be heard, the literature states that children feel that it is hard to get one's voice heard and taken seriously (Office of the Children's Commissioner, 2014). It is noticeable that children express their desire to be heard, listened to and respected (Joubert, et al., 2010). It therefore became

evident to me that here is a need to give a voice to the voiceless, in order to understand children's perspectives of the world they are currently living in.

As early as 1996, the need for children to be listened to gained attention within educational fields. Hart (1992) mentions that children are the most photographed members of society, but the least listened to. Driessnack (2006) supports Hart's statement by mentioning that children are seen as human becomings, rather than human beings. Driessnack (2006) implies that children are seen as vessels for becoming human, instead of viewing children as human beings in their own right. In addition, Driessnack (2006) mentions that research during this time focused on what happens to children and the process they undergo rather than focusing on what children have to say. In 2007, Catts, Allan and Smyth (2007) reviewed existing research on children's participation, as there is an obligation on local authorities and schools to seek the views of children. It was noted by Catts et al. (2007) that several research works dealt with initiatives through which teachers can engage with in order to enhance children's participation to become aware of their perspectives, but few of these research articles dealt with listening to the perspectives young children have. Research rather tends to focus on the outcomes and benefits that becoming aware of children's perspective have towards the teacher. Landsdown (2011) affirms the stance of researchers dealing with young children, as she mentions that the need for children to be heard and taken seriously remains indefinable for most children across the world.

Singer and Singer (2013) suggest that young children enjoy talking to their parents and educators, not so much to offer explanations of what they as young children have seen and experienced, but to express their feelings regarding everyday affairs and their emotions evolving moral reasoning, fairness and respect (Meggitt, 2006). The need for children to be heard and taken seriously must be applied in all areas of their well-being, keeping in mind the holistic development of the child and the uniqueness of every child. Notwithstanding, it is important that children must be given the opportunity to not only talk about everyday affairs, but to express their views regarding the future as well (Ames & Haber, 1991).

Role-players involved in early childhood education need to realise that children interpret their experiences of situations in ways that are not necessarily compatible

to the ways adults construct their world (Sommer, Samuelsson & Hundeid 2010). In addition, the view children have of the world around them differs from the view adults have, since children have different priorities and concerns (Kellet, 2011). According to Sayer (2008), listening to children's views can support a better understanding of children's lived experiences and how they view the world.

Article 12 (1) acknowledges that these views can be non-verbal, since children are able to form views and need to express these views from a very young age. These non-verbal forms of communication include play, body language, facial expression, drawings and paintings and can show the child's voice through analysing these non-verbal forms. Therefore, it is imperative that children's non-verbal communication is observed and that their coordinated acts in interaction with others are interpreted (Sommer et al., 2010). It is through these non-verbal forms of communication that young children will make choices, express preferences and demonstrate their understanding of their environment (Landsdown, 2011) and through which adults may begin to develop an understanding of the child's perspective of the world regarding violence, prejudice, poverty and environmental issues (Sommer et al., 2010).

According to Bussey et al. (2008), the ideas that children have of their future is crucial, since it is from this formative period that adult perceptions about what the future entails for children, emerge. Dooly (2010) accentuates the need not only to delve into the ideas children have of the future, but to explore issues that children perceive to be related to their future as important. Through a better understanding of their hopes, concerns and expectations of the future, role-players such as policy makes, teacher and researchers involved in early childhood education can not only help to prepare children for the future, but listening to children can assist them in learning how to build a better future for children. The importance of listening to what children have to say about moral elements, such as the element of hope that are linked to future expectations, are critical for children to form meaningful relationships and to make connections that will further children's moral journey, according to Lake (2003). Conversely, educators and policy makers involved in early childhood education must not view education's sole purpose as preparing children as future citizens, but accepting them as citizens (Dean & Solangi, 2007). Children must thus

be viewed as citizens who show an interest and concern regarding the present and the future, as well as having a desire to make the world a better place for the future (Dean & Solangi, 2007). This notion of a better future that must be build, arises from the need for children to be listened to. Children need to express their fears about the 21st century and what their dreams for the future are (Hutchinson, 2015). Only through accepting that children need to be listened to, children will be given a voice to express their fears and dreams and it will unveil that children already have a strong sense of reality (Howard & Gill, 2009).

Children's view of reality is primarily formed through exposure to television (Howard & Gill, 2009). It is suggested by Howard and Gill (2009) that educators recognise the link between television images and children's perception and to use the power of media to create balanced perceptions in children's minds. Children who participated in a research study in Australia stated their appreciation towards living in Australia for reasons based on images of war, poverty and violence of other countries that were obtained from the television news. The images of war and violence that children mentioned, came from their exposure to the war in Afghanistan, which they saw on television (Howard & Gill, 2009). For Australian children, poverty was associated with poor African countries where the malnutrition of young children was shown on television. Another perception of poverty was that children believed one is poor if one lives in an apartment. This image can be ascribed to the North American television programmes watched by children. Howard and Gill (2009) expressed their concern with this view of poverty children have, by mentioning that children living in Australia have a fairly naïve estimate and over-optimistic view of Australia. It is recommended that children should be given the opportunity to explore the way in which different societies are organised, this is best done when such an enquiry is based on their present understanding of the world they are living in (Gill & Howard, 2009).

In the next section, I will report on exploring children's expressions about their hopes and fears in different countries in order to gain deeper understanding regarding children's hopes and fears and issues contributing towards these hopes and fears. This section commences with research undertaken in United Kingdom, then Europe, Australia, Pakistan and conclude with South Africa. I made use of these exemplary

countries, as it is a comprehensive continuum of countries across a majority of continents. Limited research on the topic of exploring children's hopes and fears have been done. Therefore, a brief description of the studies that could be found will be given in this section and the relevance for this study indicated.

2.2.2 Exploring children's experiences living in the United Kingdom

Research conducted in the United Kingdom in 1994 explored the hopes and fears of 400 children aged ten to eighteen years of age, living in the United Kingdom (Hicks, 1996). The aim of the research was to trace the development of children's thinking in view of their hopes and fears towards the future. During 2004, a decade later, the research was repeated to see if children portray the same hopes and fears as their counterparts of 1994 (Hicks & Holden, 2007:4). The 2004 study involved 525 children aged nine, eleven and fourteen from 12 primary schools and four secondary schools in Southern England. With the study conducted in 2004, four of the original schools involved with the 1994 study were used again to ensure trustworthiness (Hicks & Holden, 2007). In both studies, the participating schools included schools in urban and rural environments and from a variety of socio-economic backgrounds (Hicks & Holden 2007).

Open ended questions were incorporated from the 1994 study to enable the researchers to compare the two studies. The open-ended questions required the children to write about their hopes and fears for their personal futures, their local futures and the futures of the world (Hicks & Holden, 2007). Secondly, the children were asked particular closed questions. These questions dealt with their experience of issues such as violence, prejudice, environment and poverty (Hicks & Holden, 2007).

The above-mentioned research done by Hicks and Holden revealed that children have a clear desire for a better quality of life in their local communities. Their desire consists of their need for more amenities, affordable housing and better relationships between people, less crime and violence and an end to racism. These children were concerned about the lack of places to play, increased pollution, litter, loss of wildlife and the number of factories that were being constructed in their communities (Hicks & Holden, 2007). A particular concern for these children was traffic; they envisioned

a place with less traffic, better roads, safer drivers, more cycling and more pedestrian crossings.

Comparing some of the findings of the 1994 and 2004 studies, it emerged that during 1994, half of the children thought environmental problems were increasing and most of the children participating in the 2004 study expressed the same concern (Hicks & Holden, 2007). This indicates a continued awareness and experience of environmental problems. Further findings revealed that children who participated in the 1994 study hoped for their global future to contain no war and less poverty, no pollution and better relationships amongst neighbouring countries (Parse, 1999). Contrary to this, children who participated in the 2004 study expressed that they feared wars and terrorism and showed more concern about climate change, as these aspects were relevant in 2004 in Europe and the United Kingdom (Hicks & Holden, 2007; Parse, 1999). An overwhelming desire for peace, less violence and less poverty were expressed by the children. It is interesting to note that the children interviewed in 2004 showed a greater concern for the environment than their counterparts a decade earlier (Hicks & Holden, 2007). This can be ascribed to the influence of media and organisations bringing more awareness regarding the environment, more specifically climate change, to the intimacy of their homes (Hicks & Holden, 2007).

The research conducted in 1994 and 2004 made it clear that children are aware of a wide range of issues and that environmental matters are a key concern to them (Hicks & Holden, 2007). There were similar findings between the groups as already stated, but the major findings of 1994 showed that children revealed a growing awareness of social issues such as increasing violence, unemployment and racism, whereas the most important findings in 2004 revealed that children focus on violence, poverty and prejudice (Hicks & Holden, 2007; Elm, 2006). It therefore becomes apparent that the context where children are raised in, plays an important role in establishing hopes and fears they have towards the future within their local communities.

According to Elm (2006), children's experiences of everyday life are closely connected to their visions of the future. This can be clearly seen in the research done by Hicks and Holden, as their findings reveal that children's' perspective of the

future is not only formed through their context, but also through several different resources, such as newspapers, television, interaction with adults and peers (Johnston, 2005). This is clearly seen when comparing the findings of 1994 with the findings of the research conducted in 2004, as the children who participated in 2004, made mention of war and terrorism. Through exploring children's views living in the United Kingdom, it became evident that children are aware of problems such as poverty, violence and war. Furthermore, exploring the views children living in the United Kingdom have, is of relevance to the study, as it indicated the influence that media has on children's perspective on the future. In addition, it became apparent that the lived environment of children, influence their future perspective.

2.2.3 Exploring children's views living in Europe

During 2007-2009, a research project was carried out in various European countries including Spain, Poland and Turkey in order to get a sense of children's hopes and fears related to their understanding of democratic processes, poverty, unemployment, human rights and environmental issues, as well as current and future events on local, national and global levels (Dooly, 2010). This research involved 2800 children from three different age groups: children between 10-11 years; 13-14 years and 17-18 years (Dooly, 2010). These children were from diverse educational centres situated in urban and rural areas, in all three of the above-mentioned countries.

Results showed that children living in Spain were aware of the economic crisis of 2009. It was notable that the topic of unemployment was more prominent for children from Spain than from other European countries – especially those from working class families (Dooly, 2010). Likewise, children from Poland indicated that some of their fears revolved around being poor, homeless and without a job. According to Dooly (2010), a few of the Polish children stated that they were worried that Poland will return to communism. Other fears brought forward by children in Poland was that they worry about global warming, cutting down of too many trees, pollution as well as man-made disasters, such as terrorist incidents, transport problems and nuclear weapons (Dooly, 2010). The fear that children have of global warming, must not go by unnoticed, as Strazdins and Skeat (2011) state that children's wellbeing will be affected by the impact of climate change. The effect of climate change on families

will be seen as food and fuel prices increase, which will have a compound impact on a family's financial situation that can probably lead to income and time stress within households (Strazdins & Skeat, 2011). One can thus assume that the impact of climate change can bring forward several other fears for children, such as poverty, divorce, migration and unemployment. Climate change can bring these fears to light as the increase in food and fuel prices can lead to family income becoming less, which can indirectly lead to financial strain in a family, where the probability exists of divorce. Furthermore, climate change can lead to migration where people move to certain areas where the strain of climate change with regard to food is less. It therefore becomes apparent that climate change must not be seen in isolation with the focus on the effect of climate change on the environment, but that climate change effects the wider community too.

Children in the above-mentioned study had the desire to be able to afford luxuries such as big houses, going on holiday or owning a car (Dooly, 2010). Additionally, these children's hopes and fears appeared to be focussed on their desire for the resolution of current environmental problems, the global crises related to wars and terrorism, and socio-economic inequality between countries (Dooly, 2010). The study found that children who participated in this research appeared more politically aware due to media coverage. This can be seen from them talking about the Iraq war, which started in 2003, and their fear for Bin Laden and "terrorists" (Holden, 2007). This indicates the influence that media coverage such as radio, television and newspapers have on children, since these children aged seven and eleven were not confronted with wars first-hand. Nonetheless, they showed a striking degree of concern about war (Hicks, 1996).

When exploring children's views in Europe, it becomes clear that just as in the United Kingdom, the media plays a crucial role in the formation of children's fears. Even though children do not experience war first hand, they show a distinct concern for it due to the coverage it receives in the media. It therefore becomes apparent that media such as television, radio and social media play a crucial role in the formation of the fears that children have for the future. Another important aspect that came forward when exploring children's views living in Europe, was children's concern for environmental aspects such as climate change, and the possibility that climate

change could lead to the realisation of a number of other fears such as poverty, migration and lack of food (Strazdins & Skeat, 2011). The relevance of exploring children's views in Europe with regard to the study was that a person (teachers, role-players etc.) must not underestimate the role that media play in children's lives and that children are more aware of political issues due to the media. For that reason, it is important to develop an understanding of the factors that influence the hopes and fears children have for their future.

2.2.4 Exploring children's views living in Australia

A study conducted in Australia by Howard and Gill (2009) explored whether the term "being Australian" carried different meanings for children living in the rural areas as compared with those from the city. This study was conducted as a qualitative study, using group interviews with four or five children per group. The study included at least 400 children who were mostly twelve years old. The study was conducted in different regions of southern Australia and included 150 children from urban schools and 250 from rural schools.

From the research, it became evident that children are aware of what is happening in the world around them. For example, similar to their counterparts in England and various European countries, children living in Australia mentioned the concept of war. One boy, age 12 said: "Like over in America they're having big wars and all that ... there's like serial killers in other countries too" (Gill & Holden, 2009). Children gave the rationale that they feel safe, since there was an absence of war and oppression in Australia (Gill & Holden, 2009).

Over half the group of respondents (56 of the 74 from the discussion groups) referred to the notion of being safe. Gill and Holden (2009) mention that children's understanding of the word *safe* is constructed from their perception that events such as fighting, famine, serial killings, muggings and wars happened in countries other than Australia. One girl, age eleven, mentioned: "I know that I am safe and the bombing and stuff are in other places ..." and "I feel safe because I know that if I want to go outside and play there's not going to be someone sitting there watching me and watching my every move ... and I just feel great, happy to be in such a nice country" (Gill & Holden, 2009).

Gill and Holden (2009) mention that in Australia, children's views are mainly gleaned from television as children refer to the Twin Towers crashing in the United States of America, the war in Afghanistan and malnutrition and education in Africa. Furthermore, children living in Australia felt that their country has the ability to provide them with a good education, which will lead to a good job as children mention "proud of the good variety of jobs and like say in countries like Africa, you can get better jobs and make more out of life. And other countries where you have to be a maid or something" and "I am— here you don't have to walk 14 km to school and cart water home and, like, there some who cannot afford schooling" (Gill & Holden, 2009).

Research were conducted in 2015 in Sydney, Australia where children between the ages of eleven and seventeen had to respond to an open question asking them to list three local or global problems that most concerns them (Hutchinson, 2015). Findings from this study indicated that children feared that fighting on a global level will increase, pollution will cause nature to not be conserved and that people will be poverty stricken and living on the streets. What was fearsome for some children became a dream for other children who participated in the study. One participant mentioned that she hoped for a fresh and clean environment and that she dreamed of living a happy live, not having to worry about bombs, wars and dying (Hutchinson, 2015). Many young people who participated in this study envision a politically corrupt and deceitful world (Hutchinson, 2015). Hutchinson (2015) states that young people must not only be given the opportunity to express their concerns and fears towards the future, they must be invited to creatively visualise preferable worlds. Research has shown that when children are given opportunities to envisage better worlds, many young people voice a need for more social justice and less violence, that problems will be resolved with talks and not through war and that people will accept diversity (Hutchinson, 2015).

Once again, the concept of war arises, as seen in Sections 2.2.2 and 2.2.3. The difference between children's views with regard to the concept of war is that children in the United Kingdom and Europe portrayed a fear of war, compared to children in Australia, who felt safe in their country due to the absence of war in Australia. It was interesting to note that, just like their counterparts in the United Kingdom and

Europe, children who stay in Australia are also influenced by the media. Conversely, where the media create fear within children in the United Kingdom and Europe, it is seen as a medium in Australia which creates a sense of optimism. This is said considering the above research, where children responded to what they have seen and heard on media, and how it is better in their country. When exploring children's views living in Australia, the picture that is created is that of a peaceful country as children mention that they feel safe and that that Australia has the ability to provide them with a better future (Gill & Holden, 2009; Hutchinson, 2015). The relevance of exploring children's views in Australia, towards the study was that children are cognisant of situations happening in the world around them. The views of Australian children brought forward that the stability of a country will lead to a more optimistic future perspective.

2.2.5 Exploring children's views living in Pakistan

Pakistan, just like other countries, are grappling with concepts of how to support children to face 21st century challenges. Therefore, a study was conducted in 2007 with 178 children (89 girls and 89 boys) between ten and fourteen years of age from government and private schools in Karachi, a metropolitan city in Pakistan. The aim of the study was to obtain the views children have of the future through administering a questionnaire to the 178 students. The questionnaire consisted of three parts, where the first part asked children to share three main hopes and fears related to their personal future, the future of their local area and the future of the world. In the second part of the questionnaire, children had to identify their degree of concern regarding social issues such as violence, prejudice, environment, poverty, health and unemployment. Part three of the questionnaire asked the children about their involvement in social organisations, what they learn at school regarding local and global issues and their views of their possible role as citizens in the future (Dean & Solangi, 2007).

Dean and Solangi (2007) found that the most significant hopes of children in government and private schools were for employment and that they hoped to acquire a high-status job. Children's second personal hopes differed with regard to the type of school they attended. Children from government schools expressed the desire to become fluent in the English language, to get good results in their exams and to go

to university. This is in contrast to private school children who hoped to construct hospitals, providing free medical treatment to poor patients and to build more schools. The third personal hope of children attending government schools were to be able to one day help people less fortunate than themselves, whereas children from private schools hoped to have a happy and comfortable life which included travelling abroad, living in comfort and have a happy family (Dean & Solangi, 2007).

It was noted that the personal fears of the children from the two educational systems were the same. Their greatest fear was of war, violence and crime (Dean & Solangi, 2007). The second personal fear was fear of failure and fear of natural disasters. It was interesting to note that the responses of the two educational systems were different. Private school children feared the repercussions of global violence, compared to government school children who feared the consequences of violence locally (Dean & Solangi, 2007). Children of both educational systems expressed the fear that they might personally become victims of crime, violence or war. Dean and Solangi (2007) ascribe this to the notion that children are well aware of the increase in violence within and beyond Pakistan, since information and technologies have brought news of war, violence and crime that happen in Pakistan and abroad into every home. It becomes evident that technology plays a vital role in how children perceive the world around them and the effect that media coverage has on children's views of the future.

Responses from children from the two educational systems about the future of their local area were similar. Their primarily hope was for people to have access to their social rights, which includes the right to education, health, employment and basic facilities such as good roads and clear drinking water (Dean & Solangi, 2007). Secondly, children hoped for a better physical environment where they hoped for a nice and clean neighbourhood, less pollution, good drainage systems and big parks to play in. Children's third personal hope was that they envision a future where their local community will be peaceful and that their community will prosper. It is however interesting to note that these children are hopeful for a peaceful future, since they fear crime and violence but together with it, they hope for peace and prosperity.

Although children of both educational systems mentioned that they wanted peace, their responses revealed different notions of peace. Dean and Solangi (2007)

concluded that the private school children hoped for the absence of violence, crime and lawlessness, whereas government school children emphasised that peace can be created if good relationships within local communities are created. These differences of how children view peace show that children attending government schools have an active concept of peace for they believe that one must deal with the root that causes violence, but that children from private schools who view peace as in the absence of war (Dean & Solangi, 2007). Differences with regard to how children view peace can be ascribed to the community and area where children are raised in.

The literature reviewed for this study (Dooly, 2010; Gill & Holden, 2009; Hicks & Holden, 2004; Hutchinson, 2015), provided evidence that even though children are not directly involved in war, war is one of their greatest fears. Children living in Pakistan expressed the same fears related to the local area than to the world. The greatest fear was crime, violence and war, followed by fear of environmental degradation and fear of a decline in the quality of their life (Dean & Solangi, 2007). It was found that children from both educational systems were afraid that there would be another world war that will destroy the world and they expressed the desire that there must be an end to the tension between Muslim countries and North America. The tension between Muslim countries and North America are currently based on the aftermath of the war in Afghanistan (7 October 2001-28 December 2014) where the United States invaded Afghanistan after the September 11 attacks in 2001. Research shows that Muslim and Western countries, such as North America, depicts negative stereotypes with regard to each other (Kohut, Horowitz, Poushter, Barker, Bell & Gross, 2011). The stereotyping is based on Westerners seeing Muslims as fanatical and violent, and to Muslims seeing Westerners as selfish, immoral, and greedy. These unfavourable views that the countries have of each other is mostly based on misinformation provided by the media (Saad, 2002).

The findings of this research study correlate with studies done in the United Kingdom, Europe and Australia that indicates that children are not living in their own isolated world, but that they are well aware of social and political issues of their own society and the world around them. Furthermore, the hopes and fears of children living in Pakistan are similar to those of children living in the United Kingdom, Europe

and Australia. It can therefore be concluded that children are reasonably optimistic about the future, but they do realise that there are obstacles in the way of realising this hoped-for future (Dean & Solangi, 2007). The contexts of the exemplary countries indicate the influence of media on children's views of the future, for their hopes and fears are mostly similar. Examining the three countries against the backdrop of children's hopes and fears for the future, it became evident that children living in the United Kingdom, Europe and Pakistan represented more or less the same hopes and fears. Interesting to note was that children living in Australia did not show a feeling of fear with regards to images portrayed through the media, these children internalised these fears as something to be thankful for.

In the next section, the hopes and fears of children living in South Africa will be discussed against the background of a democratic South Africa.

2.2.6 Exploring children's views living in South Africa

There seems to be a lack of research on the hopes and fears of children living in democratic South Africa. Only a few researchers explored children's views from a political perspective related to their life experiences. A study was undertaken by Muris, Du Plessis and Loxton (2008) to examine the origins of common fears in South African children from various cultural backgrounds. This study consisted of 655 children, 311 boys and 344 girls with ages ranging between ten and fourteen years. Four state schools in the neighbourhood of Stellenbosch in the Western Cape were selected to participate in the study. These schools were selected so that the three main cultural groups being Black, Brown and White, in the Western Cape were equally presented (Muris et al., 2008). These three cultural groups can also be referred to as the School 1 was mostly attended by Black Xhosa speaking children of low-socio-economic status, school 2 by Coloured Afrikaans speaking children of a middle socio-economic status and school 3 by White Afrikaans-speaking children of a high socio-economic status. The results of this study indicated that there are clear differences between the three cultural groups with respect to the content of their fears. This is most likely because these differences originate from differential exposure to fear-provoking situations, as Black and Coloured children are raised in a more violent environment (Muris et al., 2008).

Violence and crime remains importunate threats to children in South Africa (United Nations Children's Fund, 2009). Police statistics shows that in a period of one year (2012-2013) a total of 50,688 children were victims of violent crimes in South Africa (Viviers, 2013). These crimes include 793 children being murdered, 758 children being victims of attempted murder, 25,862 children being victims of sexual offences, 12,654 victims of common assault and 10,630 victims of assault with grievous bodily harm (Viviers, 2013). When looking at the above-mentioned statistics, it is important to recall that these numbers are based on reported cases and that the true number portraying the reality of violence and crime in South Africa will never be clear. Looking at the above-mentioned statistics, it becomes evident that children's well-being is at stake, even though children are seen to hold the right to protection from abuse, exploitation and neglect (Savahl, Adams, Isaacs, Hendricks & Noordien, 2014).

Research was undertaken in the Western Cape to determine the well-being and perceptions of life satisfaction of 1004 twelve-year-old children who attended primary schools within the Western Cape Metropole. Key findings showed that even though children in South Africa face countless risks in their daily lives, they show high levels of well-being (Savahl et al., 2014).

Research regarding children's life experiences within their home and local environment was conducted (Joubert, 2010) where children had to take pictures of what they like and do not like about their local community. The study took place at a government primary school in Pretoria. Children, five girls and seven boys, from diverse backgrounds participated in the study. The children in the study lived in an inner-city where there were high levels of repeated crime. When exploring their answers, it is striking that they "liked the burglar bars of their apartments because people cannot break in" (Joubert, 2010:461). From this, one can assume that these children feared crime.

Research was conducted in the Stellenbosch area in the Western Cape Province with the purpose of developing a fear assessment instrument that can be used to explore childhood fears (Burkhard, 2007). The need to develop a fear assessment instrument resulted from the need to adapt the international developed assessment instrument, since the current fear assessment instrument was not scientifically

developed, nor socially relevant to the South African child. In addition, children experienced difficulty in understanding American concepts (Burkhard, 2007). These difficulties pointed to the need for an assessment instrument that is applicable to the South African context. Semi-structured interviews were conducted with children from grade 3 to grade 7 attending certain government primary schools in the Stellenbosch area in the Western Cape Province, in order to gain insight into what children are most afraid of (Burkhard, 2007:99). To ensure that the fear assessment instrument was scientifically and socially relevant within the South African context, four schools from various socio-economic areas representing the three most prominent race groups, were selected (Burkhard, 2007:102). The racial groups who participated in the study were African, Coloured and White.

Provinces in South Africa are relatively bound to certain races, therefor the above described study investigated the three most residing race groups in the Western Cape. During the apartheid period, the government introduced race classification where race was defined as a social concept referring to a group of people who shared distinct and similar physical characteristics. The results derived from the semi-structured interviews found the different fears that children across races expressed.

Table 2.1: Most common fears children across races in South Africa expressed (Burkhard, 2007)

RANKING ORDER	AFRICAN CHILDREN	BROWN SOUTH AFRICAN CHILDREN	WHITE SOUTH AFRICAN CHILDREN
1	Ghost/spooky things	Lions	Getting HIV
2	Death	Getting HIV	Hit by car/truck
3	Getting HIV	Falling from high places	Not being able to breathe
4	Lions	Bears/wolves	Sharks
5	Elevators	Not being able to breathe	Fire – getting burned
6	Sharks	Sharks	Bombing attacks – being invaded, falling from high places
7	Crocodiles	Being hit by a car/truck	A thief breaking into our house
8	Shots being fired in the neighbourhood	Tigers/crocodiles	Getting a shock from electricity
9	Guns, fire – getting burned and getting a shock from electricity	Getting a shock from electricity	Earthquakes

While the content and intensity of childhood fears within a South African context have been investigated, there are limited research done on the origins of fears of children living in South Africa (Muris et al., 2008). Nonetheless, there are several reasons that can be ascribed to the above-mentioned fears that children expressed in the study undertaken by Burkhard (2007).

When looking at the origin of fears, it is essential that one consider that children's cultures and beliefs play a dynamic role when assessing the origin of fears (Burkhardt, Loxton, Kagee & Ollendick, 2012). Moreover, specific fears within the South African context directly reflects on children's particular circumstances (Zwemstra & Loxton, 2011). This becomes apparent when comparing fears across the different races.

The results indicated that the most feared item for South African children in this project was HIV (Burkhard, 2007). This fear of HIV can be ascribed to the AIDS epidemic in South Africa, as South Africa ranks among the world's highest HIV incidence and prevalence rates, with 6,4 million infected people in 2012 (Burkhard, 2007; Shisana, Rehle, Simbayi, Zuma, Jooste & Zunga; Labadarios & Onaya, 2014). Another reason for children's fear of HIV can be due to the fact that South African children in primary schools are becoming more educated regarding HIV and AIDS. This is due to the Department of Basic Education's implementation of education initiatives that aim to ensure that children gain basic knowledge regarding HIV and AIDS (Moloi & Chetty, 2011).

African and Coloured South African children tend to fear wild animals more than White children. According to Muris et al. (2008), a reason for this can be that learning experiences influence their view of these animals, compared to White children who only fear sharks. The fear of sharks for White children can most possibly be due to their exposure to television and the media where shark attacks are commonly revealed. In 2015, there were two shark attacks in the Western Cape, in less than 24 hours, which caused an uproar within the local media (Kinnear, 2015). Black children reported more fears of death and crimes than Coloured and White children. These fears can most likely be ascribed to the living conditions of Black children, where they continue to live in a threatening environment that are characterised by violence and poverty (Muris et al., 2008). It is interesting to note that it was only Black South

African children who feared spooky things. This fear links with their culture and beliefs as ancestors play a role in some Black South African people's lives.

What became evident from this study is that children in South Africa are not as concerned about war as children globally; they are concerned about crime, abuse, the poaching of animals, HIV/AIDS, getting electrocuted and getting hit by a car. One can thus assume that children in South Africa are more concerned about issues that are relevant to them personally, since they experience these realities in their everyday lives within the South African context. As noticed by Zwemstra and Loxton (2011), the South African context does not only tie itself to a certain homogenous group of children but confronts all our children with unique challenges that may result in the development of particular fears. It is, however, interesting to note that Morris et al. (2008) is of the opinion that a substantial proportion of children do not know where their fears originated from.

It is only through giving a voice to the voiceless, creating opportunities and through listening to what children have to say that role-players involved in Early Childhood Education can establish why South African children are scared of HIV, being electrocuted or not being able to breathe, but also to establish if these age-appropriate fears of these age group in South Africa are still relevant after a decade of change within the South-African context.

2.3 CREATING OPPORTUNITIES WHERE CHILDREN CAN EXPRESS THEIR HOPES AND FEARS TOWARDS THE FUTURE

2.3.1 The importance of teachers knowing the young child

Children across the world seem to pass through the same sequence of developmental phases and within the same broad timetables (Meggitt, 2006). Thus, before teachers can create opportunities where children can express their feelings, it is of utmost importance that teachers know the developmental phases of the children. The importance of understanding the developmental phases are emphasised by Stewart (2013) who recalls that understanding the different developmental phases supports youth programmes, as it encourages relationship-building between children and adults. It is however important to note that even though the pattern of developmental phases is generally the same for all children, each child is unique and thus age appropriate opportunities must correlate between

the uniqueness of the child and the developmental phase of the child (Meggitt, 2006).

When creating age appropriate opportunities for children between the age of nine and ten years, teachers must be aware of the universal developmental stages. These universal developmental stages will be discussed in more depth in this chapter, as it is important to view the developmental stages in accordance with the theoretical framework used for this study. The developmental phases will support Bronfenbrenner's Ecological Framework of how the child's developmental phase correlate with each system within the framework. It is however important to note that children between the age of nine and ten years are discovering the real world and are developing moral reasoning skills and a sense of right and wrong (Meggitt, 2006). In addition, children between these ages become very preoccupied with questions of justice and are becoming aware of causes such as the protection of endangered species (Youell, 2008). Children see the world around them consisting out of "goodies" and "baddies" (Youell, 2008) and they enjoy talking about the present and future as they enjoy intellectual pursuits (Bates-Ames & Chase-Haber, 1991). When looking at the above universal developmental phases and studies done in exploring children's experiences, it becomes notable that these developmental phases can be seen as universal. Therefore, teachers must know the child in order to plan opportunities where children can express their views regarding how they see the world around them.

2.3.2 The importance of teachers creating opportunities for children to be heard

As mentioned in Section 2.2.3, the question arises regarding the role that teachers play in helping children to think more positive about their future. According to Makome (2011), children have higher levels of hope than most adults. This can be seen when looking at the above literature, where children of different countries' views regarding their hope and fears were given attention to. It became evident that what children fear for are also what they hope for. For that reason, education in general, but more specifically the classroom, is viewed by McDermott and Hastings (2002) as one of the most efficacious settings for increasing hope within children. Unfortunately, children are often not heard in schools, leading to teachers not

knowing what children's hopes and fears are. Therefore, children must be given the opportunity to express their voice in order for teachers to become aware of how they view the world around them. Teachers are instrumental in conveying hopeful thinking, by showing children that they can produce their own routes to goals and then motivate themselves to use these routes (McDermott & Hastings, 2000). In order for teachers to convey hopeful thinking, it is important that teachers create an enabling classroom.

According to Dean and Solangi (2007), the central task of education must be to prepare children for life, however schools tend to focus more on teaching content than helping children to deal positively with matters that is of concern to them. Without effective engagement with children, teachers cannot access their perspectives, understand their concerns, nor provide them with the necessary guidance on how to think more rather than less, critically and creatively about the future (Kellet, 2011; Hicks & Holden, 2007). Therefore, creating opportunities where one can learn about children's hopes and fears for the future are of utmost importance. Opportunities such as drama - where children can act out current events in the news that scare them; group work - where children can work together to make a collage using magazines and newspapers to reflect on their hopes and fears; poetry - as a means of communicating what they hope for and why, working individually through drawing and cutting out of pictures to show what they hope and fear for, and role play where teachers can engage children effectively in issues of concern to them (Holden, 2007; Landsdown, 2011). Unfortunately, most teachers are unable to create opportunities where children can express their views (Hicks, 1996).

Due to the inability of most teachers to assist children to express themselves, it can be argued that children lack the competence of sharing their views. However as mentioned in Section 2.2.1, research conducted in England in 1994 (Hicks & Holden, 2007:503) was the first to explore the hopes and fears of 400 children aged ten to eighteen years living in the United Kingdom (Parse, 1999). Questionnaires, including open ended as well as closed questions, were used to obtain the necessary information. The study indicated that children's main hopes relate to education, work, relationships and achieving a good life (Hicks, 1996). Elaborating on children's hopes, Hicks (1996) points out that children's main hopes are greater prosperity, less

crime, better amenities and less pollution. On the other hand, children's own fears for the future reflect concerns of crime, unemployment, pollution and a worsening environment (Hicks, 1996).

Research done by Joubert (2012) indicates that South African children do have an opinion about their life experiences and they are able to express their construct and understanding of their immediate neighbourhood. Establishing the views of children for the future will not only assist children in acquiring certain skills for the 21st century such as the ability to exercise judgement, critical thinking, communication and collaboration, but it will also lend teachers the opportunity to implement universal values such as respect, tolerance, forgiveness and co-existence (Yogi, 2009). Children's life experiences must therefore be utilised as a major learning resource within a school (Joubert, 2012) in order to assist children with gaining skills and values for the 21st century.

2.3.3 Using personal narratives as means to gain insight into the world of children

It can be valuable to explore the personal narratives of children, because it will benefit teachers to gain an understanding into how children perceive the world around them and to become aware of children's hopes and fears for their present state of living and their future. The value of personal narratives that children tell are emphasised by Eades (2008), who remarks that personal narratives creates the essential space for children to reflect on their own lives. Furthermore, every story a child tells, acts out through play, draws or writes, contributes to a self-portrait, a portrait which the child can look at, refer to, think about and change (Engel, 1999). Hence, this personal narrative that the child gives through being verbal or non-verbal, becomes a portrait that other people can use to develop an understanding of the storyteller (Engel, 1999). Regrettably, as mentioned throughout the literature review, children are seldom given the chance to be listened to. Personal stories are part of young children's daily lives and every time that teachers and other role-players involved in early childhood education listen to these personal narratives of children, they will gain some insight into these children's lives. Teachers and role-players must realise that children have their own stories to tell, all it takes is for them

to be asked as they have a great deal to tell, write or draw about their world (Makome, 2011).

Makome (2011) views personal narratives as a way that can contribute to children's growing sense of self and that storytelling enables children to develop a relationship with the world. In addition, the telling and re-telling of stories will enable children to practice negotiating relationships and experimenting with managing and resolving conflict, and it will enable children to experience a range of emotions (Makome, 2011). Teachers need to encourage children to develop alternative stories to the ones they tell, for it will enable children to practice different scenarios that will lead to different outcomes. The notion that the stories that children tell are rather transparent and limited in meaning and complexity must be dismissed, for children's stories are complex in voice, style, construction and content (Engel, 1999).

Throughout the literature review it has come to light that the probability is that teachers are unable to create opportunities where children can express their real-life stories. This can be ascribed to overcrowded classrooms, language difficulties where the language of instruction differs from children's home language and the workload of the curriculum being of such a nature that there is not time to listen to the stories that children have to tell. Furthermore, it can be assumed that teachers do not have the knowledge and necessary skills nor guidance on how to facilitate children to convey their personal narrative. It therefore becomes apparent that teachers need more guidance in order to create a place where children can express their views with regard to their hopes and fears. The realisation that personal stories can give me a brief look into the lives of the children, supported me with the designing of data collection strategies.

2.3.4 Using role play to gain insight into the world children live in

Children need to be exposed to a variety of opportunities to express themselves. It is important that teachers incorporate different strategies when creating opportunities for children to express themselves. By using role-play as a strategy, children are given the opportunity to experience new and difficult situations (Faber, Joubert, Moen & Vermeulen, 2015). Moreover, role-play of certain problems support children to experience other children's emotions, values and norms and enable them to learn

to have empathy with their peers (Faber, et al. 2015). Hence, role-play can be seen as an effective method to establish universal values within children, as mentioned by Yogi (2009) in Section 2.3.1, where universal values are seen as respect, tolerance, forgiveness and co-existence.

When using role play as a method to gain insight into how children view the world they live in, teachers and role-players must be cognisant of the fact that each children bring their personal concerns and interests to the role-play, as well as issues that emerge from their everyday lives and from prominent events that are happening in the world they are living in (Hendley & Toon, 2001). Noble-Carr (2006) supports Hendley and Toon (2011) by mentioning that through using role-play, children are given the opportunity to portray events, life stories or issues that concern them; where these issues can be found within their community or their view of the world. Role-play is further viewed by Noble-Carr (2006) as a technique that helps teachers and role-players involved in early childhood education to understand how children perceive the role of significant others in their lives, and therefore children are most likely to draw on their direct experiences.

It becomes evident that when children participate in role-play activities, they do not enter the world of drama as an empty vessel, but as a vessel filled with hope, fear, events that are prominent in their lives and their experiences of how they view the world. Consequently, teachers must plan to facilitate subsequent learning that arise from the drama or role-play in which the child partakes in, and plan beyond a subject-based curriculum (Hendley & Toon, 2001). Throughout the literature review it became evident that teachers lack the skills to create opportunities for children to express their views and therefore it is essential that teachers are equipped with means to create opportunities such as role-play to become active listeners into how children view the world they are living in. It is important that children are given the opportunity to participate in drama activities at school, since the school environment is viewed as a safe environment that forms part of children's natural environment with familiar peers and teachers (Jindal-Snape, Vettraino, Lawson & McDuff, 2012). Additionally, when children participate in drama or role-play, they have the protection of playing out somebody else's life rather than their own and as a result, children with

a low self-esteem can be involved (Jindal-Snape, Vettraino, Lawson & McDuff, 2012).

When creating role-play activities, it is important that the scenario must not come from the teacher, but that children must come up with their own scenarios (Jindal-Snape et al., 2012). When children come up with their own scenarios, they feel the sense of "I belong" and "I am important". Jindal-Snape (2012) refers to these feeling of self-worth as creating a level playing field, meaning that children are given the chance to become actively involved in the learning experience, as teachers and role-players begin to discover the unknown voices children have and even those that children never knew they had, for they are seldom given the opportunity to speak their voice regarding issues that is of concern to them or issues that they are hopeful for. Role-play could have been another valuable data collection strategy, however, the allocated time at the schools inhibited me from utilising role-play.

2.4 FUTURES EDUCATION

When listening to children's hopes and fears for the future, teachers need to know that they, as educators, have a role to play in helping children to think more critically and creatively about their future. Supporting children to express their hopes and fears and to guide them to think more critically and creatively about the future is not just an element that must be represented within some areas in the curriculum. The aforementioned deals with creating a learning environment which enclose Futures in Education.

Futures in Education is a term used internationally to describe a form of education that helps young children think more critically and creatively about the future (Hicks, 2012). Students need to think critically and creatively about the future in order to have the capacity to exercise judgment in matters of morality, ethics and social justice. Furthermore, students need to think creatively in terms of envisioning a preferred future, picture alternatives and look at things from different points of view (Morris, 2006). Critical and creative thinking goes hand in hand, because creativity is also needed to reflect critically on ideas, actions and outcomes (Morris, 2006). Dator (2002) points out that there is little familiarity with the field of Futures in Education. Hicks (2012) supports Dator's opinion and he mentions that the difficulty with Futures

in Education lies with the teacher's lack of experience and knowledge regarding Futures in Education. Contrary to this, Young and Muller (2010) claim that educationalists are too blinded by tradition to see that the future is here today and that schools must adapt and respond to the demands of the next generation. The question arises, if teachers show little interest into Futures in Education due to the lack of familiarity, or if teachers are resistant to change due to the fact that focus is placed on the transmission of knowledge from the teacher to the learner (Young & Muller, 2010)? Unfortunately, the answer to this question remains unanswered, as the field of Futures in Education is still under-researched (Hicks, 2008).

Teachers need to realise that Futures in Education is about preparing children for the future and therefore children need to develop a futures perspective (Hicks, 2008). If education is about preparing children for the future, children must be given opportunities to raise their views about the future. Key concepts in Futures in Education are concerned with the idea that children need to express their views and value the opportunity to discuss their future with each other and with adults (Hicks, 2012; Eckersley, Cahill, Wieranga & Wyn, 2007).

A literature review done on Futures in Education did not identify ways of how Futures in Education must be taught through the availability of direct guidelines. However, literature indicated that Futures in Education deals with the need for children to develop a futures perspective through teachers engaging with children. My opinion is that Futures in Education must first and foremost seek to understand children's hopes and fears for their preferred future. This can only be done through effective engagement where teachers communicate and listen to children.

As mentioned in 2.2, an ethics of care philosophy must be present with teachers. Teachers who approach learners from this philosophy display a standpoint of "I must do something", where this "do something" is visible in the teacher's engagement with children (Noddings, 1992). I comprehend that teachers must thus care enough for the children in the class to create opportunities for them to share their futures perspective, in order to empower them to think more optimistic about the future.

Teachers must therefore be guided in how to communicate effectively with children. Furthermore, Futures in Education seeks to empower students through supporting them to develop the necessary skills to be agents of change in their preferred and imagined futures. Through learner participation in discussions and involvement in activities dealing with the preferred future, teachers can support the development of children's declarative and functional knowledge (Borg et al., 2017).

Children must think critically and creatively about the future, but what is more important is that children must learn about values. Children need to learn about having a positive attitude, respect, obedience, empathy and responsibility. Our relationships, our behaviours, our choices and our sense of who we are, are shaped through our values (Indrani, 2011). If we employ Futures in Education with our present-day children, the future of the next generation will be well (Indrani, 2012).

2.4.1 Values in education

During the course of the literature review, it became apparent that children's view on their future can be utilised as learning experiences where values can be taught. Consequently, schools must not only be seen as a vehicle for the transmission of knowledge, but as a change agent that encourage responsible behaviour through the promotion of values (Robb, 2008). Dhunnoo and Adiapen (2013) substantiate the important role that schools play, as they view schools as the cornerstone of a value driven educational setting. The importance of schooling is further highlighted within the Manifesto on Values, Education and Democracy (DOE, 2001:4) as it states the following: "The school is a microcosm of society. It is the springboard from which children acquire the knowledge, skills, values and attitudes with which to respond to the challenges and potential presented by our rich and varied multicultural society".

Children receiving education in South Africa are building on their future. Hence, education has an invaluable role to play, as these young people spend countless hours at school (Masole, 2016). As mentioned in 1.2, it is within this educational setting that children obtain knowledge with regard to values. DeNobile and Hogan (2014) refer to values as the process of learning about ideals that a society deems important. These ideals can be viewed as desirable qualities of character such as honesty, integrity, tolerance, diligence, responsibility, compassion, altruism, justice

and respect. The manifesto (DOE, 2001) prescribed 10 HRVs to be included within the South African curriculum. These values are democracy, social justice and equity, equality, non-racism and non-sexism, "Ubuntu" (Human dignity), open society, responsibility, rule of law, respect and reconciliation (DOE, 2001). Mubangize (2015) mentions that the above mentioned HRVs are critical for South Africa, as social and political change must take place in order to strengthen democracy in South Africa.

2.5 THEORETICAL FRAMEWORK

Bronfenbrenner's (1979) ecological systems theory guided this investigation into grade 3 children's hopes and fears for their future in South Africa. As this study deals with children and how their life experiences influence their future perspective, the ecological systems theory was deemed most appropriate.

As the underlying aim of the study was Article 12 (1) of the UNCRC (1989) that states that children have the right to express their views freely and that the views of the child must be given due weight, I employed Lundy's (2005) voice model. For the purpose of this study, Lundy's voice model provided me with the framework to involve children in a meaningful way (Welty & Lundy, 2013).

2.5.1 Bronfenbrenner Theory of Ecological Systems (1979)

Bronfenbrenner's (1979) theory states that human development is the product of an interaction between different processes in one's life, you as a person, the context and time. The ecological system theory describes that individuals do not live in a vacuum, but are in constant collaboration with family members, their home environment, school and community (Bronfenbrenner, 1979). A child's development is shaped by varied systems of the child's environment where the environment influences the child and the child influences the environment (Krishnan, 2010:5). Allen (2010:3) maintains that Bronfenbrenner's ecological system theory is based on the premise that "...all individuals are part of interrelated systems that locate the individual at the centre and move out from the centre to include all systems that affect the individual".

Everything within a child's environment affects the way a child grows and develops in life (Bronfenbrenner, 1979). According to Jaeger (2012), one can only fully understand a child's development if all the many proximal and distal elements are taken into consideration. This viewpoint drives the notion that children's future perspective, with regard to their hopes and dreams, are formed within these forever changing and multilevel environments, as well as interaction among children and these environments. This suggestion shows that the totality of the milieu that a child lives in influences who he/she is. Consequently, children influence the environment and the environment impact the children. Leonard (2011:989) supposes that "Bronfenbrenner's theory is an attractive one because it is expansive, yet focused; one eye is trained on the complex layers of university, family and community relationships, and the other eye is sharply focused on the individual". It may be assumed that Leonard's statement instils the idea that a child is interconnected within all the levels of the environment.

Bronfenbrenner's ecological model is therefore an applicable framework for considering the relationship of all the influences on a child's acquisition of citizenship concepts (Mutch, 2005). The well-being of a child can never be viewed in isolation, and Bronfenbrenner's model offers a framework for understanding the sheer complexity of factors that interplay on a child (Underdown, 2007). Different systems of the environment were categorised by Bronfenbrenner, where each system interacts with others (Mutch, 2005). This interaction between the different systems will thus influence children's development. These systems (see Figure 2.1) consist of the microsystem, the mesosystem, the exosystem and the macrosystem (Paquette & Ryan, 2000).

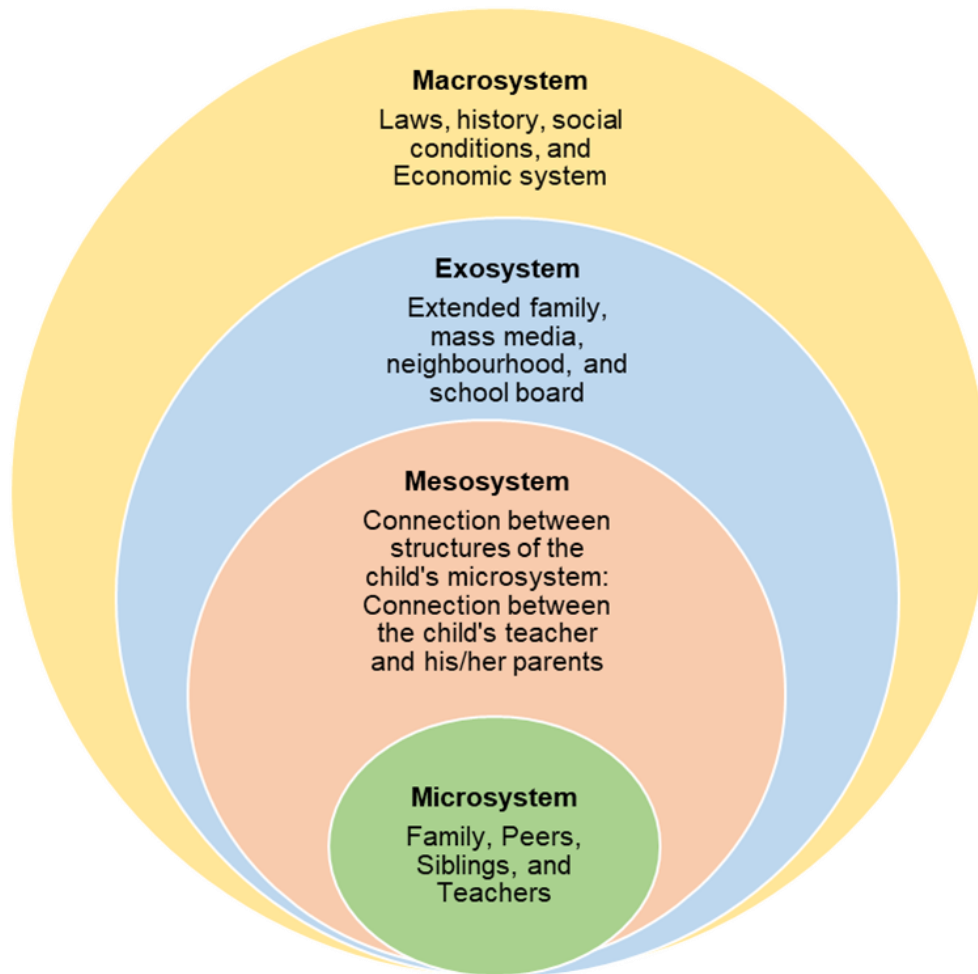


Figure 2.1: The four systems influencing a child's development

2.5.1.1 The microsystem

Krishnan (2010) refers to the microsystem as the innermost level; the one that is closest to the child that the child is in direct contact with. The microsystem has the most immediate and earliest influences on a child as it is within this system that interaction with parents, family, day care, neighbourhood, teachers and peer groups take place (Dutch, n.d.; Krishnan, 2010:7). The face-to-face interaction with a diversity of people within the child's immediate setting will thus influence and affect the child at any point in life (Sigelman & Rider, 2009). It is within this system that children develop views regarding their community and where they are exposed to viewpoints of parents, family, teachers and friends. Within the microsystem, it is important to take into consideration that the influences between a child's immediate surroundings and the people they directly encounter leads to reciprocity between the child and the environment. Relationships are thus directed from the child and

towards the child (Harkonen, 2007; Paquette & Ryan, 2000). A child's family can influence the behaviour of the child and the child can influence the behaviour of the family.

According to Harkonen (2007), the relationships that a child has within the microsystem can be, as Bronfenbrenner called it, bi-directional. The bi-directional relationships are not only bound towards the microsystem, as influences are apparent within the interaction within the different layers of the structure. However, in the microsystem the bi-directional interactions are at their strongest and have the most powerful influence on a child (Hakonen, 2007). Paquette and Ryan (2000) ascertain that if relationships and interaction in the immediate microsystem break down, the child will not have the tools to explore the other parts or levels of his settings and environments. Hence the microsystem is seen as the system that has a critical impact on the child's development as development occurs within the immediate environment of the child due to proximal processes, transactions and interactions.

2.5.1.2 *The mesosystem*

The mesosystem, the second immediate level of the ecological system, refers to the interrelations between the different parts of the microsystem and how they work together for the child (Bronfenbrenner, 1979; Meier & Naude, 2016). Krishnan (2010) mentions that what happens in a microsystem, such as the home in which a child lives, can influence what happens at school, and what happens at school can influence interactions at home. Thus, the mesosystem comprises of a system of microsystems (Hakonen, 2007), each involving the developing child in the centre. The mesosystem ties microsystems in such a way that whatever takes place in one microsystem will most probably influence the other microsystems (Kail & Cavanaugh, 2010).

2.5.1.3 *The exosystem*

Within the exosystem, which is the third layer, events occur that do not directly influence the immediate environment in which the child lives (Bronfenbrenner, 1994). This system contains the micro and mesosystems. It refers to one or more settings that do not involve the child as an active participant, but where the events that

happen within the exosystem can affect the child (Bronfenbrenner, 1979). Meier and Naude (2016) refer to the exosystem as social circumstances beyond the child's immediate circle and that these circumstances may affect the child's life by impinging on other persons within their immediate environment, being the microsystem.

2.5.1.4 *The macrosystem*

The macrosystem is the outermost context layer of the ecological system, which influences all lower layers (Krishnan, 2010). Aspects of the macrosystem that influence other lower layers contain cultural characteristics, political upheaval, or economic disruption, all of which can solely or collectively shape development (Krishnan, 2010). It is important to bear in mind that this macrosystem can have a positive and negative impact on the child (Dutch, n.d.), for example a child growing up in a home where parents speak freely about politics will become aware of political issues. This awareness can impact a child in a positive or a negative way.

2.5.2 Lundy's voice model

Lundy's (2005) voice model will be used accordingly, since it will support me with the research design and methodologies, as children will be the participants in the proposed study. Lewis and Lindsay (2002) mention that in order to ensure participation, the voice of children needs to be listened and responded to, and initially children must be encouraged to speak during participation. Kellet (2011) views participation as the act of doing and being involved. This entails that teachers create opportunities for children to express their views. The voice model constitutes four factors that can support me as researcher to engage with children meaningfully (see Figure 2.2).

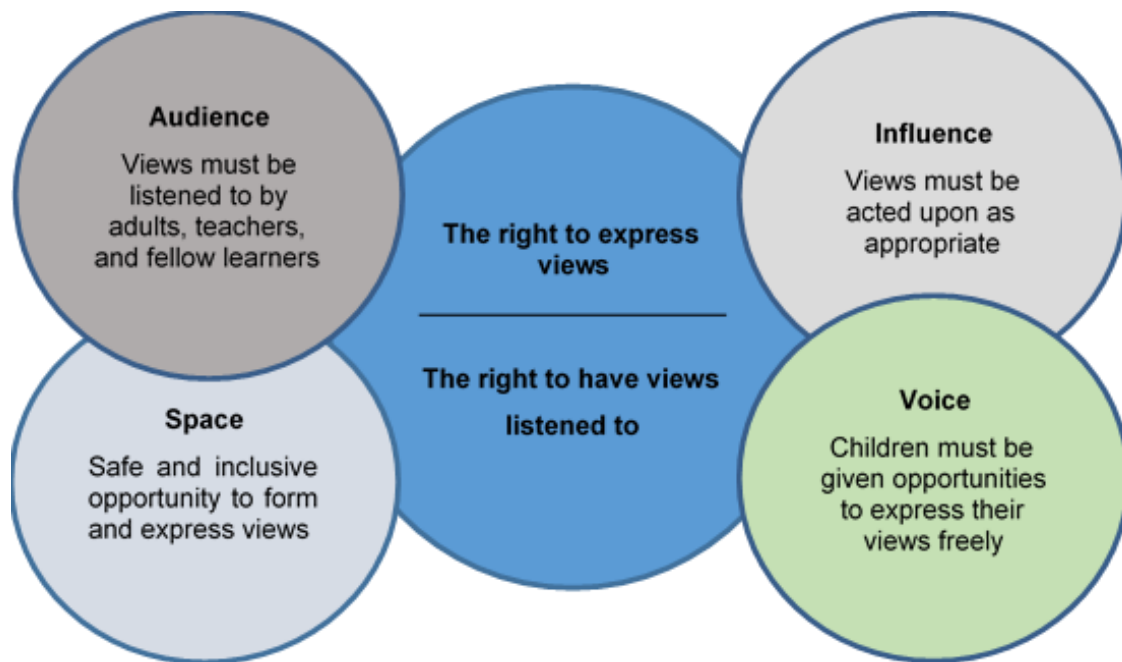


Figure 2.2: The four factors of the voice model as adapted from Kellet (2011:6) and Welty and Lundy (2013:2)

The first factor necessary for involving children in expressing their views is the space factor. Welty and Lundy (2013) see space as a prerequisite for meaningful engagement for children where opportunity for involvement must be created. This entails that teachers are proactive in providing for, encouraging and facilitating children to express their views in safe spaces without fear of reprisal (Kellet, 2011).

Voice, the second factor, is best developed through creating opportunities that reflect children's local needs, interests and children's preferred way of engagement so that children's voices do not simply reinforce adult perspective (Kellet 2011). The voice factor entails that every child has the right to express his/her views freely (Welty & Lundy, 2013). During this stage, children may need help from the researcher to guide them to engage through the sharing of views (Welty & Lundy, 2013). In order to facilitate the formation and expression of children's views, opportunities to facilitate Futures in Education can be created. Adults can draw upon various formats such as doing a talk about what they hope for the future or are afraid of; writing a letter to the president asking him to change features that they are scared of; form of art or any other media of the child's choice such as a painting, drawing or doing a collage (Welty & Lundy, 2013). These formats collaborate with ideas discussed in Section 2.3.2, where Holden (2007) and Landsdown (2011) view opportunities such

as drama, group work, poetry, pictures, photographs and role play as effective measures of opportunities for effective engagement with children. In addition, one may consider the following questions as posed by Welty and Lundy (2013):

- Do children have the information they need in an appropriate format to enable them to form a view about their preferred future?
- Have children been given a range of options as to how they might choose to express their opinion?

The third factor deals with audience. There is a need to ensure that children have an appropriate audience so that their views are listened to by those who make decisions, such as teachers and other role players involved in education (Welty & Lundy, 2013). Children can express their views verbally and non-verbally. Adults need to know how to interpret their verbal and non-verbal cues (Kellet, 2011). The voice model ends with influences, where adults need to find ways of ensuring that they do not only listen to children, but that they take children's views seriously (Welty & Lundy, 2013) and that they act upon children's views (Welty & Lundy, 2013). Meaningful engagement and participation with children through providing the space, encouraging their voice and providing an audience that will listen to them, will empower children as effective agents of change in their education and beyond (Welty & Lundy, 2013).

2.5.3 Emergent theoretical framework

As mentioned above, the study will draw on the ecological systems theory of Bronfenbrenner and Lundy's voice theory. I decided to incorporate the above theories to create an emerging theoretical framework, since I am of opinion that children are influenced by their environment and that role players involved with early childhood education need to know how children experience their environment.

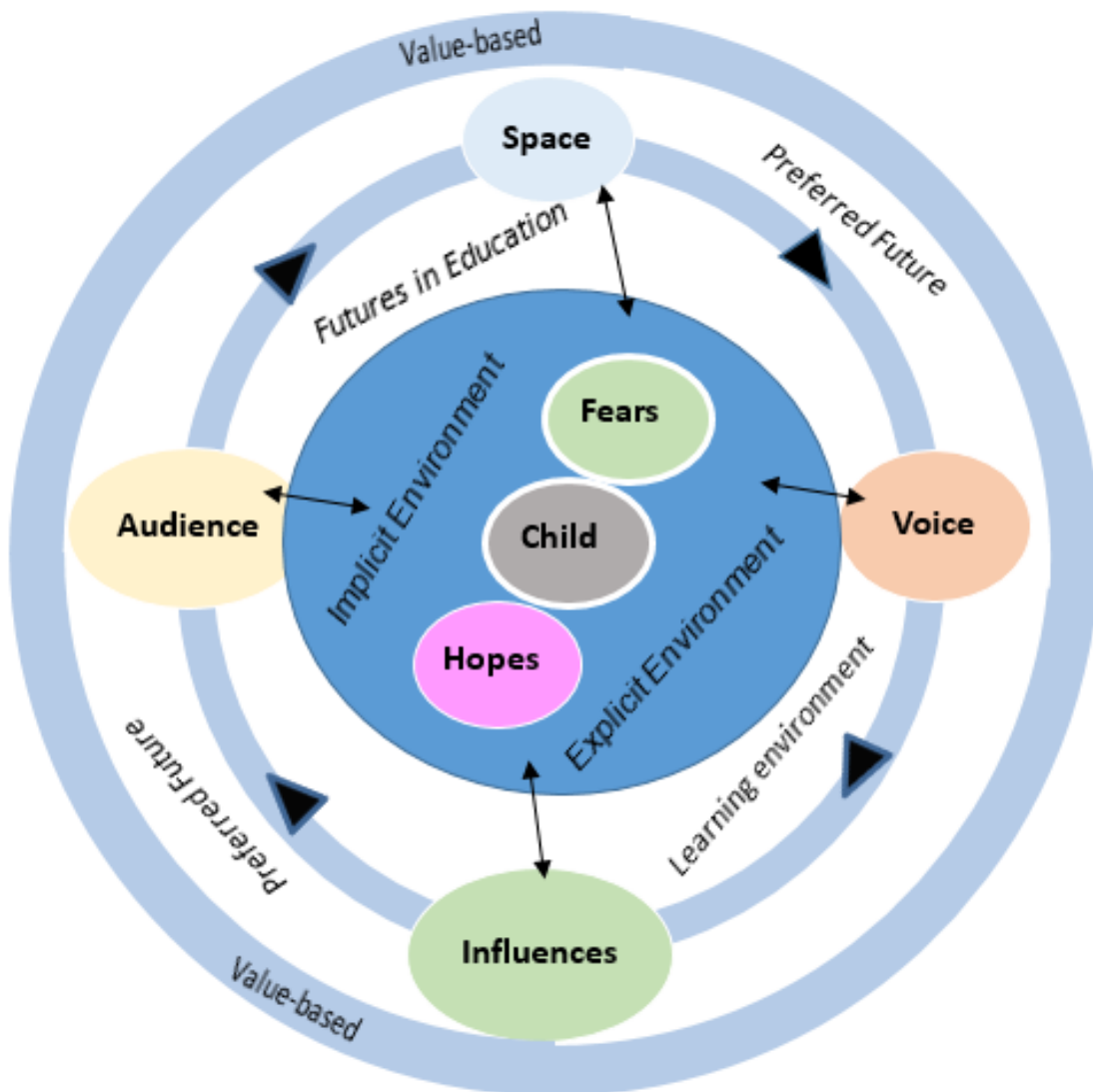


Figure 2.3: Emergent theoretical framework: Factors contributing towards child engagement in Futures in Education

The figure above resembles the emergent theoretical framework. The child is central in the system, where hopes and fears are developed through implicit and explicit environments as proposed by Bronfenbrenner. A learning environment must be created that supports Futures in Education through applying Lundy's voice model, which includes four factors namely space, voice, audience and influence. It is only through engaging with children that role players in education can become aware of children's hopes and fears for their preferred futures. Preferred futures are seen as value based, as shown by the outer circle.

2.5 SUMMARY

The literature study provided information on the right of children to be listened to and that this right is not always met, as children express the desire to be listened to. In addition, the literature review focused on exploring children's hopes and dreams in different countries. What became evident throughout the literature review was that limited research on children's experiences with regard to hopes and fears were done both internationally and in South Africa. Furthermore, the literature study directed me towards the design of the theoretical framework, as it became evident that children's living environment and context play a role towards their hopes and fears for their future in South Africa. In the next chapter, Chapter 3, the paradigmatic perspectives, research design, data collection methods and data analysis will be discussed.

CHAPTER 3
RESEARCH DESIGN
ON ROUTE TO UNLOCKING CHILDREN’S RIGHT TO BE HEARD

3.1 INTRODUCTION

Chapter 3 discusses the research design used in the study to gain an understanding of grade 3 children’s hopes and fears towards their future. Firstly, the selected paradigmatic perspective used in this study is presented, as paradigms function as a lens through which reality is viewed (Athanasou & Maree, 2012). Thereafter, the research design is discussed against the background of the purpose of the study, in order to validate the choices made. The chapter then describes the sampling of participants, research methods, techniques, instruments and data analysis, process and procedures used (Rule & John, 2011). In the next section of the chapter, the ethical considerations that was followed in the study are explained. The chapter concludes with a description of strategies used in order to enhance the trustworthiness of the study. The following figure is an outline of the contents of Chapter 3.

Table 3.1: Outline of Chapter 3

TITLE:THE CONTRIBUTION OF CHILDREN’S HOPES AND FEARS TOWARDS FUTURES IN EDUCATION			
PARADIGMATIC PERSPECTIVES	RESEARCH DESIGN	DATA COLLECTION METHODS	DATA ANALYSIS
<ul style="list-style-type: none"> • Qualitative paradigm • Interpretive paradigm 	<ul style="list-style-type: none"> • Case study 	<ul style="list-style-type: none"> • Individual interviews; • Focus group interviews; • Observations; • Visual methods: <ul style="list-style-type: none"> ○ collages; ○ drawings; ○ narratives e.g. paragraphs and sentences; • Field notes. 	<ul style="list-style-type: none"> • Thematic analysis

As a former foundation phase teacher, I have an interest in children's views and opinions regarding their hopes and fears for their future in South Africa. I am of the opinion that we as adults do not listen enough to what children are telling us. Children are often silenced as opposed to be given the opportunity to raise their voice. This particular interest gave rise to one of the most important component of a study, namely the main research question (Bordage & Dawson, 2003; Farrugia, Petrisor, Farrokhyar & Bhandari, 2010). The research questions that guided the study are as follows:

3.1.1 Main research question

The main research question for this study was:

- How can young children's conceptualization of their hopes and fears contribute to Futures in Education?

3.1.2 Secondary questions

The following secondary questions were used to answer the main research question:

- What are hopes expressed by young children?
- What are fears expressed by young children?
- What factors contribute to shape young children's hopes and fears?

3.2 PARADIGMATIC PERSPECTIVES

3.2.1 Qualitative paradigm

Mason (2002) proposes that a wide range of dimensions of the social world, which embraces everyday life, understandings, experiences and imaginings of research participants, can be explored by using qualitative research. One of the greatest strengths of qualitative research is therefore the richness and in-depth descriptions obtained from the phenomenon under study (Maree, 2007). Using a qualitative approach allowed me to investigate a certain social phenomenon in order to gain a deeper understanding (Ivankova, Creswell & Plato, 2006; Nieuwenhuis, 2007). I attempted to gain an understanding into the hopes and fears that grade 3 children have for their future. Landsdown (2011) states that when children are given time and opportunity, it becomes evident that children have perceptions, opinions,

experiences and understandings regarding matters that contribute towards their hopes and fears for their future in South Africa. Through providing children time and opportunity to express their opinions regarding hopes and fears, I acknowledged their right to be listened to. It is this right to be listened to that is acknowledged throughout this study. In order to adhere to this right, it was important to me as the researcher that children were granted opportunities to express their views in different ways in order to gain rich and in-depth data.

Using the qualitative approach or paradigm as a means to collect data lead to interaction with and observation of participants in their natural setting, namely the children's school and classroom environment (Nieuwenhuis, 2007). Creswell (2003) mentions that, within qualitative research, the researcher relies on the views of the participants and collects data consisting largely of words. Denzin and Lincoln (2005) maintain that when a qualitative approach is followed, the researcher becomes an observer within the world, while making the world visible for interpretation through representations such as interviews and conversations. The use of certain data collection methods embedded within qualitative research, enabled me to create mental images of the phenomenon being studied and to bring the complexity thereof to life (Hancock & Algozine, 2006).

As the researcher, I played an influential role in the collection of the anticipated data during qualitative research and hence I may be viewed as a "research instrument" in the course of the research process (Maree, 2007). My role as a "research instrument" became evident when collecting data for example at school 1, as I had to adapt my planned activities, in order to meet the needs of the children. As illustration for this, during my first contact session with the children, it became evident, that their literacy was below average, and hence some found it difficult to write a long paragraph as a narrative on their wishes for when they are grown up and on their fears of growing up. I adapted the activities by guiding them to completing sentences such as "When I am grown up, my wish for South Africa is..." or "I am scared to become an adult because...". It was indispensable that the voices of the children be heard on both these questions, as they provided me with data on their hopes and fears for South Africa as to when they are adults.

A qualitative research design was selected for the purpose of this study, not only on the basis that the researcher acts as an instrument within the data collection process, but also becomes an observer in order to gain in-depth understanding of the phenomenon being studied. McMillan and Schumacher (2010) established nine characteristics that are embedded within most qualitative studies. Table 3.2 indicate how these nine key characteristics featured in my study.

Table 3.2: Integration of the key characteristics of qualitative research (McMillan & Schumacher, 2011)

CHARACTERISTIC	INTEGRATION IN STUDY
Natural settings	<ul style="list-style-type: none"> School context and classrooms of grade 3 children.
Context sensitivity	<ul style="list-style-type: none"> Adapted data gathering techniques; Meet the literacy level of the grade 3 children; Took time constrains into context.
Collect data directly	<ul style="list-style-type: none"> Data was collected through: <ul style="list-style-type: none"> visual methods, focus-group interviews; individual interviews.
Rich narrative description	<ul style="list-style-type: none"> Gained rich data through a variety of data gathering techniques; Descriptions generated from narratives, collages and written work; Interviews were recorded and transcribed.
Focus on the <i>how</i> and <i>why</i> of behaviour	<ul style="list-style-type: none"> Focus of the study was on how do grade 3 children envision their future in South Africa.
Inductive data analysis	<ul style="list-style-type: none"> Worked progressively through the data; Gained a holistic picture and better understanding towards how the grade 3 children envision their futures.
Use the perspectives of the participants	<ul style="list-style-type: none"> Participants' views and opinions were listened to.
Emergent design	<ul style="list-style-type: none"> Research design was not static; Changes and adaptations made retrospectively to accommodate the context and the school after the initial planning of data collection methods.
Understanding and explanation of a complex phenomenon.	<ul style="list-style-type: none"> Hope and fear are both complexed phenomena with different facets, Impossible to "account for all of the complexity" (McMillan & Schumacher, 2010) within this phenomenon.

Table 3.2 delineates that using qualitative research was the most appropriate design for this study. Since this study was undertaken in different primary schools in South

Africa, the concept of “emergent design” allowed me to deviate from the initial plan (Creswell, 2003). This deviation is elaborated on in Section 3.3.1.3 where the adaptation on the textual data is explained. Additionally, an investigation of the phenomenon took place within the naturalistic context of the participants, being the school and classrooms of the grade 3 children. Due to the large number of children at school 1, one of the grade 3 teachers assisted me with maintaining discipline. This action safeguarded the notion of the natural setting. This investigation assisted me to allow the participants to be heard and not silenced, bringing forward data rich in descriptions of their hopes and fears for their futures in South Africa. The data was obtained through written work (narratives) such as a paragraph on their hopes and fears, a letter to the president and a collage. Individual interviews were done with some of the participants, in order to gain clarity on phrases or words that I did not fully understand or wanted to know more of. After completion of the collages, focus group interviews were held with the participants, providing them with the opportunity to elaborate on their artefacts such as drawings or pictures, words and phrases on their collages. Hence a better understanding of the views of the participants were obtained (McMillan, 2010; Creswell, 2003; Nieuwenhuis, 2007).

3.2.2 Interpretative paradigm

An interpretative paradigm assisted me with this qualitative research project as interpretive studies assume that people create and associate their own subjective and inter-subjective meanings as they interact with the world around them (Orlikowski & Baraudi, 1991). This is consistent with Orlikowski and Baraudis (1991) and Cohen, Manion and Morrison (2007) who claim that interpretivism as a paradigm that endeavours to “understand and interpret the world in terms of its actors”. Nieuwenhuis (2007) accede with the above-mentioned statement, as he defines that the aim of using the interpretative paradigm is to gain a deeper understanding of the research participants' perceptions, experiences and opinions. These perceptions, experiences and opinions commence from participants' real and direct daily experiences (McMillan, 2004).

The reason for choosing the interpretivist as the lens through which I view the study, is based on how I perceive reality (Nieuwenhuis, 2007). As an interpretive researcher, I am of opinion that an individual does not live in isolation, a person's

reality is socially constructed and meaning to one's world are given through one's interaction with people (Rea & Parker, 2006). Another benefit of conducting this study within the interpretivist paradigm is that it is in line with the theoretical framework chosen for the study, namely, Bronfenbrenner (1979). Creswell (2003) mentions that when working from an interpretivist paradigm, one tends to rely upon the participants' views of the situation being studied and recognises the influence of participants' own background and experiences. Yanow and Schwartz-Shea (2011) elaborate on Creswell's view, by mentioning that participants' background, experiences and views influence how they view the world they live in.

The interpretivist seeks to understand a particular context, and the main belief of the paradigm is that reality is socially constructed (Merriam, 2009). According to Willis (2007), diverse people have different perceptions. Through the use of a interpretivists' view, a more inclusive model is used as these multiple viewpoints of individuals are accepted (Than & Than, 2015). Hence, the interpretive paradigm can accommodate multiple perspectives and versions of the truth, as there is no single truth (Than & Than, 2015). The interpretivist approach will therefore allow me to interact closely with the child participants in order to gain insight and form a clear understanding of their perceptions with regard to their hopes and fears and how this data can contribute to Futures in Education and society.

3.3 RESEARCH DESIGN

Mouton (2006) views the research design as the plan or blueprint of how you intend to conduct research. The research design specifies which theories, methods and techniques one will use during the research study (Hartell & Bosmann, 2016). It defines the type of participants to be used within the study in order to collect the relevant data, which will lead to an in-depth understanding of grade 3 children' hopes and fears for their futures in South Africa. The selected research design, being a case study research, is congruent with my philosophical assumptions and is viewed as most appropriate for the generation of data required to answer the research questions posed (Nieuwenhuis, 2007:70). The next section describes a case study as research design for this enquiry and includes the selection of the participants, the data collection methods and strategies and the data analysis. Ethics, informed

consent, voluntary participation, confidentiality, anonymity and privacy are also given due consideration.

3.3.1 Case study research

Baxter and Jack (2008) define a case study as an in-depth study of a bounded system. Rule and John (2011:4) support Baxter and Jack (2008) in that a case study is an in-depth study, as they view it as a “systematic and in-depth investigation of a particular instance in its context in order to generate knowledge”. According to Hancock and Algozzine (2006), a case study refers to conducting an empirical investigation of a contemporary phenomenon within its natural context. Baxter and Jack (2008) maintain that a case study ensures that the phenomenon or issue is explored through a variety of lenses. This allows for multiple facets of the phenomenon to be revealed and understood. Thus, an understanding is gained on how the case influences and is influenced by its context through using multiple data sources (Hammersley, Foster & Gomm, 2000; Yin, 2009). This understanding of how the case is influenced by its context, stand in relation to Bronfenbrenner's ecological systems theory, which was used as theoretical framework for this study.

Case study research can be exploratory of nature, and therefore it is essential to collect data from multiple sources such as document analysis, interviews and field notes (Hancock & Algozzine, 2006). The use of multiple sources of data therefore assisted me in the triangulation of findings within the study (Rose, Spinks, Canhoto, 2015). To collect the data required, I made use of document analysis, interviews, focus-groups and field notes. Thus, by using case study research, I could design numerous data collection methods and procedures in order to generate multiple sources of evidence and textual data. Baxter and Jack (2008:554) state “Each data source is one piece of the ‘puzzle’, with each piece contributing to the researcher's understanding of the whole phenomenon”. The case study design by means of using multiple sources of data, provided me with the opportunity to investigate and gain in-depth understanding of grade 3 learner's hopes and fears within an environment that is familiar to them.

Within the interpretivist paradigm, the case study offered a multifaceted understanding of participants' hopes and fears for their future, as Nieuwenhuis

(2007) points out that a case study offers multi-perspective analysis and opens the possibility of giving a voice to the powerless and voiceless. Subsequently a case study deals with the present world that the participants live in and represent reality (Cohen, Manion & Morrison, 2007). For that reason, I applied a case study as a research design as it enabled me to work on a personal level with the participants and consequently explore their feelings and perceptions regarding their hopes and fears for their future in South Africa (Reason, 2006). Furthermore, Yin (in Baxter & Jack, 2008) mentions that a case study is best to be used for answering ‘how’ and ‘why’ questions. Using a case study as research design was the most appropriate approach, since the main research question was: How can young children’s conceptualization of their hopes and fears contribute to Futures in Education?

Stake (2003) distinguishes two broad categories of case studies, namely intrinsic and instrumental. Rule and John (2011) also distinguish between intrinsic and instrumental by clarifying that intrinsic deals with the interest in the case itself and to understand particular conditions, whereas an instrumental case study examines the case in order to explore a broader issue. The goal of this research was to obtain in-depth knowledge to better understand the hopes and fears of grade 3 children, and therefore an intrinsic case study design was used (Rule & John, 2011).

I acknowledge that case studies have advantages and limitations. The advantages of choosing a case study as a research design are summarised in Table 3.3.

Table 3.3: Advantages of a case study (Joubert, 2016:136-137)

ADVANTAGES	DEPICTED IN STUDY
Versatility	The adaption of data collection methods in the study in order to suite the literacy levels of the participants.
In-depth understanding	Allowed me to focus on the uniqueness and complexity of the case in order to understand the hopes and fears of grade 3 children.
Manageability	Time was limited at the schools and a case study allowed me to manage time in such a way that I could explore the case in-depth.

The most important advantage of using a case study was that it allowed me, as the researcher, to examine a particular instance in a great deal of depth (Rule & John, 2011). Furthermore, within a case study the designing of methods is not rigid, as the phenomenon and relevant events can influence the research process (Hartell & Bosmann, 2016). A further strength of using a case study, was the use of multiple

sources, methods of data collection and techniques within the data gathering process (Nieuwenhuis, 2007). The use of individual interviews, focus-group interviews, collages, written work such as a letter to the president, paragraphs on hopes and fears enabled me to design activities for children, which brought forward narratives as relevant data.

Despite these advantages, case studies have limitations (Sainal, 2007). The main limitation of a case study is that it depends on a single case or cases and it is therefore claimed that case study research is not sufficient of providing a generalising conclusion (Nieuwenhuis, 2007). However, the ultimate goal of case study research is not generalisation, but to gain greater insight and understanding of the phenomenon being studied. The case study design offered a platform where I explored and investigated the reality of children's hopes and fears towards their future (Joubert, 2016). My personal involvement with the case, could lead to me becoming biased, as my own subjective feelings can influence the case study (Joubert, 2016 & McLeod, 2008). When conducting this study, I made sure that I reflected my opinions within the field notes in order to be objective.

3.3.1.1 *Sampling: Selection of research site*

Participant selection and the selection of the research site as unit of analysis should have a clear rationale and fulfil a specific purpose related to the research question (Clearly, 2014). Therefore, the study employed purposive sampling for the participants were selected according to preselected criteria relevant to the particular research question (Nieuwenhuis, 2007). Cohen et al. (2007) explain that purposive sample is a sample that is satisfactory to the researcher's specific needs. I chose two government primary schools, based in different provinces in South Africa. These schools were chosen as they met the needs of obtaining a sample from which I could seek the required data (Merriam, 2009) in order to gain in-depth understanding into the hopes and fears children have for their futures in South Africa. In addition, the two primary schools assisted me to provide a more comprehensive view on children's hopes and fears. The following purposive sample selection criteria were applied:

Table 3.4: Purposive sample selection criteria

SAMPLE	SELECTION CRITERIA
Primary schools	Grade 3 forms part of the primary school.
Government schools	Government schools are divided into different quintiles which are based on the relative socio-economic status or wealth of the school’s surroundings.
Different provinces with similar circumstances regarding aspects such as poverty etc.	Gauteng being the smallest province and the Northern Cape being the largest province.

With the selection of the research sites and unit of analysis, it was important to bear in mind that South African schools are divided into different quintiles. I chose different quintile schools in order to ensure a wide variety of participants who represents the diversity found within South African schools with regard to language, culture and socio- economic circumstances. A quintile is an indication of the socio-economic status of the school and therefore schools are ranked according to the poverty of the school community (Van Wyk, 2015).

Schools in the poorest communities are classified as quintile 1 and schools serving the wealthiest communities are classified as quintile 5 (Ally & McLaren, 2016). Concerns have been raised about the manner in which schools have been classified into quintiles (Ally & McLaren, 2016). The classification is based on the socio-economic conditions of the surrounding community rather than on the circumstances of the children attending the schools. Ally and McLaren (2016) further indicate that schools are wrongly classified into quintiles, as they primarily serve poor learn children in areas adjacent to wealthier neighbourhoods. The quintile system ignores the reality of informal settlements moving closer to wealthier areas, or children who travel from poor areas to better-resources schools. A school can be classified as quintile 5 despite the majority of children attending the school being from low-socio economic households. This scenario is evident at the primary schools chosen for this study.

The primary school in Gauteng, Pretoria, is ranked as a quintile 5 school and receive at least R203 state subsidy per child (Ally & McLaren, 2016). However, the majority of children in this school comes from informal settlements or their parents work at neighbouring businesses. On the other hand, the primary school in the Northern Cape Province is ranked as a quintile 2 school and receives R1,175 per child per year. These children come from child headed household or stay with their grandparents who rely on grants given by the South African Social Security Agency (SASSA).

One of the shortcomings of a case study is that the selected sample cannot be seen as representative of the entire population (Nieuwenhuis, 2007). In order to enhance transferability of the study, the accumulation of findings on grade 3 children’s hopes and fears for their future in South Africa was staged in different research sites, applying to selection criteria (Shenton, 2004). Through the use of two different types of primary schools in different provinces, a more inclusive, overall picture was gained, and the results could be transferred to other contexts with other respondents (Shenton, 2004; Anney, 2014). The following table provides a summary of the primary schools that were selected as research sites as units of analysis.

Table 3.5 Summary of primary schools selected as research sites

RESEARCH GROUP	PROVINCE	QUINTILE	PARTICIPANTS	MALE	FEMALE	LANGUAGE OF LEARNING AND TEACHING
Group A	Gauteng Province	5	73 Grade 3 children	32	41	English
Group B	Northern Cape Province	2	33 Grade 3 children	17	16	Afrikaans

In order to provide an overall picture of the study, I aimed to provide rich descriptions of the case and its context by providing extracts from the data analysis (Rule & John, 2011). Further, I made use of comparative analysis, where the findings of both primary schools were compared in order to identify themes that are substantial or not for both schools across the two provinces.

South Africa is divided into nine provinces. According to their size, these provinces are the Northern Cape, Eastern Cape, Free State, Western Cape, Limpopo, North-West, KwaZulu-Natal, Mpumalanga and Gauteng. As mentioned earlier, Gauteng and the Northern Cape was selected as research sites. Gauteng being the smallest province with an unemployment rate of 28 percent in the second quarter of 2016 (STATS SA) and the Northern Cape as the largest province in South Africa, with an unemployment rate of 43 percent. These two provinces have similar environments such as violence, poverty, and lack of access to proper housing.

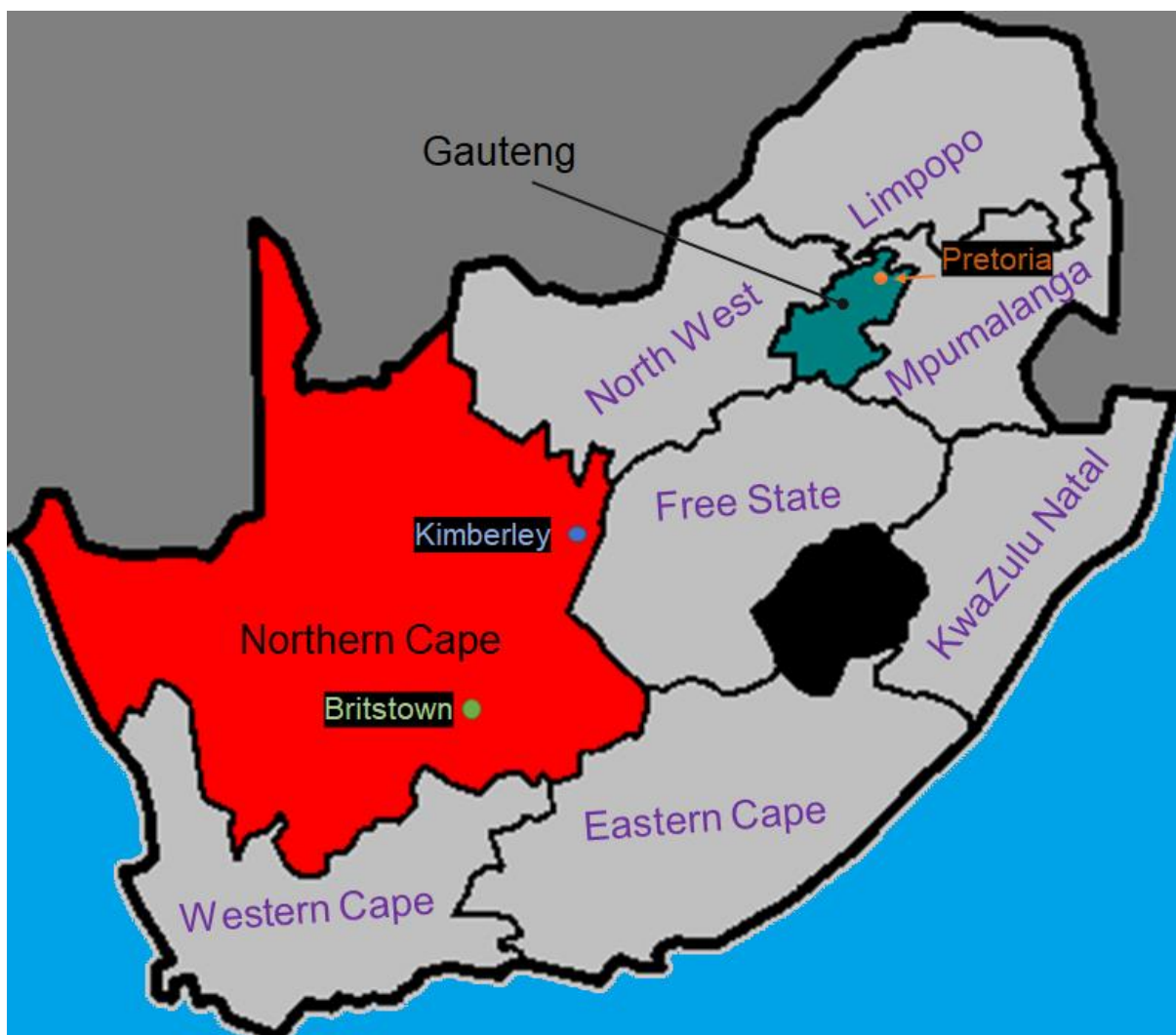


Figure 3.1: Map indicating Gauteng and Northern Cape

Due to extra mural activities at the school in Gauteng, I had to conduct four contact sessions at the school compared to the two sessions at the school in the Northern Cape. Table 3.6 summarises the attributes and main features of these schools.

Table 3.6: Main features of the schools

RESEARCH GROUP	PROVINCE	MAIN FEATURES
Group 1	Gauteng	<ul style="list-style-type: none"> • School is an ex-model C school. • The language of learning and teaching is English. • English is not their home language. • The majority of children was Black. • School is a quintile 5 school. • Majority of parents are below the middle-income group.
Group 2	Northern Cape	<ul style="list-style-type: none"> • The school is a quintile 2 school. • Language of learning and teaching is Afrikaans. • Majority of parents or caregivers are unemployed. • Families are illiterate. • Child headed household. • Fatal Alcohol Syndrome is prominent under the children. • The majority of children was Brown and Black.

3.3.1.2 Selection of participants

Hancock (1998) points out that qualitative sampling techniques are concerned with seeking rich information from a specific group in the population. Henning (2004) supports this when mentioning that in selecting research participants, the driving consideration behind the selection, should be getting relevant people who can talk about their experiences, and in the process, provide rich data.

I chose non-probability, purposive sampling to select the participants for the proposed study. This method is used where the participants are identified with a specific purpose in mind (Maree & Pietersen, 2007). The participants were chosen from different schools and quintiles in order to ensure that a variety of participants are included within the sample, who would be representative of the majority of children in South Africa in order to gain in-depth understanding through exploring how children in South Africa view their futures.

These participants were deliberately chosen based on exact characteristics in order to develop a sample that was large enough to be trustworthy yet possesses the required traits. The following criteria were used to select the participants:

- The participants must be in grade 3, within the foundation phase.
- Participants must be in government schools, as government schools are divided into quintiles.
- Participants must be able to understand English or Afrikaans, as I am not capable to speak nor understand languages spoken by the participants in an African language (with regard to school 1 in Pretoria).

The proposed schools were however different in many ways and embody the diversity found in the South African population, with regard to race, culture and socio-economic environments. The socio-economic environment represented by the school includes children out of low-income environments and middle working class. The sample for this study was grade 3 children in the foundation phase at two primary schools in South Africa. One of these primary schools was situated in the northern suburbs of the large Tshwane Metropole (of Pretoria) and one primary school in the Northern Cape. It was decided to use schools in different provinces, in order to enhance the trustworthiness and triangulation of data within this study. An additional reason for using schools in different provinces, was to make sure that the voices of the children across a broader spectrum was captured. Unfortunately, due to financial and time constraints, I could not research schools from all the different quintiles in all of the nine provinces in South Africa.

Through using schools in different provinces and quintiles, I anticipated to capture hopes and fears of children from different environments within South Africa. The school in the Tshwane Metropole is based within the city, where parents are literate and where the school is ranked in quintile 5, meaning that it is a well-resourced school. The school in the Northern Cape, is a quintile 2 school, meaning that they are under resourced and depend on funding by the Department of Basic Education. The caregivers of the children attending the school are in most cases the grandparents. Furthermore, the caregivers of these children are mostly illiterate, farmworkers or unemployed.

I decided on grade 3 children because they are in the last grade of the Foundation Phase, which is the first phase of school in South Africa. Joubert (2008) mentions that another advantage of working with children in grade 3 is that they are the most mature group of the very young children. Taking into consideration the types of data collection strategies used, grade 3 children were the age group most appropriate for participating. According to The Washington State Department of Early Learning (2012), Grade 3 children are able to write a story within the context of their family, culture and environment and that they have a desire to have a more in-depth conversation. The children are also able to work cooperatively with peers in small groups and show understanding that there are different points of views among their peers.

3.3.1.3 Data collection methods

Seabi (2012) refers to data collection as the bits and pieces of information found within the environment. Being a former foundation phase teacher myself, I knew that for active engagement in the study, engaging and creative activities had to be planned. Through using a qualitative and interpretivist paradigm, I was able to employ a diversity of data collection strategies (Hartas, 2010) which enabled the collection of the most relevant information regarding grade 3 children's hopes and fears for their futures in South Africa. In light of this, I made use of observations, individual and focus group interviews, visual methods and field notes in order to gain a better understanding into the hopes and fears that grade 3 children have for their futures in South Africa.

As mentioned in Section 3.3.1.2, the majority of children at school 1 was Black and even though English was their language of learning and teaching (LOLT), I realised early on that most of them had poor literacy skills with regard to creative writing in producing narratives. This realisation necessitated that I adapt some of their data collection strategies as the textual data gained were beneficial for the research.

Table 3.7 provides an outline of the various data collection strategies, the advantages, challenges of these strategies, adaptations made to address these challenges within the study. Subsequently, each data collection method is discussed in more detail.

Table 3.7: Summary of qualitative data collection methods

DATA COLLECTION STRATEGY	TYPE	ADVANTAGES	CHALLENGES	ADDRESSING CHALLENGES
Observation	Observe participants	Observe participants in natural environment	Can be biased	Write down observations in field notes
Interview	Individual	Enabled me to gain clarity regarding certain features	Children reluctant to talk to me as researcher alone	Use probing techniques
	Focus group	Obtain more detailed information	Discussions can be long and meaningless Participants may speak everyone at the same time	Adhere to time allocation by setting my cell phone for 5 minutes left Stipulate rules for discussion raise your hand for talking
Visual methods	Narrative through writing and collage	Children could express their thoughts	Literacy levels of children varied	Altered the writing of a paragraph to complete the sentence 'i am scared to become a grown up because...'
Field notes	Written field notes	Eliminate personal bias Express emotions Record observations and personal reflections	Researcher subjectivity	Co-referencing and triangulation between other data

3.3.1.3.1 Observations

According to Yin (2013), direct observation is the most common method for data collection in case study research. I observed grade 3 children in their school environment after second break. Participant observation enabled me to observe what the grade 3 children were doing and how they were doing it within the given context (Dedding, 2008). McMillan and Schumacher (2006) support Dedding, by stating that participant observation enables the researcher to gain insightful information through viewing children’s actions, non-verbal cues and language used when participating in activities.

I observed the interactions between the participants as they created the artefacts of visuals by creating collages and the focus-group interviews which followed on their explanations of their collages which were done in small groups (Creswell, 2003). I did not aggressively look for actions, non-verbal cues and language use, but rather went into the school environment and observed what was taking place before deciding on the significance thereof (Cohen et al., 2005). This was written as field notes which created textual data. During their first visit at school 1, I wanted to detect the child's awareness of what is happening in the world around them. By asking the question "Can you tell me what was in the news last year or this year?" I observed that the majority of the children got excited and one mentioned the principal who wanted to increase the fees, but the children said no. The child went on to describe that they vandalised universities. This was like a flint, and within a blink of an eye children were talking. I observed that a number of the children became angry when they talked about people dancing in the streets, and other children would correct them and say that they were not dancing but toi-toi'ing (protesting). Therefore, the advantage of using observation was that I could gain first-hand information regarding children's viewpoint on important news features.

Observation of children engaging with their activities regarding their hopes and fears for their future was done. The observation was indirect as the grade 3 children were not aware that they were being observed. I observed that the children talked to each other regarding their hopes and fears for when they are adults, and supported children who battled with spelling. I did not make use of an observation schedule as I wanted to observe the children's unexpected behaviour and interaction between each other. These observations lead to valuable insight towards understanding the study. These findings are discussed in the following chapter.

3.3.1.3.2 Individual interviews

Individual interviews with children assisted me to explore their views and experiences on specific matters that arise during the data collection (Gill, Stewart, Treasure & Chadwick, 2008). Individual interviews were particularly useful where children wrote narratives about their fears for South Africa. During the analysis of their written work, several girls mentioned that they are scared of their future, for they might be raped. This was a matter which I wanted to investigate further. As rape is a

sensitive topic, individual interviews were used to address this, for it is an appropriate method for exploring sensitive topics (Gill, Stewart, Treasure & Chadwick, 2008).

I made use of semi-structured interviews, where open-ended questions were asked, as it took on the form of a conversation with the intention of exploring the child's views, ideas, and attitudes around certain aspects that came to light during the written and visual activities. This created an open space where the children felt more at ease to talk to me.

Since the subject matter was children, the research setting was considered with particular care, awareness and sensitivity in order to create a setting where the children felt comfortable, both physically and emotionally (Punch, 2002). Landsdown (2011) provided examples of support that one can give to children to help them to express themselves. These examples were used as prompts or instruments to assist me with collecting data. Examples such as collages, drawings and writings were used as activities to create artefacts in an environment where children feel comfortable, in order to express themselves as participants in the interview in a creative manner.

Individual interviews used children's drawings and narratives where the child had to explain his/her artefact, and this was noted by myself. This took place in the form of semi-structured individual interviews as it was a good way of accessing children's perspectives, opinions, experiences, and meanings and definitions of a situation (Punch, 2005). Due to the poor literacy skills of children in school 1, interviews were done with children who battled to perform tasks that includes writing activities. In order to gain their perspectives, I arranged with the school to conduct interviews with the children, where they were asked questions such as "what are your dreams for when you grow up"?

During the drawing and writing sessions, I walked around and observed what the children wrote or drew. Out of these observations, children with whom I wanted to conduct additional interviews with, were identified. These children wrote down their hopes and fears, which I wanted to gain better understanding of. Some of these fears stunned me, and I wanted to find out if they understood the meaning behind

the words. Furthermore, the interaction between children was observed, and I overheard interesting conversations between the children. As the children were talking, they were asked questions around the topic being discussed. Due to the nature of the semi-structured interviews, the children were open to talk to me and this supported the interviews as data gathering tools.

3.3.1.3.3 Focus-group interviews

I made use of focus-group interviews in addition to individual, semi-structured interviews. The purpose of a focus-group is to facilitate interaction among participants (Rule, & John, 2011). Group dynamics play a significant role because one child can respond to an adult in a way that prompts another child to think about something in a different way (Kellett, 2011). Focus group interviews enabled me to gather a range of responses of the group of children in school 1 and a sense of the diversity of views (Rule, & John, 2011) that provided data rich in detail (Nieuwenhuis, 2007:90). Authors such as Gill, Stewart, Treasure and Chadwick (2008) support the above, for they mention that "Focus groups are used for generating information on collective view and for generating a rich understanding of participants 'experiences and beliefs". Hence, the use of focus groups interviews was an effective way of gathering a range of ideas regarding the collages made by the children (Krueger & Casey, 2009).

Conversely, the methods employed for a focus group with adults cannot be used in the same manner with children (Sinner, Prachazka, Paus-Hasebrink & Farrugia). Each focus group was started with an ice-breaker in order to make the children feel relaxed and to establish an environment within which sharing and listening are valued (Gibson, 2007). I started off by introducing myself again and telling them a highlight of my week. Involving myself in the ice breaker was helpful, as it broke down the adult-child relationship. As I was working with young children, it was important to establish some ground rules, such as avoiding talking at the same time and to raise your hand if you want to attract attention when wanting to speak (Gibson, 2007).

Another challenge with focus groups are that children can be hesitant to talk, as they are scared of giving the wrong answer. Therefore, I emphasised that there is no right

or wrong answer (Gibson, 2007). When working with children, it is important to bear in mind that one would be working with a variety of personalities. At one end of the spectrum there will be the dominant child and at the other end, the reticent child. In order to hear all the child's opinions, it was important that I used monosyllabic probing and verbal and non-verbal language of engagement (Gibson, 2007).

The focus group interviews were done at school as the children are familiar with this environment and more likely to feel most comfortable here (Greene & Hogan, 2013). Another important characteristic to take into consideration was the size of the group. Stewart and Shamdasanie (1990) advise that the optimum size for a focus group is six to eight participants, bearing in mind that each group will have two non-attenders. Krueger and Casey (2009) advise that the group must be small enough in order for all the participants to have the opportunity to share insights and yet large enough to provide diversity of perceptions. Since I did not make use of a research participant, each focus group was composed of seven to eight children arranged in a circle, since this was manageable for me as the researcher (Gill, Stewart, Treasure & Chadwick, 2008).

During the focus-group interviews, I talked to them about what their hopes for their future were and what fears they have for the future. Open-ended questions were used, as the responses to these questions created opportunities where I could use probing to enhance the validity of the data (Creswell, 2003). I asked questions on prompts such as the collages that were made and questions such as "how you think South Africa will look like when you are 21?" Given the importance of maintaining children's concentration, focus groups were no longer than 45 minutes. At school 1, I worked with seven groups and school 2 with three groups. The focus group interviews were recorded with a voice recorder and transcribed at a later stage as textual data. As mentioned in Section 3.3.1.3.1, observations were used during the focus group interviews. The reason being that with focus group interviews, I was able to combine the oral data with the observations (Maree, 2007). The children's actions and non-verbal gestures supported the oral data obtained from the focus group interviews.

3.3.1.3.4 Visual methods

Rose (2014) discussed visual research methods as a method that use visual materials as part of the process of generating evidence in order to explore research questions. Visual images present a powerful collection to gain insight into people's lives and environments (Galvaan, 2007). Another advantage of visual methods is that it assists to sustain children's interest and attention through participating in creative tasks (Bagnoli & Clark, 2010). These creative tasks included that children must draw a picture of what they want to be when they grow up and to make a collage using pictures out of newspapers in order to portray what makes them happy and sad. For the collage, children were provided with a collection of English and Afrikaans newspapers, glue, markers and A3 paper. I communicated to the children that they must identify pictures and phrases that express their idea of their future in South-Africa. According to Rose (2014), almost all visual methods involve communication between the researcher and the participants. This stance became evident as the visual methods, in the form of collages, were discussed at a later stage during focus group interviews. The grade 3 children's art in the form of collages helped me to understand their worldview (Russo-Zimet, 2016). Furthermore, the researcher used the drawings and the collages to evaluate them alongside the data derived from children's written work in order to enhance the data. The use of visual methods is supported by Magno and Kirk (2010) who mention that visual methods might be applied to what is "seen and unseen" within children's art and drawing. The saying of a picture speaks a thousand words became evident with the use of visual methods. The use of visual methods leads to changes within the planned activities, as one activity was to draw what you want to be when you grow up, and later on children were asked to write why they want to pursue this profession. With this, I gained better insight into their preference of occupation, which could later on be tied towards their hopes and fears for their future in South Africa.

3.3.1.3.5 Field notes

Field notes are the written account of what the researcher hears, observes, and experiences and thinks in the course of collecting and reflection on the data in qualitative research (Bogdan & Biklin, 1982). It is done in a research diary and is

meant to be read by the researcher to produce meaning and an understanding of the situation being studied (Cohen et.al. 2008). The use of field notes allowed me to provide a detailed and narrative description of what was observed; especially during interviews and focus group interviews (Sherman & Webb, 2004). It is therefore vital that field notes must be written as soon as one can distinguish between merely recording what has happened and recording one's own actions and reflections.

During this study, I made field notes after every contact session with the children. I wrote down the essential information gained from their observations down in key words, and later wrote them over in full sentences. Reflection was a crucial component in the research process, as it reinforced me to critically question my role as researcher and my relationship with the children (Joubert, 2007).

3.3.1.3.6 Document analysis

In order to understand how the children's hopes and fears can contribute to Futures in Education, I referred to policy documents that came to the forefront during the literature review. The policy documents were the Curriculum and Assessment Policy Statement (DoE, 2011), The Constitution of South Africa (1996), The Children's Act (2005) and the National Development Plan (2012). The purpose for this was to understand what these documents covered regarding hopes and fears, and the influence thereof with regard to Futures in Education.

Curriculum and Assessment Policy Statement (CAPS)

The curriculum is built on the values that inspired the Constitution of South Africa (Act 108 of 1996). In light thereof, education with regards to the curriculum have an important role to play in apprehending the aims as set forward in the Constitution of South Africa. The aims of the Constitution are:

- To heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights.
- To improve the quality of life of all citizens and free the potential of each person.

- To lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law.
- To build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

A parallel can be drawn between the aim of my study and the aims of the Constitution, with regards to establishing a society based on democratic values, social justice and fundamental human rights. In addition, there is also a correlation between improving the quality of life of all citizens.

One of the aims within CAPS (DoE, 2011:4) is to “equip children, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country”. Against the backdrop of the literature review, it becomes apparent that CAPS play an essential role with regard to Futures in Education. One of the underlying principles of CAPS is to encourage active and critical learning. As mentioned in Chapter 2, Futures in Education deals with empowering children to think more creatively and critically toward their preferred future. Furthermore, it aims at producing children that can identify and solve problems through making decisions based on critical and creative thinking. Children must also understand that the world is a set of related systems and that problem solving cannot happen in isolation.

As a former Foundation Phase teacher and also being involved in evaluating student teacher's practical lessons, I know that Life Skills is a subject that does not get the desirable attention. The Life Skill subject is aimed at guiding and preparing children for life by exposing them to a range of knowledge, skills and values (DoE, 2011). Life Skills has been organised into four study areas, Beginning Knowledge, Personal and Social Well-Being, Creative Arts and Physical Education. Personal and Social Well-Being will be the area that corresponds with this study for it addresses issues such as safety, violence and abuse. According to CAPS, children will learn to exercise their constitutional rights and responsibilities together with practicing the values embedded in the Constitution.

Constitution of South Africa

The constitution of South Africa is seen as the foundation on which democracy is built in order to establish a society based on democratic values and fundamental rights, which include the rights of children. Section 28 in the South African Constitution is devoted to children and outlines the rights to which they are entitled to. All children have the right to be protected from any physical or psychological harm that may be caused by maltreatment, abuse and exposure to violence or other harmful behaviour (Republic of South Africa, 2006). Furthermore, it includes the right of children to be protected in times of armed conflict. The Constitution of South Africa also states that the child's best interest must be safe guarded at all times in every matter concerning the child. Against the background of the Constitution, the Children's Act 38 of 2005 was drawn up.

The Children's Act

The main purpose of the Children's Act (2005) is to highlight certain rights of children as contained in the Constitution of South Africa (Republic of South Africa, 2006). One of the most significant rights within the Act is children's right to be heard as it mentions: "Every child that is of such an age, maturity and stage of development as to be able to participate in any matter concerning that child has the right to participate in an appropriate way and views expressed by the child must be given due consideration" (Republic of South Africa, 2006:32). The Children's Act is very explicit that the focus of role-players involved with children must at all times be on what is best for the child. The child's best interest also involves the child's right to be protected from physical or psychological harm. Children may not be exposed to abuse, neglect or violence, nor family violence which involves the child (Republic of South Africa, 2006).

National Development Plan

The National Development Plan (NDP) (2012) specifies the roles that different sectors in society need to play in order to reach the desired destination (Republic of South Africa, 2012). According to Harrison (2012), the NDP are entrenched with values of our Constitution:

- Social solidarity and pro-poor policies

- Non-racialism, non-sexism
- The need to redress the ills of the past

The NDP is a plan for the whole country that aims to eliminate poverty and reduce inequality by 2030. Figure 3.2 provides an overview of the nine areas that will be given due attention as well as the role players that ensure prosperity and equality for all South Africans.

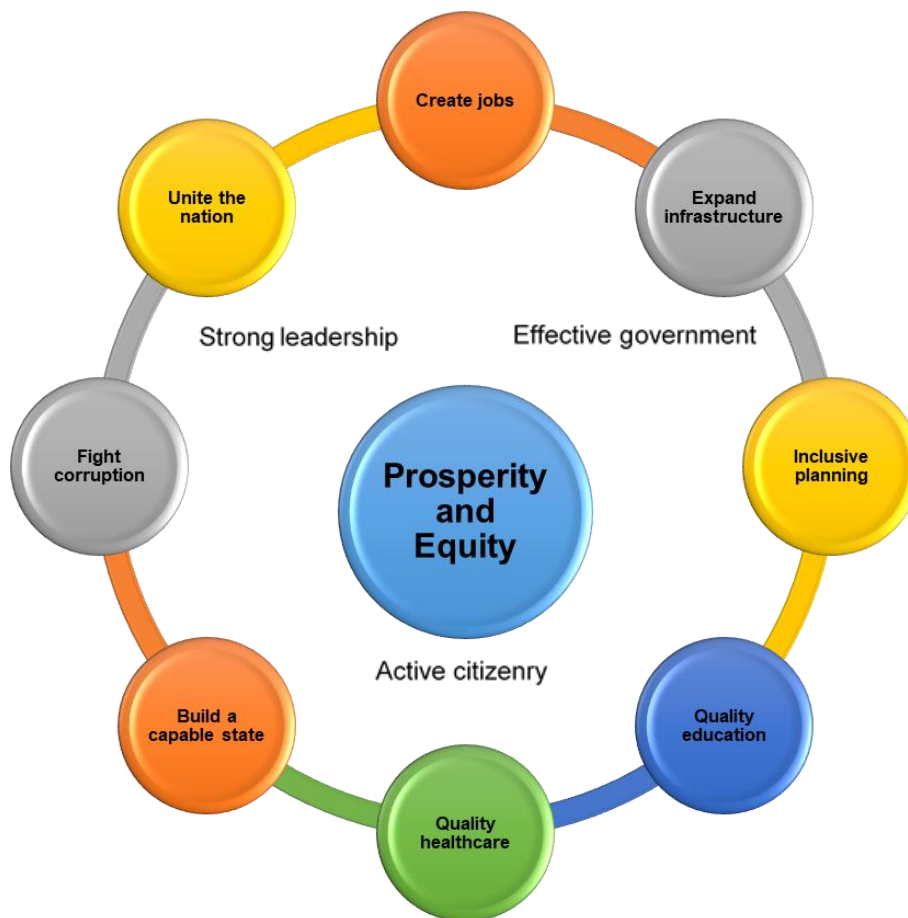


Figure 3.2: Overview of the NDP (Adapted from Harrison, 2012)

One of the objectives of the NDP is that by 2030, people in South Africa must feel safe and have no fear of crime (NDP, 2012). The NDP envisions that all citizens must feel safe at home, school and enjoy an active community live full of fear. Furthermore, service deliveries will be improved in order to be conducive and to ensure that all South Africans receive adequate service delivery. It is envisioned that better service delivery will diminish protest actions, as the rising numbers in protest

actions are due to poor service delivery. Table 3.8 provides a summary of the data collection and data capturing process.

Table 3.8: Summary of the data collection and data capturing

METHOD OF DATA COLLECTION	TYPE	INSTRUMENTS ASSISTING DATA COLLECTION	PROMPT	DATA CAPTURE METHOD
Observation	Participant observation	Researcher observations	None. Natural setting	Field notes
Interviews	Individual interviews	Explain to me why you are scared of ... for your future?	Written work on "I am scared to become and adult"	Transcriptions of interviews
Focus group interviews	Group interview	Discuss the pictures and phrases on your collage as a group	Collage	Transcription of interviews
Visual methodology	Written text	On worksheet	A worksheet where children must complete the following: "I am scared to become a grown up because ..."	The completion of sentences
	Written text/narratives	On worksheet	A worksheet where children completed the following: "When "I am big, I hope for..."	The completion of sentences
	Written text	Letter to the president	Discussion on what children would like to tell the president regarding their futures	Letters addressed to the president
	Drawing	On worksheet	Draw a picture of what you want to be when you grow up and write down why you want to be this person	The drawing of what they want to be when they are adults and the sentences describing their reason for choosing this profession
	Art: Cutting and pasting	Collage	Use the newspapers and cut out pictures and phrases that show your hopes and fears for your futures	

3.3.2 The data gathering process

As mentioned earlier, I visited school 1 four times and school 2 twice during the data gathering process. My contact session at school 1 was four times, since there were 73 participants and more time was needed to collect the data. I also had specific periods in the school time table allocated to me to conduct my study. The contact sessions at school 2 were less, as there were 33 participants which enabled me to facilitate more activities as the principal did not allocate a specific time frame for me. During the first visit to the schools, I explained to the children that they need their help with my studies and it soon became clear by observing their verbal and non-verbal cues that they were eager to help. The next section will report on the data gathering process.

Contact session 1¹ at school 1

For my first contact session at each school, I took the consent forms along. I explained to the children that I am just like them, busy to study and that I needed their support. I started to facilitate the session by asking them to tell me what was in the news last year or this year. A child at school 1 made a comment regarding the fees must fall campaign and I realised, that my insecurity of not gaining the relevant data was futile. This comment made me excited to continue with my data gathering process.

After the introduction, I handed out a paper with the heading 'I am scared to grow up'. I told the children to only write down their age and if they are a boy or a girl. The conditioning of the school environment became apparent, as they wrote their names and surnames. I asked the children to write a few sentences of why they are scared to become an adult. As I walked through the children, I observed that they battled with the task. Some of the children did try to write, but due to poor literacy skills, their spelling and sentence construction was poor. I asked all the children to please stop writing and told them that we are going to address this task in another way to make it easier. I gave them the heading, but as a sentence to complete. If I was unable to understand their writing, I interviewed the children and recorded their explanation

¹ For authenticity, my comments are provided verbatim when describing the contact sessions.

verbatim on their work. This adaptation to the task worked well, and it was used at the second part of the task "When I grow up, I hope for". I was satisfied that this happened, as I could adapt the task for the children at school 2.

I initially planned to do the drawing of the occupation as well, as I perceived that the children will be bored with the writing. Surprisingly, they enjoyed it, and after completion of their task, they talked to their peers about that they do not like the people dancing in the streets, and one asked me "Ma'am what do you call it if they dance in the streets?" Hence, we did not do the drawing, and this task had to stand over to session 2. I was excited about the data, and as I sat in my car, I started to familiarize myself with the data. As I read through the written tasks, I noted that numerous girls noted that they fear being raped. For me, this was shocking that grade 3 girls, knew this term. I made a note that I would like to conduct individual interviews with these girls, to gain clarity on this sensitive topic.

During the first contact session at school 1, I battled with the discipline of the children, as they were a big group. Fortunately, as I returned to the respective classes, one of the teachers asked if it was possible for her to accompany me during the sessions, as she could help with discipline. As I left school 1, the children wanted to know when I will be coming back. These words were reassuring, as it indicated that they enjoyed the session.

Contact session 1 and 2 at school 2

With contact session 1 at school 2, the teacher identified children who was able to read and write. Hence, the number of children were fewer. As my mother-in-law, is a teacher in the town, she is familiar to the children. She explained the task of completing the sentence in such a way that they will understand. Thereafter she asked them to close their eyes and think of what they want to be when they are big. As I observed the writing work, I was shocked to see the poor literacy rate of these children, even though their class teacher identified them as the children who were capable of reading and writing. Children were asked to explain their writing, and this was recorded verbatim.

For contact session 2, I planned that the children must make collages by cutting out pictures, words or phrases that are relevant to their future perspective. Unfortunately,

the children were not familiar with a collage and they ended up looking through the newspapers, talking amongst each other on pictures that were of interest to them. I ended up by asking them "If you page through the newspaper, are there anything that you hope for when you are big?" and "Do you get scared if you page through the newspaper?".

Contact session 2 at school 1

I contacted the class teacher beforehand and asked her if it would be possible to have individual interviews with a few girls as I would like to gain more clarity regarding something they mentioned in their task 1. As the children wrote their names on task 1, I was able to provide her with the names. We agreed that I will come the period before second break, and that she will send the girls to me in the staff room, one by one. I noticed that they were scared and reassured them that they are in no trouble. I would just like to speak to them because they wrote something interesting. Instantly their faces lit up.

During contact session 2, the children were asked to draw a picture of what they would like to be when they are adults. As I observed the children's drawings, I realized that in order for me to truly grasp, the significance of the drawings, the children had to explain why they chose the profession. Furthermore, these explanations could be used to compare findings and enhance the trustworthiness of the study.

After task 3, we moved on to the collage activity. The class teacher helped me to divide the class into groups, so it includes children of different abilities. Over a period of time, I collected various newspapers and cut out any unambiguous pictures. I told the children that they must all work together and look for pictures and headings that show their feelings towards their future in South Africa. In my mind, I envisioned neatly pasted collages that is catching to the eye. Regrettably, the collages were done in a slovenly way. When I looked passed this, I saw the valuable data hidden within the pictures and phrases. Unfortunately, the children at school 2 battled with the concept of a collage, more specifically to identify pictures and headings portraying their feelings towards their future. I rephrased the question and asked them to look for pictures for things they would like to have when they are big. During

contact session 2, I also conducted the focus group interviews with the children. They were very hesitant to talk, therefore I used probing such as tell me why did you paste this picture? Or tell me more off this picture?

Contact session 3 and 4 at school 1

With my arrival at the school, the children were eager to start. This contact session entailed that focus groups would be done. The collage the children made in contact session 2, was used as a prompt. I started out the focus group by thanking the children for helping. I established a few ground rules, such as when someone is speaking, we are quiet and if you wish to speak, please raise your hand. As I worked with each group, the rest of the children were in their respective classes where they wrote a letter to the president. One of the challenges was that I only had this contact session and another contact session left. When children went off the topic, I reminded them that other groups must also get a chance to come and explain their collage to me.

As I have familiarized myself with the data of the previous tasks and observed the collages, notes were made on certain pictures within collages. This enabled me to gain valuable data within limited time, as I could directly focus the children's attention on a certain picture. Throughout the child's responses it became clear that all the tasks gave the relevant data needed for the study. At the end of contact session 4, I thanked the children for the participation and for always making me feel welcome.

3.4 DATA ANALYSIS STRATEGIES

According to Engel and Schutt (2013), qualitative data analysis seeks to describe the textual data in ways that capture the setting or people who produced the text. Merriam (2009) see data analysis as being used in order to make sense of the data by consolidating, reducing interpreting verbal accounts, observations and other information. As this study was a qualitative study and embedded within an interpretivist paradigm, I employed an inductive data analysis. The inductive approach allowed to identify multiple realities, as the interpretivist assumes that there is not only one reality (Maree, 2007). As different data collection strategies were used, the inductive analysis allowed me to draw on all the numerous pieces of data and gradually continued and related them to form broader descriptions (Lodica,

2010). Through the process of making sense of the data, it was possible to identify important categories and patterns (Engel & Schutt, 2013).

3.4.1 Thematic analysis

I made use of inductive thematic analysis to analyse the data and to answer the research questions that guided the study. The primary purpose of using an inductive approach was that it lends itself to the development of research findings derived from the raw data (Thomas, 2017). The decision to use thematic analysis was based on the fact that this approach provided me with a flexible and useful research tool that provided rich and detailed data (Braun & Clarke, 2006). Another advantage of thematic analysis was that it reports on the experiences, meanings and the reality of the participants. Hence, a detailed understanding into grade 3 child's hopes and fears for their future in South Africa, could be obtained. This detailed understanding is supported by Braun and Clarke (2006) who mention that thematic analysis reflects on reality and unpicks the surface of reality. This statement embeds the focus of this study; to gain in-depth understanding into grade 3 child's hopes and fears for their future in South Africa. Thematic analysis enabled me to gain a clear picture of the reality to which grade 3 children are exposed to and how this reality influences their view toward their future in South Africa.

Thematic analysis requires more involvement and interpretation and moves beyond counting explicit words or phrases (Guest, MacQueen & Namey, 2011). It is viewed as an in-depth and organised method of assessing the relevant data (Theron, 2017). From an interpretivist paradigm, I made use of different data collection methods and compared the research findings with each method. Furthermore, thematic analysis focusses on identifying key concepts, themes and meanings that emerge through the data analysis which will offer meaningful answers to the research question (Cohen, Manion & Morrison, 2004; Theron, 2017). Braun and Clarke (2006) maintain that thematic analysis involves the searching across a data set to find repeated patterns of meaning or codes. Saldanha (2010) states that thematic data analysis can precede whilst reading the data. Figure 3.3 provides an illustration of how pre-coding was done during my first encounter with the data.

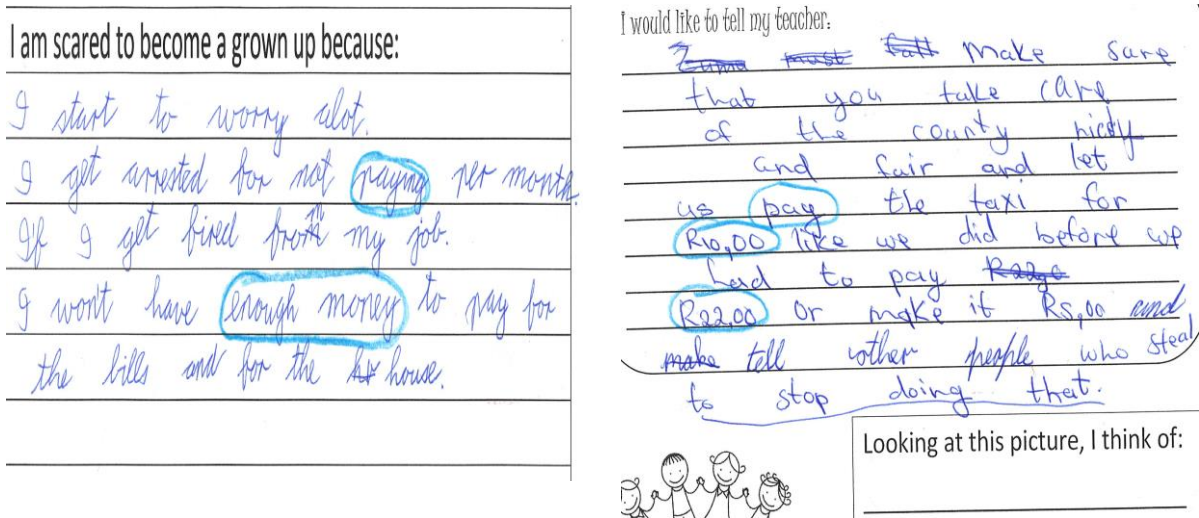


Figure 3.3: Examples of pre-coding done on children's' written work

After each visit to a school, I would read through the data in order to see if there were features that had to be addressed in a follow up session with the children. The reading of the data was done through **continually** reflecting on the research aim and research question (Theron, 2017). Key words such as “paying” and “enough money” stood out and was highlighted in blue. Moving on to other data sections, I continued with pre-coding and built forth on highlighting key words relating to money such as pay, R10,00 and R22,00. Table 3.9 summarises the thematic process.

Table 3.9: Process of thematic analysis (Adapted from Braun & Clark (2006) and Theron (2017))

STEP	SHOWN IN DATA ANALYSIS
1. Familiarising myself with the data.	<ul style="list-style-type: none"> I read through the data repeatedly to the extent that I was familiar with the depth and breadth of the content. As I read through the data, I made notes which was used for coding at a later stage. Data from interviews and focused group interviews were transcribed into written form.
2. Generating initial codes.	<ul style="list-style-type: none"> Looked for words/sentences that makes the key idea in the data clear. Ascribe a code to the relevant data segments The coding process was done manually on hard copies, as I wanted to be actively involved with the data analysis.
3. Searching for themes.	<ul style="list-style-type: none"> After identifying codes, I grouped similar codes together. I looked at the relationship between the codes and collated the codes into potential themes.

STEP	SHOWN IN DATA ANALYSIS
4. Reviewing themes.	<ul style="list-style-type: none"> Themes were refined where I looked at the quantity of data to get an indication whether the data supported a theme or not and if two separate themes could not be merged into one theme. It was important that there was enough data to support this theme.
5. Defining and naming themes.	<ul style="list-style-type: none"> I went back to the collated data extracts of each theme in order to refine the present themes. I wrote a detailed analysis for each theme, by not just paraphrasing the content, but to identify what was interesting (Braun & Clark, 2006).
6. Producing the report	<ul style="list-style-type: none"> I reported on each theme and sub-theme and related the analyses back to the research questions.

3.5 ETHICAL CONSIDERATIONS

Resnik (2015) posits that it is important to adhere to ethical norms in research as it promotes the research aims set forth by the researcher. Research conducted in an ethically sound manner will not only enhance the quality of research, it will also contribute to the values embedded with collaborative work such as trust, accountability, mutual respect and fairness (Rule & John, 2011; Resnik, 2015). Ethical issues arise from our interaction with other people in the environment and therefore it is essential to bear in mind that ethics flow from a system of moral principles embraced by a society or a specific community (Mouton, 2006).

In order to address ethical issues, the first step was to apply for ethical clearance from the Ethics Committee of the University of Pretoria (see Appendix A). After ethical clearance was approved, I applied for ethical clearance from the Department of Basic Education. Once all ethical clearance was in place, I phoned schools to make an appointment with the principal to inform him or her of the research. The secretaries at the schools advised that the request should be directed via e-mail. This process of finding a research site was tedious, as schools did not reply back or were not interested due to extra mural activities at the school. After the two schools were identified, consent letters to the principal (Appendix B) and the parents and/or guardians (Appendix C) were handed out. During the introductory visit to the school, the researcher obtained informed consent (Appendix D) from the children. Once all ethical clearances were in place, I proceeded with the intended research process.

I strove to abide by the following moral principles of ethics as basis for the research (Joubert, 2016):

- Autonomy
- Non-maleficence
- Justice
- Beneficence

As I stood as the primary research instrument, it was of utmost importance to respect the autonomy that entails the rights and dignity of the research participants. Additionally, I had to ensure that the research contains non-maleficence and protected the participants from physical and emotional harm. It is imperative to note that research should be carried out to benefit society. In order to abide by the moral principle of justice, the principals of the schools were informed that the research involved no risks. At the time, I was uncertain if the research had any benefit for the school, as it imposed on their time. The initial purpose of the study was to give a voice to children, who are often full of wisdom, but regrettably not given the chance to make themselves heard. However, after the first visit, it became evident that the research opened a window into the children's souls, for their teachers to look into.

Since the research was with children, who are viewed as vulnerable participants, extra ethical considerations had to be considered. As mentioned earlier, the co-operation of a range of stakeholders had to be obtained, such as the Department of Education, the school and parents (Einarsdottir, 2007). Informed consent was obtained from the parents or caregivers as well as informed consent from the children themselves. I made use of an oral presentation to explain the research project to the children. The letter given to the grade 3 children were also written in a child-friendly manner. One of the challenges when doing research with children is confidentiality. Einarsdottir (2007) cautions researchers who work with children that confidentiality is not always possible as they must be prepared to pass information on to authorities if they believe that the child is living in unacceptable circumstances or is prone to harassment or violence.

According to Punch (2002), validity and reliability must also be considered when conducting research with children. The assumption is that children might say what they think the researcher want them to say and feel pressured to give the right answer (Malet, McSherry, Larken & Robinson, 2010). However, Punch (2002) points out that children have their own validity in terms of how they view the world. Through using different data collection methods, I was able to correlate the data against a variety of other sources of data, which assisted with the trustworthiness of the data analysis (Maree, 2007).

3.5.1 Informed consent and voluntary participation

Informed consent is a process rather than a once-off encounter (HSRC, 2013). Thus, prior to the data collection, the principals at the schools chosen as possible research sites were contact to gain informed consent in order to undertake the study. The principal at school 1, requested that the letter of informed consent was sent to him before the initial meeting. As the letter was written from an academic perspective, the principal altered it in order to make it more understandable for the parents and care givers (see Appendix A). However, the aim of the letter, being that the parents or care givers' permission is sought to approach the children, was still clear (HSRC, 2013).

Cohen et al. (2005) contend that informed consent constitutes the foundation of ethical procedures. Hence, throughout the data collection process, I respected the participants and their best interest was of primary importance at all times (Creswell, 2009; UNISA, 2016). Correspondingly, Babbie (2010) mentions that, as a researcher, it is important that one take care that no harm should come to the participants. It was challenging for to maintain discipline at school 1, as the groups were big, and the participants were excited to participate in the activities. Hence, the one grade 3 teacher volunteered to offer support with enforcing discipline during the process of data collection. Within research, some researchers tend to focus only on physical hurt, however 'hurt' can manifest itself also in psychological hurt (Rubin & Babbie, 2011). This psychological hurt can be in the form of negative emotions that emanate from within the participants or the recalling of bad experiences. During one of the activities, a child told me that his father is in prison, due to the murder of the child's mother. This was addressed with empathy and it was brought under his

teacher's attention. In Section 3.5.2, the issue of the researcher's responsibility to the child, if they identify aspects of danger, is addressed.

The children were informed that participation was voluntary and that they could withdraw from the research at any time. It was explained to the children that their identity would be kept confidential and that no names would be mentioned. The children did not receive any incentives, since one could not withhold incentives from children not participating in the research project.

3.5.2 Confidentiality and anonymity and privacy

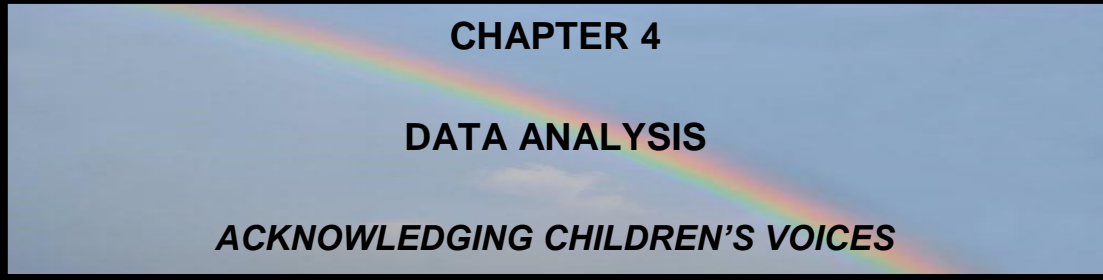
It was expected of the researcher to protect the identities of the participants at every stage of the research process (Gubium, Holstein, Marvasti & McKinnes, 2012). During the first interview with the school principals, they were informed that confidentiality and anonymity of their school as a research site would be kept at all times. I refrained from discussing traits of the research sites, as schools might become identifiable within the research reports (Kaiser, 2009 in Sieber, 1992).

Confidentiality and anonymity were further kept through keeping the participants' personal information such as their names, age and school confidential (Cohen, 2005). However, as a former foundation phase teacher, I knew that they were compelled by law to report any information if they thought a child could be in danger. Hence, the principals and children were told that there may be occasions where it was necessary to break confidentiality in order to report on children to their respective class teachers.

Privacy was established by only making use of audio-recordings during the individual interviews and focus group interviews. I used the gender of the participants, as it assisted with comparing the hopes and fears across genders. During the dissemination of the data, the participants' identities were not revealed, as pseudonyms were assigned to every participant such B1 for boy 1. Schools were addressed as school 1 and school 2. Babbie (2010) points out that research should be free from any form of deceit, duress and manipulation. In view of that, children were continuously reassured that their work would remain anonymous.

3.6 SUMMARY

Chapter 3 explained the approach to the study. The planned methodology was effective as it was possible to obtain data rich in description. First and foremost, I served as an instrument for data collection together with individual and focus group interviews, observations, visual methods and field notes. The biggest advantage of this was that I could adapt the research design throughout the process. This was necessary as schools were initially eager to participate, but later reluctant to participate in the study, as they felt that it will impose on teaching time. However, at school 1, one of the teachers said that it was valuable for her to hear what the children are thinking and what they know about the world around them. At first, it was thought that the children would find the data collection methods tedious, as data was collected after second break. Conversely, they asked at the end of every session when I would visit them again. The research was conducted in an ethical manner and throughout the data collection process, the school's code of conduct was valued, and I acknowledged the designated time slots given. With each session with the children, they were reminded that if they did not want to participate, they could withdraw from the study, and that their teacher would not hold it against them. I made use of thematic analysis, as it enabled them to engage with the data. A detailed discussion of the analysis of the data follows in Chapter 4.



CHAPTER 4
DATA ANALYSIS
ACKNOWLEDGING CHILDREN'S VOICES

4.1 INTRODUCTION

The previous chapter, Chapter 3, provided a comprehensive description of the research methodology used when conducting this case study research project. Since case can studies produce a great deal of data, the organising and managing of the data have to be done in an organised way (Rule & John, 2011). The data obtained from the study had to be organised according to the narrative writing on their hopes and fears towards their future, the drawing of their desired profession, the letter to the president and the collages. Chapter 4 contains an interpretative explanation of the data collected and strategies used for sorting the data in order to find patterns of meaning and to construct thick descriptions of the empirical evidence (Rule & John, 2011). The data analysis was steered by the main research question that focused on how young children's conceptualization of their hopes and fears can contribute to Futures in Education. Futures in Education can empower young children to conceptualize their fears and hopes. Specific themes and sub-themes were identified through the data analysis by engaging with the data provided by the various data collection instruments (Joubert, 2008).

Since the study was embedded within an interpretive paradigm, an inductive data analysis was used (Ingleby, 2013). According to Maree (2007), inductive analysis enables common themes to emerge from the data. Analysing data for this study was done through thematic analysis, which followed an interactive approach in identifying key concepts that lend towards a repeated pattern. Throughout this repeated pattern, themes and sub-themes were identified which assisted me to construct meaning and understanding. The next section presents a summary of the data analysis strategies and process.

4.2 SUMMARY OF DATA ANALYSIS STRATEGIES AND PROCESS


Qualitative data analysis requires a cyclical approach as the aim is to understand the phenomenon identified (Westbrook, 1994). When conducting data analysis, I became the research instrument for analysis, as the judgements on how coding and themes will be directed relied on my involvement with the data (Nowell, Norris, White & Moules, 2017). In this sense, an inductive approach was followed, as themes generated from the raw data instead of fitting into a pre-existing coding frame (Braun & Clark, 2006).

I relied on thematic analysis to analyse the textual data in order to gain in-depth understanding of the hopes and fears the participants have towards their futures in South Africa. An advantage of thematic analysis was that it is seen as a useful method for examining the perspectives of different research participants where the aim is to highlight similarities and differences (Braun & Clarke, 2006). Hence, thematic analysis was in relation with the research question as the analysis process enabled the investigation of the perspectives children had on their future (Jugder, 2016).

Several data instruments were used to produce textual data, since I wanted children to express their voices as fully, openly and as richly as possible (Harris & Manatakis, 2013). These expressions were obtained through textual data such as letters to the president, narratives such as a paragraph on their hopes and fears, transcripts done of the focus-group interviews, transcripts done of individual interviews, collages and field notes.

Thematic analysis allowed me to identify, analyse similarities, differences and to report patterns within the data (Braun & Clarke, 2006). From school 1, the total number of data collected were in the region of 241 data sets and from school 2, 99 data sets were collected. I made use of codes to label each data set accordingly for the participants, schools and provinces. These codes ensured the confidentiality of the data. Table 4.1 specify the respective codes used.

Table 4.1: Summary of codes

CODE	DESCRIPTION
P	Participant
S1	School 1
S2	School 2
GP	Gauteng Province
NCP	Northern Cape Province
FG	Focus group
	Field note

As mentioned in the previous chapter (Table 3.9), I made use of the six phases of thematic analysis as suggested by Braun and Clark (2006). Figure 4.1 provides an overview of how I conducted my thematic analysis during the data analysis process.



Figure 4.1: Overview of the thematic analysis process employed in the study (Adapted from Braun & Clark, 2006; Theron, 2017)

The data was sorted into the different data collection activities, i.e. collages, letter to the president, narratives on the children's hopes and fears and drawings of their dream occupation. I worked separately with each set of raw data, to ensure meaningful engagement with the data. Through interaction with each set of data, the voices of the participants emerged. Figure 4.2 is an example of initial coding of the focus group interview conducted with child participants after making their collages in small groups consisting of 7 to 8 children per group.²

RS:	Tell me about your collage
FG1, P1:	Well, mam can see that we paste stuff that need electricity. We want money to have electricity . I must bath in the sink bad with water boiled on the gas"
FG1, P3:	Ja, and also, I want money to buy nice food for me and my family. Not only pap as I know.
FG1, P1:	Yes, we want money to go to university to become smart people who wear suits, ugh not overalls,
	Researcher: So, if I understand all of you correctly, money is important?
FG1, P4:	If you don't have money how can you survive ?
FG1, P3:	Ja, Ja, we are scared that we will not get a job and not get money . I want to support my family one day.

Figure 4.2: Example of analysis of a focus group interview after completion of children's collage

Fereday and Muir-Cochrane (2006) state that even though the data analysis process is seen as a systematic process, it actually occurs as an iterative and reflexive process. Creswell (2003) notes that data analysis is seen as an interrelated process and occurs simultaneously during the course of the research process. With the pre-coding, I focused mainly on words such as "money" being repeatedly used. Whilst reviewing the raw data at the second phase, I encoded descriptive information such as "have electricity".

² In the interest of authenticity, quotes from participants are presented verbatim and no changes were made to grammar or language.

The initial coding process was time consuming as it was necessary to re-read several sets of data, not to gain understanding of the phenomena, but to decipher the spelling and sentence construction. In cases where it was not possible to decipher the expressions, I would arrange an individual interview with the specific participant, to discuss the paragraph or letter to the president, by asking the participant to explain what was meant. The data obtained from the Northern Cape Province (School 2) indicated the poor literacy skills of some of these child participants. As an example of this low literacy skills: the child participants were asked to write down one sentence on why they chose the specific profession. Some of children wrote down the example given to them. With the collage, the child participants were more interested in paging through the newspapers than compiling a collage.

After engaging with the raw data, I typed all the repeating words, concepts and phrases that emerged from the analysis across all data sets into an Excel workbook. The workbook, as presented in Figure 4.3, combined the emerging words, concepts and phrases for example dangerous, people kill, rob, stealing, in order to identify possible themes and sub-themes as part of the third phase as explained in Figure 4.1.

	A	D	E	F	G	H	I
1							
2	Gauteng		Letter to the President				
3							
4	If I hear the word South Africa, I think of:		What would you like to tell the President?				
5	Dangerous		Doing a great job				
6	Dangerous		Liar				Cry the beloved country
7	People kill		Why did you rape a girl?			Dangerous	
8	Strike		Stop the strikes			murder	
9	Bad Country		Do not take care of the people			robbery	
10	People are poor		Learn how to pronounce words			children's righ to safe (selling+killir	
11	Kill Children		Please don't take our money				
12	Dangerous		Pay back the money			Struggle	
13	Not nice		Stop taking money from our tax			Circumstances they live in (Shack i	
14	Toi-Toi		Pay back the money			Lack of income	
15	War		Get of the chair			Lack of food and water	

Figure 4.3: Sample portion of Excel workbook

Creswell (2003:44) states that “...there is no single, accepted approach to analysing qualitative data”. I agree with the above-mentioned statement, as the initial coding of the selected data was altered a number of times. Although I followed the six phases as explained in Figure 4.1. I started to code words such as dangerous, kill, steal with

one colour, however when it came to other data sets, I realised that dangerous did not entail murder or stealing, but to unsafe roads and being abducted.

Throughout the entire data analysis process, I was intimately involved in order to relate ideas which emerged from the data analysis (Lacye & Luff, 2006). Through working within a qualitative paradigm, it was possible to continuously go back and forth between data to verify the themes through constant comparison between themes. This enabled me to work with the data through employing the six phases until it was saturated.

4.3 RESULTS OF THE THEMATIC ANALYSIS

The following themes are fundamental to the study, as they emerged from the 77 participant children. Children do not have the same competence in communicating as adults, but this does not mean that they do not have the right to share their opinion (Hart, 1992). Ilisko, Skrinda and Micula (2014) also emphasise that children must be given the time and space to express their views regarding the future. Children's voices do matter, and they should be viewed as insightful human beings (Harris & Manatakis, 2013). In Section 3.5, the role that children play within research is explained against ethical considerations.

Harris and Manatakis (2013) maintain that when one consult with children, it is not only a once-off event, but a sustained engagement over time. Hence, I saw the children several times, as I visited school 1 in the Gauteng Province (GP) four times and school 2 in the Northern Cape Province (NCP) 2 times. This sustained engagement made it possible to clear up concepts that gave rise to more questions. An example of this is that as I read through their written work, I became aware of numerous girls mentioning that they are scared of being raped. With the following visit, a small focus-group discussion with ten girls was held in order to gain more clarity on this. These follow up interviews enabled me to gain more valuable data to support emerging themes (Braun & Clark, 2006).

The main emerged themes are described in detail through using sub-themes. These sub-themes were identified by using an Excel workbook as previously mentioned and provided in Figure 4.3. A pie chart was drawn up to illustrate the rate of recurrence of themes. These themes were most prominent when compared with

similarities between the two schools as part of phase four of the thematic analysis process. It was essential for me to draw upon the similarities of the two schools in GP and NCP as I wanted to gain a multifaceted picture of children’s hopes and fears towards their future in South Africa.

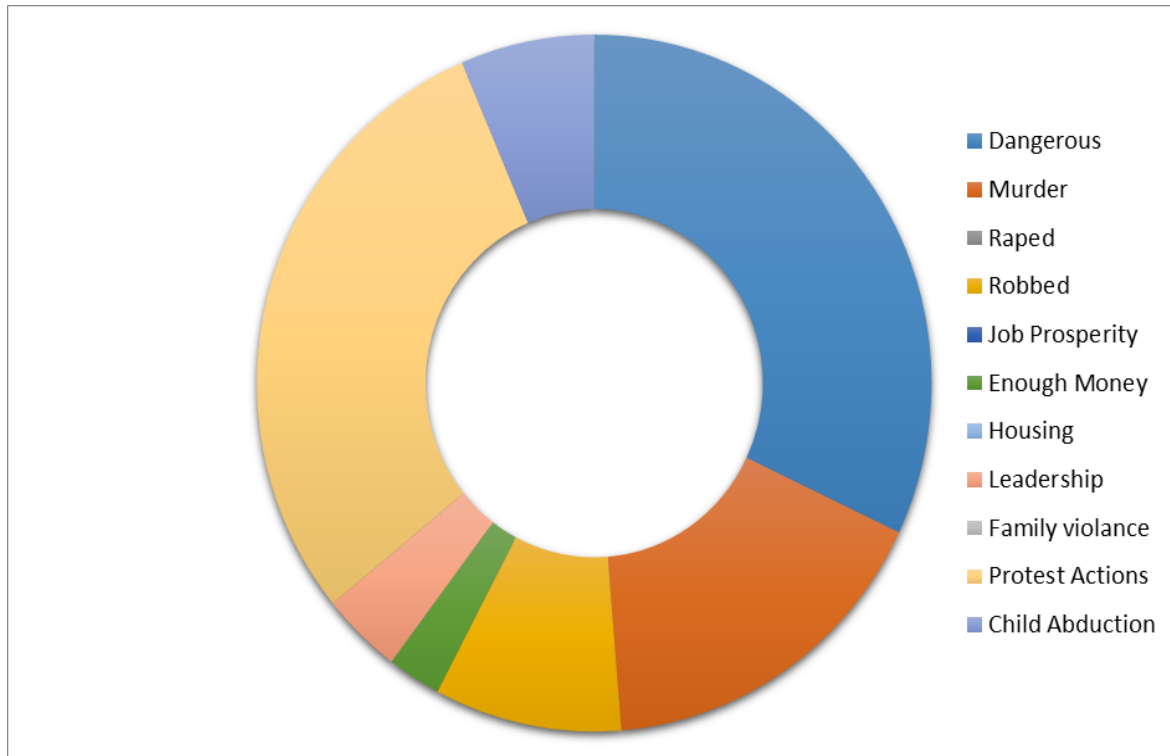


Figure 4.4: Representation of most prominent themes as mentioned by participant children

Surprisingly, the concept leadership came out strongly, as participant children referred to controversial aspects of the former president of South Africa, Mr Jacob Zuma (9 May 2009 – 14 February 2018). The participant children were not reluctant to talk about Mr Jacob Zuma who made modifications towards his home and they openly questioned his capability to be president referring to an incident where government funds were misappropriated. Children also mentioned that the former president must help them achieve better living conditions, resulting in the merging of leadership within Theme 3.

4.4 THEMES AND SUB-THEMES

Table 4.2 presents the three main themes with their related sub-themes as a result of phase 5 (of analysis phases). Table 4.2 presents a summary of the identified themes. The first theme is “South Africa is an unsafe country” and indicates

participant children’s awareness regarding negative factors in South Africa. The second theme is “Economic opportunities as the silver lining” that refer to participant children’s dreams for employment and to be able to provide for their family one day. The third theme is “Need for Compassion” and this reflects participant children’s desire to be taken care of by the president and him providing better living conditions.

When presenting the data of the participants, the participants are referred to as P. The data obtained from Afrikaans-speaking children in the Northern-Cape Province is given in orange, yellow and blue and translated into English and shown directly next to the Afrikaans statement. To capture the voices of the children, the letter to the president, the narratives such as the paragraph regarding hopes and fears and the caption towards the picture on their desired occupation are presented with grammatical errors.

Table 4.2: Summary of themes and sub-themes

THEME 1:	SOUTH AFRICA AS AN UNSAFE COUNTRY
Sub-theme 1.1	Violence threatening the hope of our children
Sub-theme 1.2	Danger is lurking on the roads
Sub-theme 1.3	Protest actions against service delivery
THEME 2:	ECONOMIC OPPORTUNITIES AS THE SILVER LINING
Sub-theme 2.1	Future hope for jobs
Sub-theme 2.2	Economic prosperity
THEME 3:	NEED FOR COMPASSION
Sub-theme 3.1	Better living conditions

4.4.1 Theme 1: South Africa is an unsafe country

This theme refers to reasons why the children view South Africa as an unsafe country with regard to their future hopes and aspirations. The following three sub-themes of violence threatening the hope of our children, danger lurking on the roads and protest actions against a lack of service delivery are used to explain Theme 1 in more detail.



Field note

23 May 2017 - Today was my first visit at the school in Gauteng. My question to the children was "If you hear the word South Africa, what do you think of?" The majority of them said dangerous, fighting and P1, in GP in School 1 explained to me about the "principal who wanted to make the money more, so the children went to the streets and screamed fees must fall". The words chosen, such as principal and children showed that the participant is still a child, but that the participant is aware of what is going on around him. During October 2015 a "Fees must fall" student led protest began at the University of the Witwatersrand in response to an increase in tuition fees at South African Universities. These protests spread over to other universities in the country and caused disruption at numerous universities. In 2015 the participant was in grade 1, however in 2017, the participant still recalls this protest.

Sub-theme 1.1: Violence

During the data analysis process, it became clear that violence was one of the main aspects hindering children's view on their future. They saw violence as murder, family violence and being robbed. The statements made by the child participants depicted the community where these children are living, and how these experiences affect their future perspective. The empirical data is presented as red.

I am scared to get murdered. They steal and break other people's house" (P1 in GP in S1 – paragraph on hopes and fears)

"Tell other people who steal to stop doing that" (P3 in GP in S1 – letter to the president)

"It is a good and a bad at the same time because we can be educated and have a house and have food. But other people steal our money and our important things" (P3 in GP in S1 – paragraph on hopes and fears)

"Ek is bang omant my doet maak" (I am scared of being murdered) (P22 in NCP in S2 – paragraph on hopes and fears)

"Ek is bang ek word geskied. En ek is bang my huis wort gedrand" (I am scared that I will be gunned down. I am scared my house will be burned') (P1 in NCP in S2 – paragraph on hopes and fears)

Data from the instrument 'When I am big I hope for and I am scared to become an adult' revealed that family violence is an issue of concern in the NCP.



Field note

10 June 2017 - It is interesting that the children in the NCP does refer to murder, but the most prominent aspect of violence, is that of family violence. This showed again that what children experience does have an influence on how they view the future.

I mentioned in a field note dated 10 June 2017 that family violence came through strongly in the written data received from children in the Northern Cape Province (school 2). In two instances, children stated that they are scared to become an adult, as they are scared of being hit by their husband (P2 and P12). Three children mentioned that they do not want to marry one day as they are scared of being hurt (P8, P10 and P16)

"Ek om 'n man te het van 'n man slaat 'n vrou" (To get a man because a man hits a woman) (P2 in NCP in S2 – paragraph on hopes and fears)

"Ek is bang om dat my man vir my slat" (I am scared because my husband will hit me) (P12 in NCP in S2 – paragraph on hopes and fears)

"Ek is bang viri groet wort, want ek wil nie 'n man he nie. Hy gat my seer mak" (I am scared to become a grown up, because I do not want a husband. He will hurt me') (P8 in NCP in S2 – paragraph on hopes and fears)

"Ek is bang om man te vat, want hy sal my slat en doet mak" (I am scared to get a husband, he will hit me and kill me' (P10 in NCP in S2)

"Ek wil nie 'n man hê nie, hy gat my seert mak" (I do not want a husband, he will hurt me) (P16 in NCP in S2)

During the focus group interview on the collages made, children in GP in S1 revealed that family violence is a reality to them and that they are victims of family violence.

Initially it was thought that alcohol abuse would be prominent with the participants in the NCP. However, the abuse of alcohol and the effect thereof on family violence was also identified by FG4, in GP in S1.



Figure 4.6: A collage made by focus-group 4 (FG4 in GP in S1)

When observing group 4 making the collage, the initial thought was that the wine implied money, as most of their pictures involved the idea of money. During the FG interview I asked them to tell her about their collage.

"If my dad gets paid, he goes to the bottle store and he and his friends will sit all night around the fire and drink." (FG4, P5 in GP in S1).

"...and then they will be drunk and hit their wives and we get scared" (FG4, P2 in GP in S1).

"We all want our parents to get money, but sometimes we wish they do not get it, mam, you know, then if there is no money, there will be no booze and my mom won't fight with my dad over the booze and he will not hit her" (FG4, P6 in GP in S1).

I wanted to find out how these conditions of alcohol abuse influence their view on the future, and therefore probed children by asking them if they are scared to become like their fathers. FG4, P6 in GP in S1 answered "no, I hope to be a better dad. I want to give my children food and not bruises".

Sub-theme 1.2: Danger lurking on our roads



Field note

23 May 2017 - As I am working through the written data of the children in Gauteng, it is shocking to see how many refer to South Africa as dangerous. I went to do a search on google and found that South Africa is viewed as one of the most dangerous countries as the crime stats were up with 0.12% in 2017 and that Gauteng, the Western Cape and KZN recorded the highest levels of crime. Crime in Pretoria went up with 0.8%. (www.businesstech.co.za). I am now in a blur as I do not know what the children understand regarding dangerous. I will need to ask them.

During the data analysis of the paragraphs on hopes and fears and letter to the president done by children in GP, one word stood out several times; dangerous. This word implied the features reported in Sub-theme 1.1 regarding murder and being robbed. Conversely, after individual interviews with child participants who mentioned dangerous in S1, it became clear that dangerous to them implied being scared of driving and to be abducted.

"I am scared to become a grown up because I scared to drive car. The roads are dangerous. Taxi's just turn and stop and the other cars hoot at them" (P17 in GP in S1).
 "I am scared to be grown up and that I will drink and drive. It is dangerous" (P18 in GP in S1).
 "Ja, it is dangerous to drive. I do not want to drive when I am big for the taxis are fighting with the police" (P27 in GP in S1).
 "I am scared to grown up, I am scared to have an accident" (P31 in GP in S1.)
 "Scared to be grown up is dangerous because the cars can bump you. I saw in the city that if you walk, the cars drive, they do not look" (P44 in GP in S1).
 "I am scared to be in a car accident as roads are very dangerous. You know the PUTCO busses? They are crazy, then I must drive in it when I am big? Ai, ai, no to dangerous" (P54 in GP in S1).



Figure 4.7: A collage made by focus-group 3 (FG3 in GP in S1)

The view of South Africa being dangerous with regard to safety on the roads became apparent in collages of FG3 in GP in S1. During the FG interview with the child participants regarding their collage, they were asked what on their collage is dangerous.

"Taxis are dangerous" (FG3, P2 in GP in S1).

"... now I must drive with the taxi to Menlyn, it is dangerous. We must cross the street, and the taxis just drive" (FG3, P6 in GP in S1).

"Mam, mam, when I grow up, I want my own car, so my children be safe" (FG3, P4 in GP in S1).

"I am scared to become grown up, and to drive in the taxi. They just drive, and they always fight. Sometimes, coming to school we must be low, for taxis are fighting" (FG3, P1 in GP in S1).

The comment made by P1 in S1 in GP, indirectly linked with Theme 1.3, protest action. This interconnection is made with regard to numerous protest actions during the year 2017, where taxis were involved in.



Field note

13 September 2017 - Coming to think of it, I thought more children would mention that they are scared of the taxi strikes as they are striking on a continuous basis and the images shown on TV is quite disturbing. It does however seem that children are not concerned with the taxi strikes per say, but more with their driving.

"South Africa is dangerous, and I am scared to grow up because they steal children" (P12 in GP in S1 – paragraph on hopes and fears).

"I am scared to become a grown up because I scared of children being kidnapped" (P17 in GP in S1 – paragraph on hopes and fears).

"I am scared because it is dangerous to have kids for they kidnap children" (P48 in in GP in S1 – paragraph on hopes and fears).

"Please do something to the people because they are stealing children and sell their body parts" (P50 in in GP in S1 – Letter to the president).

"I don't like South Africa because it is danger. There is lots of thieves that steal and kill children" (P63 in in GP in S1 – paragraph on hopes and fears).


"I am scared because they are kidnapping kids" (P64 in in GP in S1).

"I do not want kids, for they will kidnap them" (P73 in in GP in S1).

This sub-theme regarding South African roads being dangerous and child abduction, did not commence out of the data analysis of the participant children in the NCP, as understood from the data that they do not encounter the same degree of danger on the roads nor child abduction as participant children in the GP.

Sub-theme 1.3: Protest action

Protest action is well-known in South Africa, and during 2016-2017 there was a flare-up in the country. Throughout the collages, the letters to the president and paragraph of why they are scared to become a grown up, protest action was mentioned. Participant children used words such as strike and "toy-toy" as these are what protest actions are commonly referred to. Other participant children referred to the actions which accompanies these protest actions, such as tires burning and rocks in the road.



Field note

23 May 2017 - During my introductory talk with the children today, they made mention of that they are scared of the people dancing. I did not understand this at first, so I asked them, where are the people dancing? One girls answered that the people are dancing in the streets. I realised that she is talking about toyi-toyi or protest actions.

During the analysis of the letter to the president, the child participants expressed their views regarding the protest actions in South Africa. The participant children regarded the president as the main role player in order to make an end towards the protest actions.

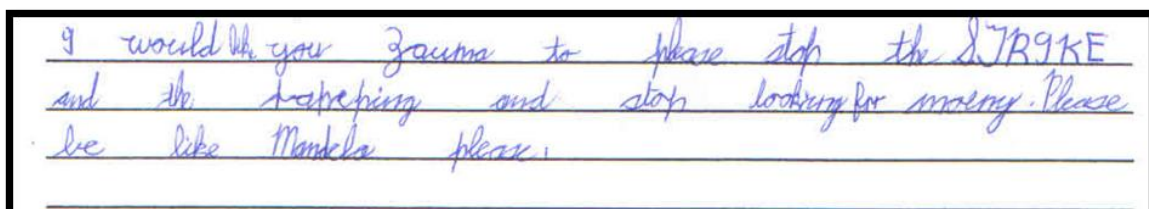


Figure 4.8: Extract from letter to the president (P38 in GP in S1)

"Stop the STRIKING stop" (P18 in GP in S1).

"Tell the people to stop striking (P29 in GP in S1).

"I would like you Zuma to please stop the STRIKE, please be like Mandela please" (P38 in GP in S1).

"Stop the stik" (P65 in GP in S1).

"You must not let anyone strike" (P66 in GP in S1).

P18 and P38 in GP in S1 were very adamant about the president intervening with the protest actions as they wrote the word "strike" in capital letters and repeated words such as stop and please.



Field note

1 June 2017 - The one child said or rather begged President Zuma to stop the strikes by referring to former president Mandela. This reference was interesting, as these children were still young when he was alive. What touched me was the 'please be like Mandela please' It feels as if I am feeling the participant begging for a better future.

Three of the child participants felt that the former president initiates protest actions.

"Zuma tells the people to strike" (P3, P16, P49 in GP in S1– Letter to the president).

This was an interesting comment and during individual interviews, children were asked to tell me why they say that the president tells people to strike.

"We heard it from the taxi driver when the taxis were striking in Mamelodi" (P16 in GP in S1).

"Jô mam, jô, you know nê the taxi driver said Zuma tells the taxi to strike and then he tells other people to strike, it is strike for this and strike for that (P49 in GP in S1).

The responses from the participants revealed that the community members influence their views with regard to certain facets within the community. In addition, the behaviour that accompanies protest actions were brought forward in the letter to the president.

"People are burning the streets. Hitting windows with rocks" (P29 in GP in S1).

"... because they toyi-toyi too much. It is like war" (P34 in GP in S1.)

"Stop burning houses and places" (P60 in GP in S1).

These comments by the child participants indicates the brutality that accompanies these protest actions. The impression of brutality was reinforced as P60 stated that she does not like South Africa. Protest action also came forward in the collage of group 3.



Figure 4.9: Collage made by FG3, GP in S1

"We are scared to get raped" (FG3, P4 in GP in S1).

FG3, P3 in GP in S1 explains further "So people dance in the streets to say no".

Children were also aware that these protest actions are not always conducted in an organised manner.

“This protest of rape is not cool, is still good. Jô, Jô mam, you must see with the taxis, they burn tires left and right of the road, it is bad, very bad. I do not want that when I am big” (FG3, P2 in S1 in GP).

“Mam look there, you see the smoke? That is tyres burning, when they strike they like to burn tires” (FG3, P4 in S1 in GP).

P1 in FG3 mentioned that “my parents strike, they say that they voted for ANC and now they do not see the promises”.



Field note

The expression by P3 made me think that if children hear from their parents the reason behind them participating in protest actions, if they (the children) won't learn that one can participate in protest actions if things are not going your way. We, educators must let children think of more creative ways of dealing with issues. I know this is easier said as done, as I do not know the circumstance.

The themes that emerged from Theme 1, was mainly applicable for Gauteng. It can be claimed that children who live in Britstown are isolated from what is happening outside the borders of their town. In Theme 2, Economic Prosperity, it became evident that the child participants in both provinces have the same distress and aspiration for their future.

4.4.2 Theme 2: Economic opportunities as the silver lining

The following two sub-themes of future hope for jobs and economic prosperity are used to explain Theme 2 in more detail. This theme refers to the hope of employment and the yearning of not being poor expressed by the children.

One of the data collection methods were that the children had to draw a picture of what they want to be when they grow up. This task was accompanied by writing one sentence to describe why they want to be in this profession in the future. During the analysis of the work done by child participants in GP, it became evident that the boys' aspiration for professions were driven by money as compared to the girls who were driven by compassion. However, the child participants in Britstown could not give a reason as to why they want to pursue a certain profession. Once again, it was

interesting to note that the data generated from Gauteng included a wider variety of professions when compared to Britstown. The professions that the child participants in Britstown aspired to, was professions that they were familiar with. Professions such as a teacher, nurse, policeman, and traffic officer. Professions in Gauteng ranged from a teacher to an astronaut. Ultimately, all the child participants anticipated a job and wealth for their future.

Sub-theme 2.1: Future hope for jobs

Participant children in both provinces mentioned their plea for a job in the future in their paragraph on their hopes and fears towards their future in South Africa. Fascinatingly, the male participants in GP desired occupations that are associated with money and fame as compared to their female counterparts who mentioned the same occupation but with regard to helping other people. A variety of occupations were mentioned by the child participants in GP. With regard to NCP, the desired occupations were related to the occupations familiar towards the children in their town.

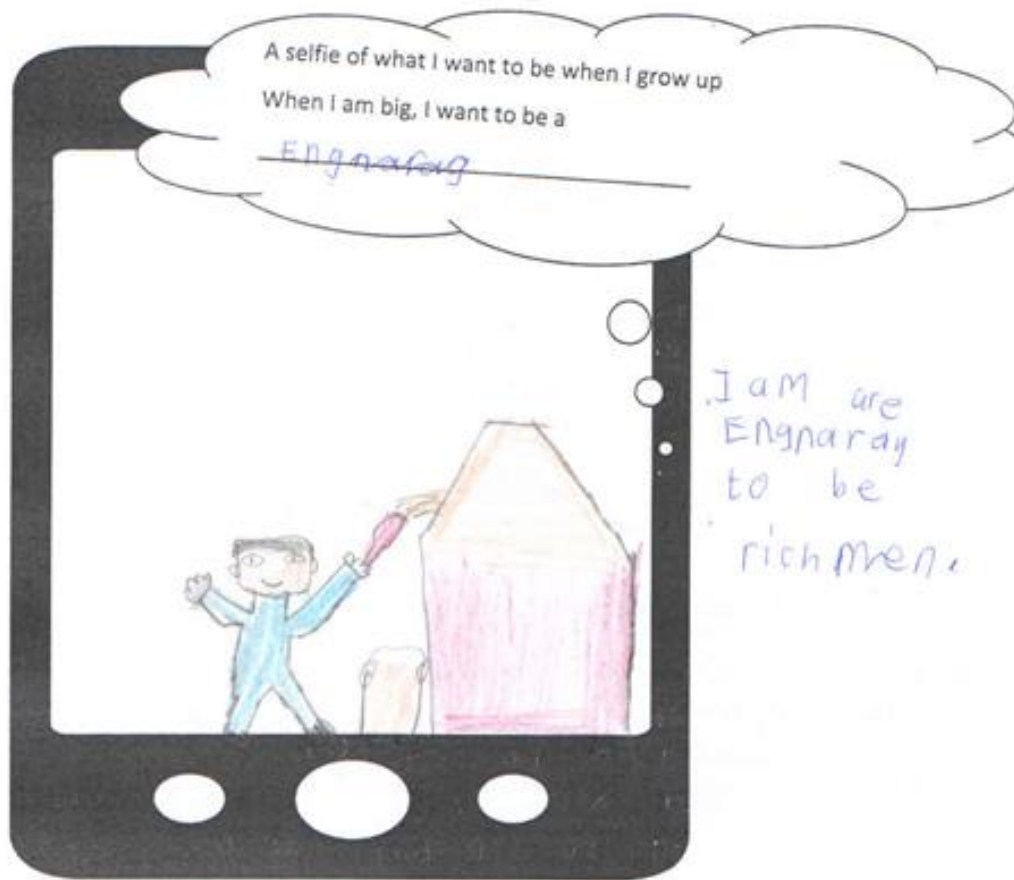


Figure 4.10: Drawing made by P35 in GP in S1 on their dream job

P35 in S1 in GP drew a picture and wrote on it "I am are Engnaray (Engineer) to be rich man."

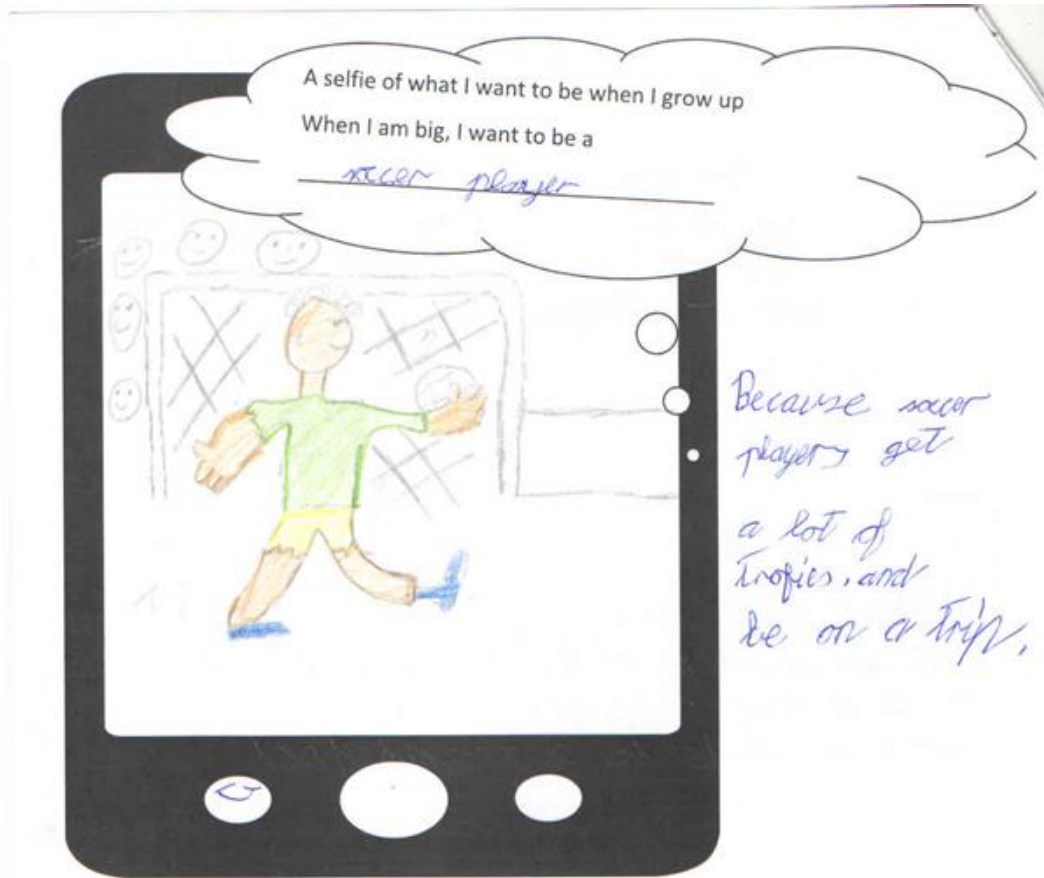



Figure 4.11: Drawing made by P37 in GP in S1 on their dream job

P37 in S1 in GP wrote that he wants to be a soccer player "Because soccer players get a lot of trophies and be on a trip".

The influence of media came through with P37 (GP in S1) as he mentioned that soccer players gets numerous trophies and go and journeys.

 **Field note**
The data analysis on the 'selfies' is insightful – Children are truly not immune to what is happening around them and we must not underestimate the value of media.

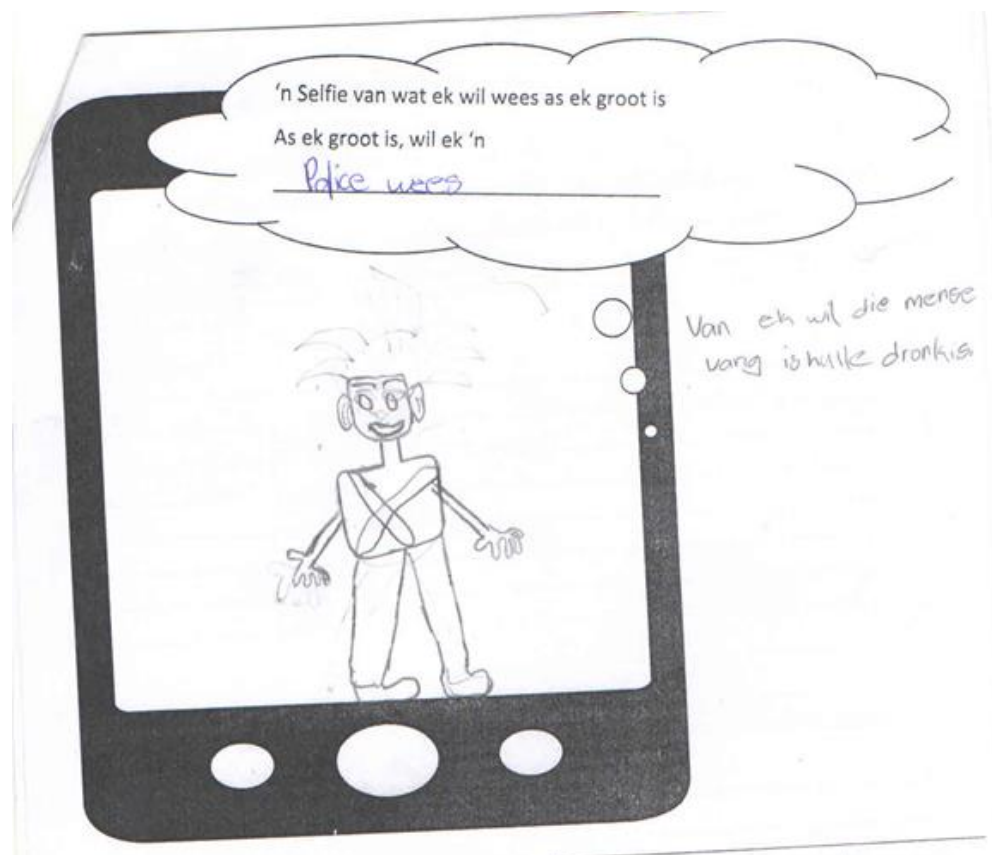


Figure 4.12: Drawing made by P14 in NCP in S2 on their dream job

P14 in S1 in NCP wrote that he wants to be a police man since he will be able to arrest the people under the influence of alcohol.

The statement made by P14 (NCP in S1), indirectly links with theme 3 on better living conditions. Britstown is known for the alcohol abuse under the farm workers, and the response towards the desired profession, indicates that children in Britstown yearn for a safer environment.

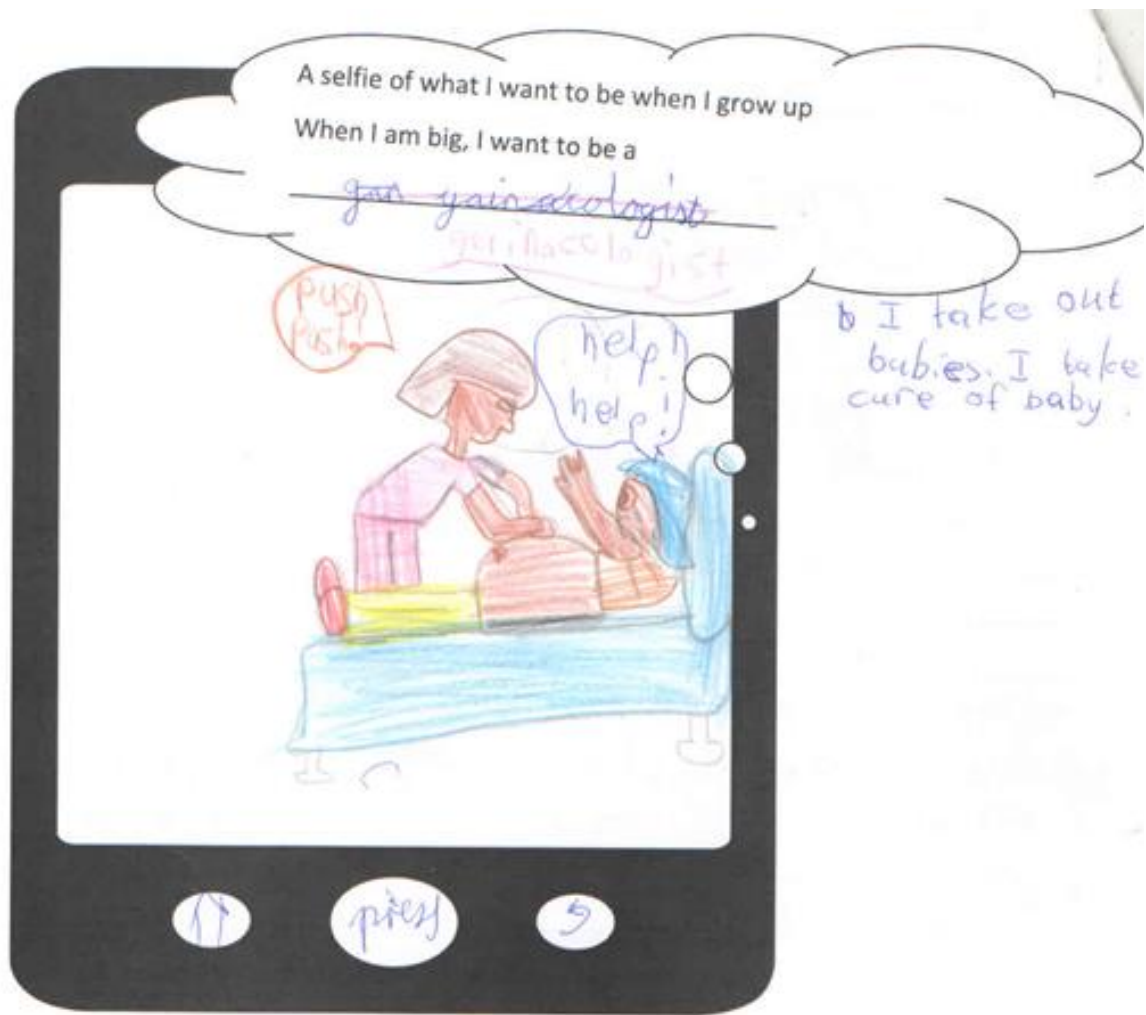


Figure 4.13: Drawing made by P18 in GP in S1 regarding her occupation one day

P18 in S1 in GP mentioned that she would like to be a gynecologist for "I take out babies. I take care of baby".

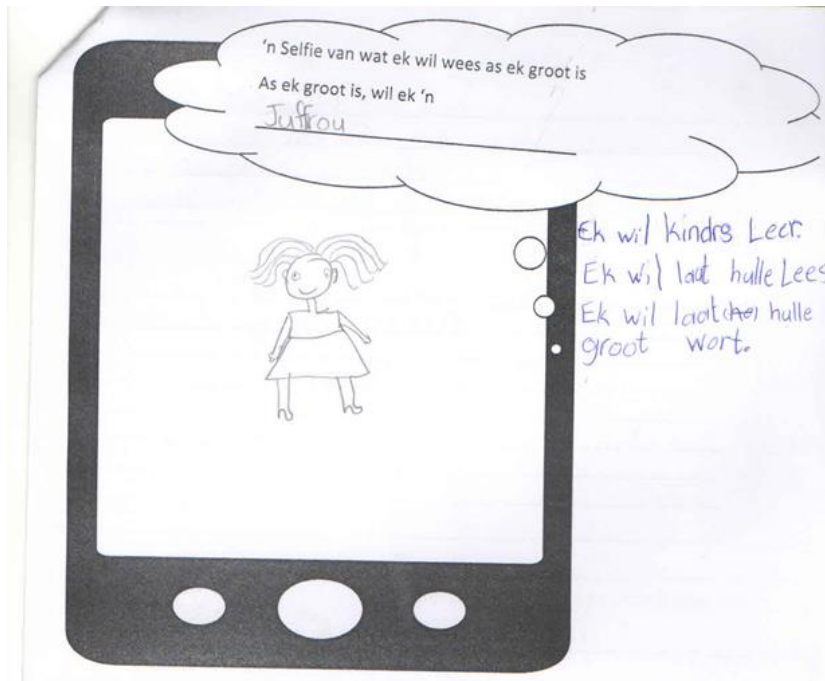


Figure 4.14: Drawing made by P17 in NCP in S2 regarding her dream occupation one day

P17 in S1 in NC wrote that she would like to be a teacher to teach children. She wants them to read and to become big.

Comparing the data from GP with NCP it became apparent that the children in GP are more aware of a variety of occupations. This can be due to their environment informing them of a vast majority of occupations. Conversely, the child participants in NCP indicated occupations such as police man, teacher and traffic officer. These occupations are familiar to them.



Field note

I feel as if I want to tell the children in NC that there is a world outside the dirt roads and donkeys and “pampoene” (pumpkin). There are other jobs than being a teacher, nurse, police man. GP mentioned from pilot, to artist to even a miss Universe. The children in NCP lives in a vacuum.

The notion of profession and money seemed to go hand-in hand, as P29 in GP in S1 wrote in the paragraph regarding hopes and fears that:

"When I am big, I am a doctor and [leave] at the double story. (P29 in GP in S1).

Future hope for jobs, came out strongly in the collages that was made.



Figure 4.15: Extract of collage made by FG4 in GP in S1

"I want to be like these men, they are smart and wear suits" (P3, FG4 in GP in S1).

"For them to be like this, they had to go study, I also want to" (P4, FG4 in GP in S1).

In another collage, FG2 pasted the following picture as part of their collage.

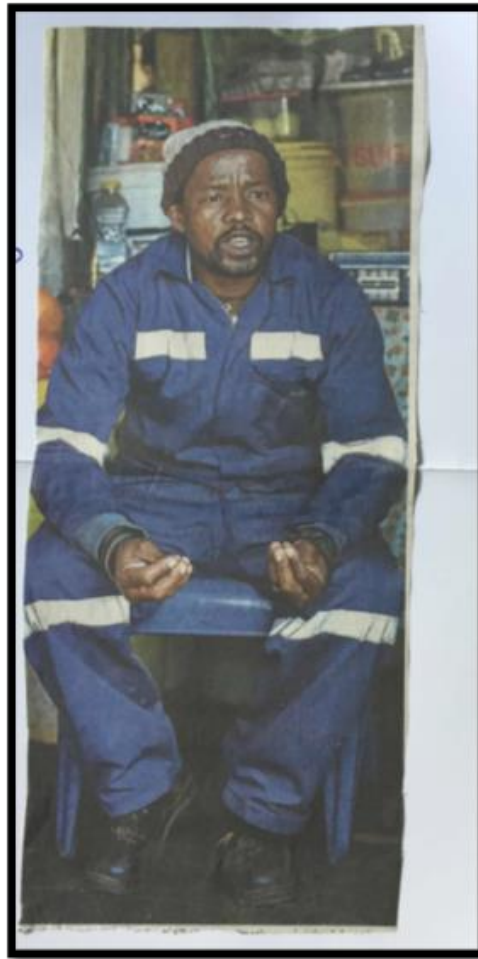


Figure 4.16: Picture included in collage made by FG2 in GP in S1

During the focus-group interview (FG2 in GP in S1), P5 explained:

“We want good jobs, we want to go with own car to the job. Mam, you see, he wears the overall, so he does dirty work like trains or street” (P5, FG2 in GP in S1).

The correlation between the occupation and the influence thereof of where one stay, came to forefront as P3 said:

“This man lives in a shack, you can see how it looks behind him” (P3, FG2 in GP in S1).

The following is another example of a collage made by the participant children.



Figure 4.17 Collage made by FG7 in GP in S1

“Mam, we choose this, because we want to have good jobs, and work together. We want to be in the office and work” (FG7, P4 in GP in S1).

It was interesting that FG7 pasted an article on free education, especially knowing how one child mentioned the fees must fall campaign, during my introductory visit. I asked FG7 what they understood under free education and P3 mentioned:

“We think free education will be nice, because then the street children can also come to school” (P3, FG7 in S1 in GP)

The importance of good education came forward as P2 stated:

“We want to learn, but it is difficult with taxi strikes. If we learn we can go to university and learn more and get a good job” (P2, FG7 in S1 in GP)

Sub-theme 2.2: Economic prosperity

Economic prosperity merged with part of the data that came out under the facet of leadership. Participant children in both provinces mentioned that the president must be more like the previous president of South Africa, Nelson Mandela, and give money away to those in need "Please share your money with us" (P32, in GP in S1 – letter to the president).



Field note

27 May 2017 - A child will be a child. It was interesting to note that the children in both provinces wished for money and a car when they are adults. The children in the Northern Cape, mostly refer to a car and a house, where the children in Gauteng referred to double story houses with swimming pools.

Can it be that in Britstown cars are not that common to have, where the children in Gauteng depends on public transport such as taxis and busses?

During the analysis of the paragraphs on children' hopes and fears for the future, it was noticeable that the participants in both provinces were still materialistically orientated.

"As ek groot is wil ek 'n huis koop en kar" (When I am and adult, I want to buy a house and a car) (P6 in NCP in S2 – Paragraph on hopes and fears)

"As ek groot is wil ek 'n kar, huis, tv en telefone koop" (When I am big I want to buy a car, house, tv and telephone) (P7 in NCP in S2 – Paragraph on hopes and fears)

"Ek sal vir my 'n car en huis koop" (I will buy a car and a house) (P8 NCP in S2 – Paragraph on hopes and fears)

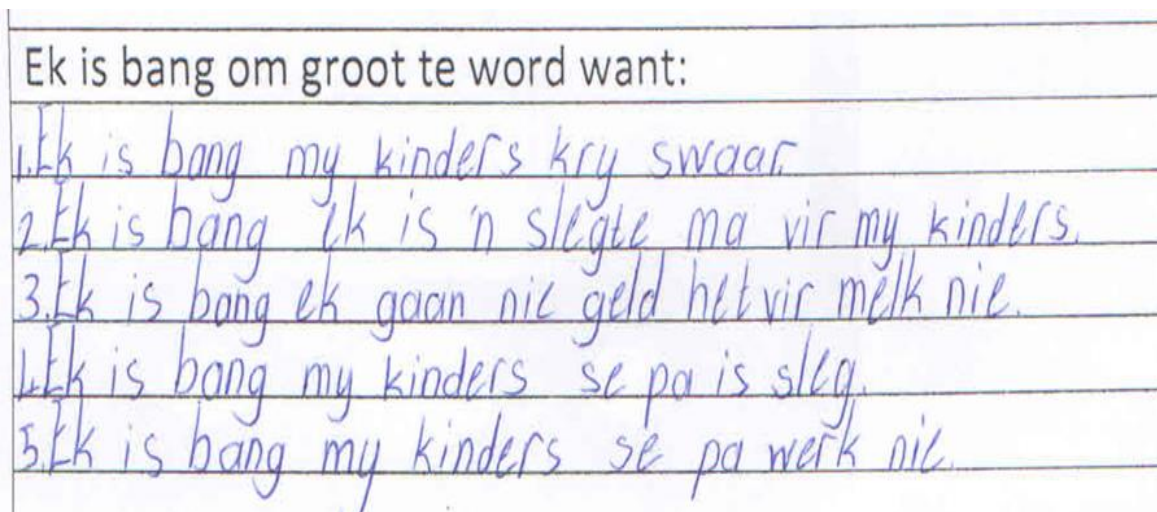
"Eendag wil ek vir my 'n kar koop en huis koop ek wil ook skottelgoed koop en vir my kinder foone koop" (One day I want to buy a car and a house, also dishes and phones for my children) (P14 in NCP in S2 – Paragraph on hopes and fears)

The participants in NCP mentioned houses, cars, cell phones, as to their counterparts in GP in S1 who were descriptive at times with regard to their materialistic hopes for the future.

“When I am grown up, I wish to have a house, a car and money and iPhone” (P6 in GP in S1).

“When I grow up I wish for a car, and money and a double story and I have a job” (P7 in GP in S1).

Another aspect which came forward during the comparison of the paragraph on children hopes and fears was that the participant children in NCP sought money, more for the purpose of providing for their children in the future as to the participant children in GP, who sought money for their own personal interest.



Ek is bang om groot te word want:

1. Ek is bang my kinders kry swaar.
2. Ek is bang ek is 'n slegte ma vir my kinders.
3. Ek is bang ek gaan nie geld het vir melk nie.
4. Ek is bang my kinders se pa is sleg.
5. Ek is bang my kinders se pa werk nie.

Figure 4.18: Extract of written activity regarding fear of growing up by P1 in NCP in S2

“Ek is bang my kinders kry swaar. Ek is bang ek gaan nie geld het vir melk nie. Ek is bang my kinders se pa is sleg. Ek is bang my kinders se pa werk nie” (I am scared my children will struggle. I am scared I will not have money for milk. I am scared my children's father is bad. I am scared my children's father won't work (P1 in NCP in S2).

“Ek is bang om groot te wort omdat ek nie geld kry nie en omdat ek nie my kinders te sorg nie”

(I am scared to become a grown up because I won't get money and won't look after my children) (P4 in NCP in S2).

“Ek is bang ek gaan nie geld het vir melk nie en my kinders kry swaar” (I am scared that I won't have money for milk and that my children will suffer) (P5 in NCP in S2). “Ek het nie geld om my kind te sorg ne” (I do not have money to look after my child) (P8 in NCP in S2).

“Ek is bang om groot te word omdat ek nie melk se geld het nie en oki geld vir kos nie” (I am scared to become an adult because I will not have money for milk or food) (P10 in NCP in S2).

“Ek is bang as ek out is het ek nie kos vir my kiners in die huis nie” (I am scared that when I am old, I won't have food for my children in the home) (P11 in NCP in S2).

“Ek is bang om groot te word van ek kry nie geld nie” (I am scared to become big and I do not get money) (P13 in NCP in S2).

“Ek is bang ek het nie geld om vir my kinders iets te koop nie” (I am scared I do not have money to buy my children something) (P14 in NCP in S2).

“Ek wil geld he om vir my kind kos te koop” (I want money to buy my children food) (P17 in NCP in S2).

“Eendag my kinders gehuil en toe ek nie geld nie. Bang ek nie melk gehad nie. Ek wil nie groot rak nie omdat ek nie geld het nie. Ek was bang om groot te word nie omdat ek nie net melk nie”

(One day my children cry, and I did not have money. I am scared I don't have milk. I do not want to become big because I won't have money. I was scared to become big because I do not have milk. I was scared to become big because my husband won't have money) (P20 in NCP in S2).

“When I am grown up, I wish for money, A big red car. I wish to become a dentist because

I can help people's teeth come out. And I will get lots of money" (P12 in GP in S1).

"When I am grown up, I wish for a big house, money, own business, expensive car, being rich" (P16 in GP in S1).

"Wish to become a doctor because you can get money and lots of it" (P21 in GP in S1).

"When I am big, I am a doctor and leave at the double story. Buy a car for myself" (P29 in GP in S1).

"I wish I have a house. And I want to be a Doctor and a car and have a good wok" (P30 in GP in S1).

"When I am a grown up, I wish for a double story, car, money" (P31 in GP in S1).

"I wish to have a big house a car and lot of stuff" (P34 in GP in S1).

"When I am grown up, I wish for a house, a car, job, peace" (P 36 in GP in S1).

"I need a house, so I can live in it. And kids so I can remember my mother. A Car that I can go to church. A job that I do not be poor. Pease and no war" (P38 in GP in S1).

"I wish for a house that has a nice pool and a nice car" (P44 in GP in S1).

"When I am grown up, I wish to have some money, being a teacher, having a car of B.M.W and a perfect job" (P54 in GP in S1).

During the interview with FG1 in GP in S1, they clearly wrote on their collage Yes and No. The explanation was that "I hope to have money, so my children can eat other food as porridge" (FG4, P1 in GP in S1). 'We eat porridge a lot, I hope to give my children other food' (Group 4 P4).

It was interesting to note that some participant children in GP in S1, mentioned in their paragraph on their hopes and fears for their future, the occupation that they wished to pursue as an adult. This occupation was linked to the wealth within this occupation.



Figure 4.19: Collage made by FG4 in GP in S1

During the FG interview with FG4 in GP in S1 they clearly wrote on their collage “Yes” and “No”. The explanation was that:

“I hope to have money, so my children can eat other food as pap (porridge). We eat pap (porridge a lot, I hope to give my children other food” (FG4, P4 in GP in S1).

Even though their hopes for their future was materialistic of nature, the child participants envisioned a better future for children.

4.4.3 Theme 3: Need for compassion

In the letter to the president, the child participants of both provinces asked him for better living conditions. Especially, the participants in Britstown, mentioned that the president must look into better living conditions for them when they are adults as they are now becoming wet in their homes. It is important that one get a picture of

the homes in Britstown, in order to understand the people's plea for better housing. These homes are referred to as 'pampoene', an Afrikaans word for pumpkins. Only one sub-theme emerged from the thematic analysis, namely; better living conditions.



Figure 4.20: Photograph of the 'Pampoene' houses in NCP

Sub-theme 3.1: Better living conditions

The participant children in both provinces expressed a strong desire for better living conditions. Participant children mentioned in their letter to the president that he must be more like former president Nelson Mandela for they saw the president as the key role player into providing better living conditions. As discussed in Sub-theme 1.3, the participant children pleaded that the president must stop the protest actions. In Sub-theme 3.1, they plead again for better living conditions. Paradoxically numerous protest actions take place regarding social service delivery.



Figure 4.21: Collage made by FG5 in GP in S1

During the FG interview with FG5 in GP in S1, I asked them to explain to me why they pasted pictures of both presidents of South Africa.

“Because, you see Mandela was the president for the people. He looked after us. Now, eish, now we do not have anything” (FG5, P5 in FG2, in GP in S1).

The child participants in GP was more verbal on their desire for better living conditions in their letter to the president.

“We live like pigs. Please treat us people normal people” (P39 in GP in S1).

“You make us suffer because you stole our money” (P43 in GP in S1).

During individual interviews with participant children they did mention that the president must:

“Cut up the union building and give us part of it” (P13 in GP in S1)

“You have a big home, share it with the people who do not have houses” (P44 in GP in S1).

The participant children in NCP supported the participant children in GP as they mentioned in their letter to the president that

“Hy moet vir ons huise gee want ons het al gestem vir hom. Ons kry koud in die pampoene. Ons se huis reen nat” (He must give us homes because we voted for him. We are getting cold in the pampoene. Our homes are raining wet) (P16 in NCP in S1)

Due to the poor literacy rate of the grade 3 participant children, in Britstown, the task to write a letter to the president telling him what you are want for your future was difficult. However, when looking Sub-theme 2.2, it becomes unmistakable that these children truly yearn for better housing.

The collages made by the participant children, explored the theme of better living conditions in more detail, as it examined not only housing, but aspects such as schooling and social issues.



Figure 4.22: Collage made by FG 6 in in GP in S1

During the focus group interview, group members said that:

“Close to my home it is a dump, people just dump everything” (FG6, P1 in GP in S1).

Another participant child mentioned:

“I hope that my kids can one day have grass to play on and not gemors (garbage)” (FG6, P5 in GP in S1).

I noted in my field notes that:



Field note

The group's explanation on the picture with the buildings was interesting, as P4 and P6 mentioned that some schools look like this in their township. It made me aware of, that these children know how privilege they are to be in the school they are in.

"When I am big, I hope for better schools. Some schools where I stay look like this" (FG6, P4 in GP in GP).

Another group member mentioned about the lack of sanitation:

"Sometimes in other provinces there is not toilets and they go to the pit and die" (FG6, P3 in GP in S1).

The conditions of schooling came forward in another collage done by FG2.

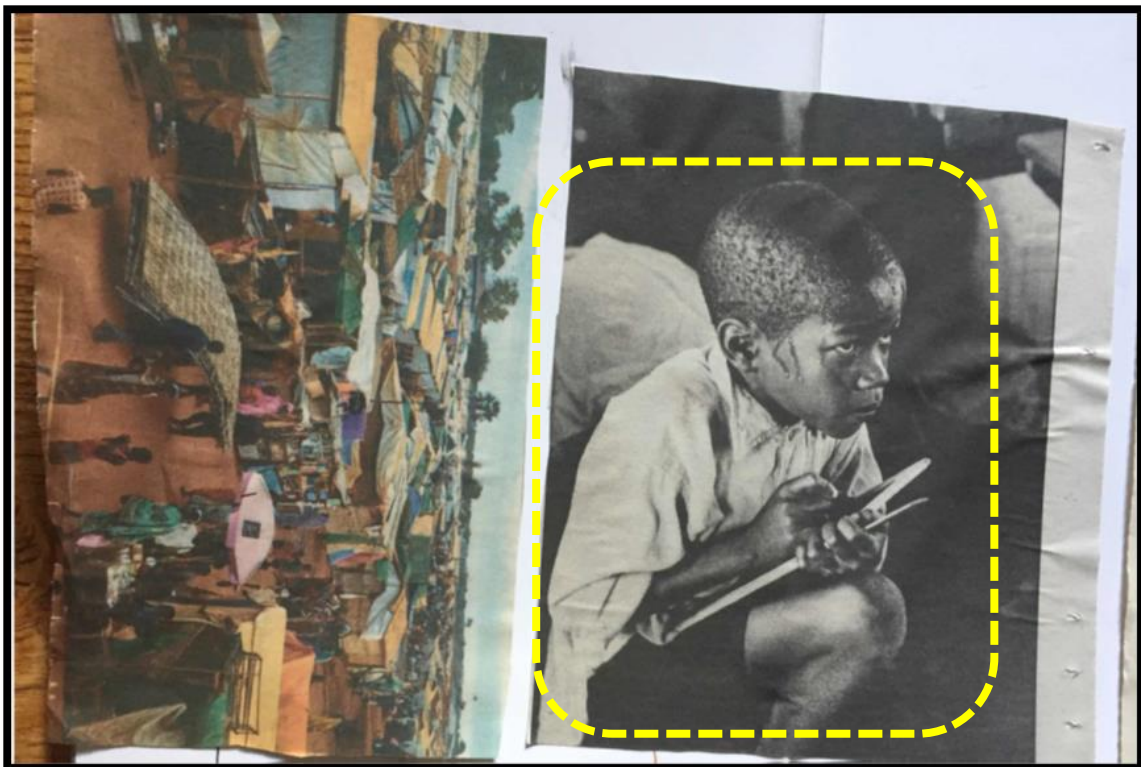


Figure 4.23: Collage made by FG2 in GP in S1

During the focus group interview one participant child said:

"Mam don't you want to cry for this boy? In the future all children must sit at desk and have fans in their classroom." (FG2, P1 in GP in S1).

Another participant child replied that:

"... he does not have a table or chair, that is not fair" (FG2, P4 in GP in S1).

I asked this particular participant what is fair, and he replied:

"Everyone must be the same, he is a boy like me, he must sit at a desk and on a chair. I don't think he is happy. To be fair means you are happy" (FG2, P4 in GP in S1).

Even though the child participants in GP came through as being materialistic, it became evident that they are empathetic. In Sub-theme 2.1, it was mentioned by P3, FG7 in GP in S1 that "... free education will be nice, because then the street children can also come to school". P4 in FG7 in GP in S1 mentions that all children must be treated equally. The right that all children have to education comes out strongly when listening to the voice of the children. I mentioned in my field notes:



Field note

As I am comparing the themes, I realise that even though it seems as if the children in GP are egocentric with money and "I want a car, house etc." they have something inside them, wishing for a better future for others.

In South Africa, people have access to the South Africa Social Security Agency (SASSA).



Figure 4.24 Extract of collage made by FG5 in GP in S1

“I hope that SASSA gets better, some people must stand in the sun and rain to get their money” (FG5, P4 in GP in S1).

The mentioning of SASSA also came through in the participant children' paragraph on hopes and fears for the future.

“I am scared to become a granny, then I must get SASSA and how will I look after my children's children with it?” (P34, in GP in S1).

“I am scared to become a grown up, I cannot get SASSA, how will we survive?” (P44, in GP in S1).

Focus group 2 included other aspects in their collage, which also address better living conditions.



Figure 4.25: Collage made by FG3 in GP in S1

“My parents voted, they promise us to live better, but there are still places with no toilet in the house” (FG3, P1 in GP in S1).

In addition, the group referred to the caption of Clinics that are closing. I asked them to tell me why they pasted it. The participant children explained that:

“we must wake up early to go to the clinic, then when we come to school with the yellow slip of the clinic” (FG3, P7 in GP in S1).

“There is no money, everything is closing or burned” (FG3, P3 in GP in S1)

FG3, P3 in GP in S1 mentioned about infrastructure being burned down. Even though it is not referred to directly, it is apparent that protest actions in South Africa is not only a current concern for the child participants, but it is manifesting into a fear for their future.

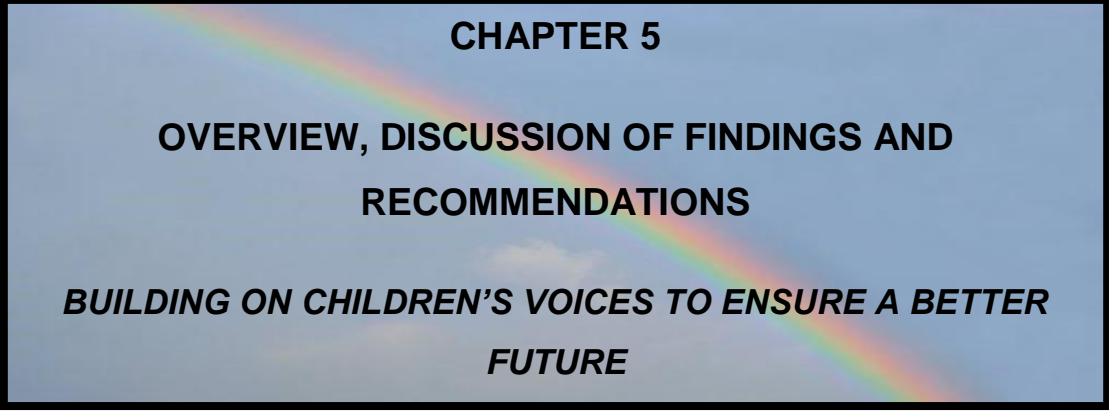
I asked FG 6 in GP in S1 on what their hopes for the future are if they look at their collage. P6 replied by saying:

“I am part of the problem now mam, but I also want to be part of the future”.

4.5 SUMMARY

In Chapter 4, the hopes and fears that children have towards their future manifested. I acknowledged the child participant's voices through engaging with them in activities such as writing a paragraph on their hopes and fears. This activity was adapted for children who battled with the writing of narratives such as a paragraph and they had to complete sentences of "When I am big I hope for..." and "I am scared to become an adult because...". Individual interviews were also used to gain clarity on topics and focus group interviews were held where the collage the children made, was used as a prompt.

A summary of the data analysis strategies and process used in the study to organize the raw data was provided. The data in themes and sub-themes were unpacked, whilst including rich supportive evidence from the data. In Chapter 5, the findings will be discussed against the theoretical framework and existing literature.



CHAPTER 5

**OVERVIEW, DISCUSSION OF FINDINGS AND
RECOMMENDATIONS**

***BUILDING ON CHILDREN'S VOICES TO ENSURE A BETTER
FUTURE***

5.1 INTRODUCTION

This study refers to research confirming that through providing children with opportunities where they can communicate their views, their right to be listened to can be ratified (Reyneke, 2013). I provided children with opportunities such as writing narratives like a paragraph on their hopes and fears, writing a letter to the president, making a collage and interviews on it in order to capture their views regarding their futures in South Africa. These data collection methods assisted me to obtain research findings in coherence to the four emerged themes and sub-themes, as presented in the previous chapter, Chapter 4. In this final chapter, findings from the study are interpreted through presenting literature that supports the findings of the study. I also present and interpret new insights that were identified during the study. Thereafter, I answer the secondary research questions and then the primary research question that guided the study. The chapter concludes with recommendations and a discussion on the limitations of the study. A final conclusion is offered at the closing of this chapter.

5.2 A SYNOPTIC OVERVIEW OF THE STUDY

This study was about recognizing young children's right to express their opinion and to make their voice "heard". However, since young children are dependent on the cooperation of adults, their right to be heard is mostly disregarded. Reyneke (2013) confirms that adults are reluctant to give young children the opportunity to express their views, as they are concerned that children would undermine their authority. However, children do not want to become rebellious, they want to have a say on issues that affect their lives (Hartas, 2010; Joubert, 2015). Thus, the purpose was to

explore grade 3 children’ hopes and fears for their futures in South Africa. Figure 5.1 provides an overview of the chapters of the study.

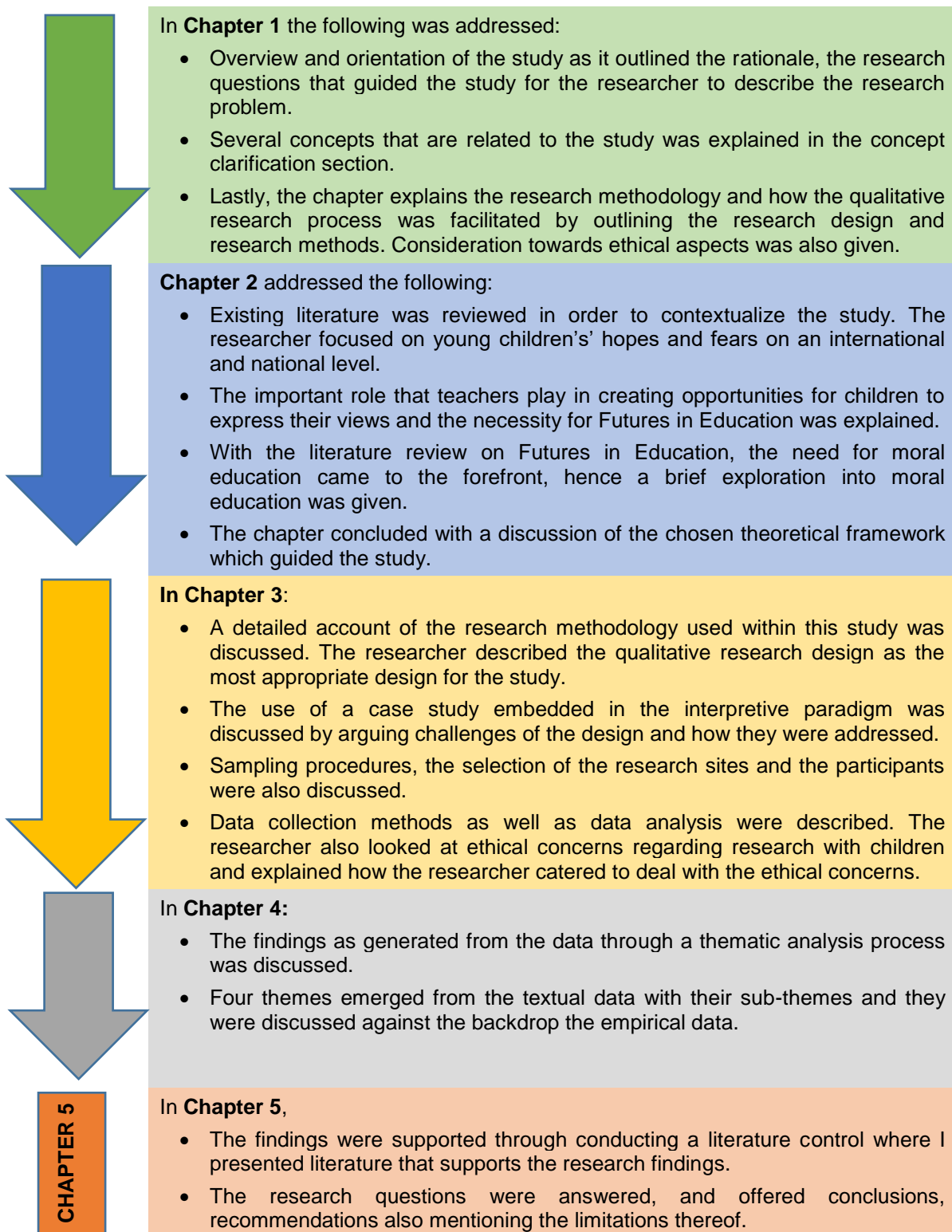


Figure 5.1: Overview of the chapters of this study

5.3 FINDINGS IN TERMS OF THE THEORETICAL FRAMEWORK

Individuals do not operate in isolation, as we are constantly shaped by the world we are living in (Krishnan, 2010). Therefore, Bronfenbrenner's Ecological Systems Theory was the most appropriate theoretical lens to guide the study since it explains the interaction and mutual relations between various systems that affect our behaviour.

Whilst conducting the data analysis of the participants in Gauteng Province and their counterparts in the Northern Cape Province, it became apparent that the child participants were predominantly influenced by their micro- and mesosystem. The microsystem has the most immediate and direct impact as this system is seen as the small, immediate environment where the child lives in. Nevertheless, we are consistently in interaction with parts of our microsystem, which the mesosystem encompasses as it refers to the interaction of the different microsystems.

The hopes and fears of the participants in Gauteng Province was in alignment with the microsystem as their daily experiences, such as their fear to be robbed or their fear of protest actions. Therefore, the influence of the microsystem came through unwaveringly with their drawings of their desired occupation as occupations varied from a teacher to a fashion designer to an astronaut. It seems as if the participants in the Northern Cape Province do live in a vacuum, since their desired occupations were bound to what they know within their community. Most participants envisioned becoming a teacher, a nurse and a police officer.

The findings of this study indicated that children's hopes and fears for their future, derived from their lived experiences within their direct community. Children in Gauteng expressed their views of being afraid of murder, rape, dangerous roads and protest actions. Whereas the participants in the Northern Cape's hopes and fears dealt with issues current to them. These were fears of family violence and poverty.

Conversely, the ecosystem plays a great role in shaping these hopes and fears. Through the conversations with the children it became discernible that what they experienced and heard from their parents, guardians, and peers, mould their hopes and fears. However, future expectations are decisively determined by the

macrosystem as it influences all lower systems (Steyn, Badenhorst & Kamper, 2010).

The macrosystem is grounded by the economy, politics, social health, social values, as well as the nature of the community and relevant circumstances. Within this study executed in a specific time frame in the history of South Africa, it became clear that the dreams and fears children have for their future are greatly determined by the political context of South Africa. Larson (2002) mentions that a weak, destabilized and distracted governments are less able to provide a beneficial developmental infrastructure to children.

Through the data analysis process, although Bronfenbrenner's Theory of Ecological Systems (1979) formed the study, Maslow's (1943) hierarchy of needs came to the foreground. Children's fears for their futures was rooted within their need of safety as delineated in Maslow's hierarchy of needs as one of the basic human needs. These fears were based on experiences within their micro- and mesosystem. Correspondingly, the macrosystem played a significant role towards child's fears for their future in South Africa. Even though the macrosystem is seen as the outermost layer in the child's environment (Paquette & Ryan, 2000), it has a cascading influence on the micro-level. The political context lies within the macrosystem. The child attains knowledge of the macrosystem through interaction with the micro-, meso- and exosystem. Within the study, it became discernible that the South African political context was a counterpart towards a child's fears for their future. These fears conveyed by the macrosystem emphasized children' need for safety. Figure 5.2 provided an overview of the interrelationship between the ecological systems theory and children' need for safety (Maslow, 1943).

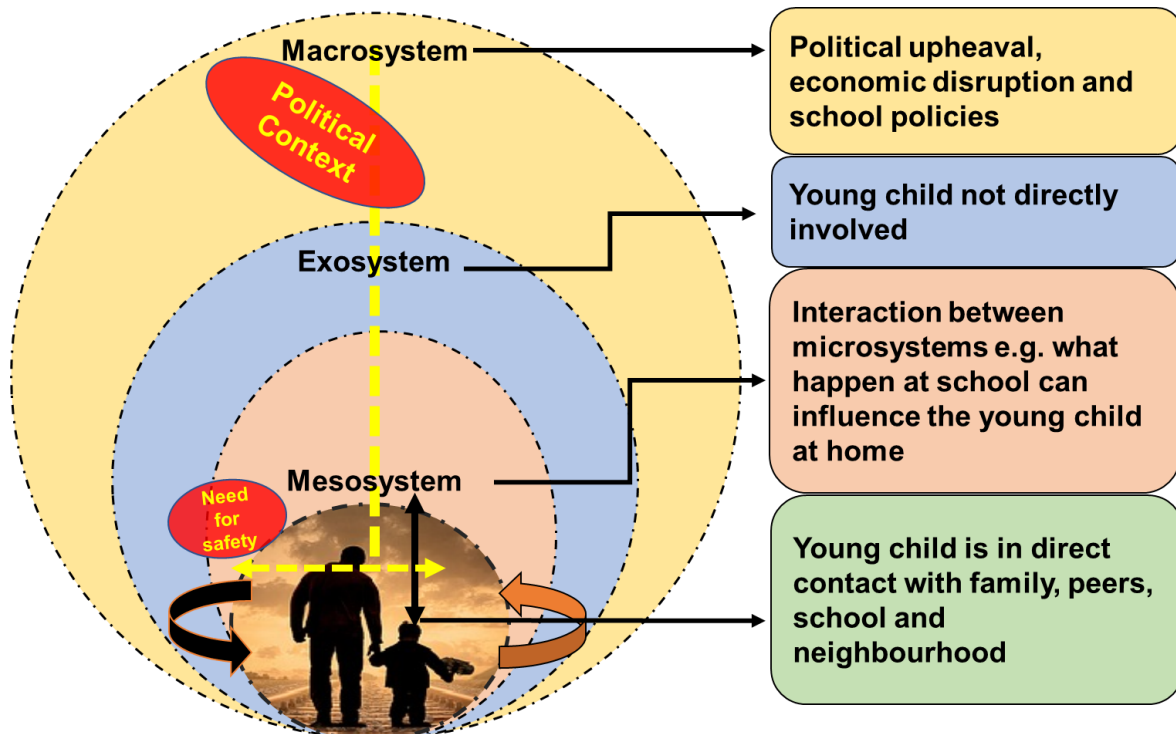


Figure 5.2: Interrelationship between the ecological systems theory and children' need for safety

In the following section, the findings of the research project will be compared against the background of existing literature. The focus is on literature supporting the research results, contradictions between literature and the findings as well silences in the data.

5.4 LITERATURE REVIEW SUPPORTING THE RESEARCH RESULTS

In order to endorse the results or findings of the study in terms of themes and sub-themes, I presented the existing literature that draw upon similarities between the existing literature and the findings of this study (see Tables 5.1 – 5.5). Secondly, in Table 5.6 – 5.7, I discuss findings of the study that are contradictory to the existing literature. Thirdly, silences in the research data (that are published through existing literature) are discussed in Table 5.8. Thereafter, new insights from the findings of this study are presented and discussed in Figure 5.3.

5.4.1 Supportive evidence within existing literature

Table 5.1: Comparing results to existing literature: supportive evidence in Theme 1.1

THEME 1:		
South Arica as an unsafe country		
SUB-THEME 1.1:		
Violence threatening the hope of our learners		
AUTHOR AND YEAR	EXISTING KNOWLEDGE	INTERPRETATIVE DISCUSSION
South African Institute of Race Relations (2017)	Violent crime is taking a terrible toll on South African communities and the quality of policing is very far from the ideal.	South Africa is being burdened with crime. Instead of protecting the learners they are carrying this burden of fear towards crime.
Gould, Mufamadi, Hsiao and Amisi, (2017)	South Africa is one of the 10 most violent countries in the world. Murder has increased annually over the past four years. In addition, children must be prevented from witnessing and experiencing violence as this will ensure that they have a good start in life. Children who experience neglect and abuse, or who witness violence, are likely to go on to repeat this toxic mix which will reduce their potential and lays the basis for continuing cycles of violence's.	Murder and crime was pointed out by the learners as the two aspects feared most for when they are adults. Family violence was also a strong predecessor. These fears come forth out of learners own experience as well as the influence of the opinions of their parents, guardians and peers. South Africa has a high crime rate, which is continuously published in newspapers, over news on TV and the radio. Just as children has the right to be listened to, they have the right to be protected against violence. This protection will not only be physical protection but emotional protection as well.
Jantjies and Popovac, (2011)	Young people in South Africa are at high risk of experiencing crime and are twice as likely as adults to experience violent crime.	During the data collection it became clear that participants did experience crime. The crime varied from being minor such as a cell phone being stolen to more severe related such as burglary.

THEME 1:		
South Arica as an unsafe country		
SUB-THEME 1.1:		
Violence threatening the hope of our learners		
AUTHOR AND YEAR	EXISTING KNOWLEDGE	INTERPRETATIVE DISCUSSION
Richter, Mathews, Kagura, Nonterah, (2018)	Children who are expose to violence are at risk of becoming insensitive to future violence exposures, uncaring and becoming violent themselves. The long term effect can be poor mental health, drug and alcohol abuse, risky sexual behavior, criminality, neglectful or abusive parenting, which will lead to a vicious cycle of violence. Violence occurs is all settings in which a child finds themselves – home, school, peers and community.	<p>The learners who participated made reference to being directly or indirectly exposed to violence. One of the learners described in detail that his father is in jail because he tried to put their house on fire, while he (the learner) his siblings and mother was asleep. The teacher was nearby when he told me this, and afterwards, the teacher mentioned that “now I understand this child better, I wish I knew this before”. Thus, teachers need to become proficient in facilitating activities to truly listen to children in order for intervention strategies to be implemented.</p> <p>One of the participants mentioned that her father did put acid on her mother’s face whilst sleeping, for they were going through a divorce. The teacher mentioned that this girl is struggling academically, school attendance is poor, and she is withdrawn.</p>
Payne and Gainey, (2009)	Female victims of domestic violence witnessed domestic violence as child	The female learners revealed that they are scared to marry for their husband might hit them.
Flannery, (2017)	Children today are growing up in a world where fear and insecurity rule over confidence and safety. This is not just driven by media but also by what they experience in the real world. Children who were exposed to violence as a witness or victim reported high levels of depression, anger and anxiety. Exposure to violence can lead to children becoming desensitized to violence for they believe that violence is an acceptable way to solve problems.	<p>One of the participants mentioned nonchalantly that her father did put acid on her mother’s face whilst sleeping, for they were going through a divorce.</p> <p>The teacher who assisted me with regards to discipline of the group, mentioned that this girl is struggling academically, school attendance is poor and she is withdrawn.</p>

Table 5.2: Comparing results to existing literature: supportive evidence in Theme 1.2

THEME 1: South Arica as an unsafe country		
SUB-THEME 1.2: Danger is lurking on the roads		
AUTHOR AND YEAR	EXISTING KNOWLEDGE	INTERPRETATIVE DISCUSSION
Road Safety Annual Report 2017, (2017)	During 2016, 14071 road fatalities were reported by the Road Traffic Management Corporation (RTMC), a 9% increase from the previous year. There were 25 road deaths per 100 000 inhabitants. The high annual road death toll is alarming and should worry every motorist in the country.	These statistics revealed that learner's fear of driving as an adult is valid.
Road Safety Annual Report 2017, (2017)	Gauteng have the highest percentage of road deaths in the country, 2 700 people died on roads, while 409 deaths in the Northern Cape	The fear of driving was evident with the learners in Gauteng. Learners in the Northern Cape did not make any mention of their fear of driving
Arrive Alive (n.d.)	Minibus taxis are a threat to road safety as they operate at higher speed limits to cut travel time. They are usually overloaded and often unroadworthy.	The majority of learners in School A came to school with a minibus taxi and experience unsafe driving.
Missing Children SA (2016)	The number of children missing from 1 December 2015 – 31 August 2016, was reported as 996. Gauteng was the province with the highest number of children missing, being 54 as to the Northern Cape with the least being 3.	Participating learners in both provinces mentioned that they are scared that their children will be abducted. Learners mentioned that they are constantly cautioned by teachers, parents and older siblings not to wander around alone as they will be "stolen".

Table 5.3: Comparing results to existing literature: supportive evidence in Theme 1.3

THEME 1:		
South Arica as an unsafe country		
SUB-THEME 1.3:		
Protest actions against service delivery		
AUTHOR AND YEAR	EXISTING KNOWLEDGE	INTERPRETATIVE DISCUSSION
South African Human rights commission (2016)	Service delivery protest have intensified over the past five years. There is a belief amongst community members that disrupting schooling during protests, will attract a swift response from government.	The learners mentioned that when the taxi's strike they cannot come to school for the taxi's will "block" their transport.
Roberts, wa Kivilu, and Davids, (2010)	Satisfaction with public service is generally low in South Africa.	The learners in this study wanted better services. They referred to the elderly who must stand in queues for their social grants and they recognize that some learners attend schools that are not suitable for education because of unsafe buildings, no ablution and lack of facilities such as desks.

With the discussion of Theme 2, the two sub-themes are combined as the future hope for jobs are constructed on a child's views of a better economic prosperity. Children believed that an occupation will enable them to support their families.

Table 5.4: Comparing results to existing literature: supportive evidence in Theme 2

THEME 2:		
Economic opportunities as the silver lining		
SUB-THEMES 2.1 and 2.2:		
2.1 Future hope for jobs		
2.2 Economic prosperity		
AUTHOR AND YEAR	EXISTING KNOWLEDGE	INTERPRETATIVE DISCUSSION
Statistics South Africa (2017)	The unemployment rate for 2017 was 27%. When looking at youth unemployment, where youth includes individuals between 15-34 years, the unemployment rate was 38.6%.	The children were aware of unemployment as most of them indicated that they hoped to get a job when they are "big".

THEME 2: Economic opportunities as the silver lining		
SUB-THEMES 2.1 and 2.2: 2.1 Future hope for jobs 2.2 Economic prosperity		
AUTHOR AND YEAR	EXISTING KNOWLEDGE	INTERPRETATIVE DISCUSSION
South African Institute of Race Relations (2017)	Since 1994, the number of South Africans with a job has doubled from nearly 8 million to just over 16 million. The labour market participation rate increased with over 30% which brought forward improved livings standards in numerous households.	Looking at the statistics, children of today can be optimistic towards having an occupation in their near future. Having an occupation does relate to improved living conditions.

Table 5.5: Comparing results to existing literature: supportive evidence in Theme 3

THEME 3 Need for compassion		
SUB-THEME 3.1: Better living conditions		
AUTHOR AND YEAR	EXISTING KNOWLEDGE	INTERPRETATIVE DISCUSSION
Roux (2008)	One of the major socio-economic problems related to unemployment is that unemployment implies hunger, misery and loss of self-esteem for those who are jobless.	The participants repeatedly mentioned their desire for a job one day as this will ensure housing, food and being able to provide to family members.
Roux (2008)	One of the major socio-economic problems related to unemployment is that unemployment implies hunger, misery and loss of self-esteem for those who are jobless.	The participants repeatedly mentioned their desire for a job one day as this will ensure housing, food and being able to provide to family members.
Roux (2008)	One of the major socio-economic problems related to unemployment is that unemployment implies hunger, misery and loss of self-esteem for those who are jobless.	The participants repeatedly mentioned their desire for a job one day as this will ensure housing, food and being able to provide to family members.

THEME 3		
Need for compassion		
SUB-THEME 3.1:		
Better living conditions		
AUTHOR AND YEAR	EXISTING KNOWLEDGE	INTERPRETATIVE DISCUSSION
Barker (2007)	Unemployment is probably the most severe problem in South Africa for it is conceivably the root cause of many other problems such as crime and violence. Furthermore, unemployment erodes an individual's standard of living, dignity and self-respect.	The participants pointed out that they all wish for a job and money. The male participants in the urban area, chose jobs that will provide prestige towards them as to the females whose chosen jobs reflected on helping people. My understanding is that the participants in urban and rural schools saw employment and money as means to a better life.
Shannon (2017)	Children want to stop war, build houses, fund schools, provide healthcare and make jobs.	Children in both provinces desired better living conditions
Eloff (2017)	Intensive research into all kinds of infrastructure in South Africa was conducted by the South African Institution for Civil Engineers (SAICE). Their overall finding was that infrastructures such as water, sanitation, roads and educational facilities is a risk of failure. These infrastructures are public assets which improve life expectancy, facilitate social mobility, access to economic opportunities and job creation.	Children are aware of the infrastructure deficiencies in South Africa. The effect of these deficiencies is part of their basic needs and if we do not meet these needs, it can hinder children to achieve their goals later in life.

The literature confirms that young children can view South Africa as an unsafe country. Moreover, the literature brought forward that children who are exposed to violence are left with underlying harm such as physical, mental and emotional harm. Consequently, early intervention from teachers are required in order to support these children. Amidst the picture of an unsafe country, children desire economic prosperity and better living conditions. However, some of the findings of this study are contradictory to existing knowledge.

5.4.2 CONTRADICTIONS BETWEEN THE LITERATURE AND THE RESULTS OF THE STUDY

Tables 5.6 and 5.7 presents the results of this study that are contradictory to existing knowledge. Theme 2 together with the relevant sub-themes are combined as future hope for jobs and economic prosperity are closely associated.

Table 5.6: Comparing research results to existing literature: contradictory evidence in Theme 1

THEME 1		
South Africa as an unsafe country		
SUB-THEME 1.1:		
Violence threatening the hope of our children		
AUTHOR AND YEAR	EXISTING KNOWLEDGE	INTERPRETATIVE DISCUSSION
Gould, Mufamadi, Hsiao and Amisi (2017)	South Africa's National Development Plan envisages that by 2030 people living in South Africa should feel safe and have no fear or crime.	What is envisioned by the South African National Development Plan are not envisage by the participating children. Crime and murder was prominent aspects that came forward during the data analysis.
Steyn, Badenhorst, Kamper (2010)	Poverty, unemployment and violent crimes are societal problems that are faced by adolescents across racial boundaries in South Africa.	Poverty, unemployment and violent crimes are not only societal problems that adolescents have to deal with. Nine-year-old children are also faced with these problems
Flannery (2017)	Exposure to violence shown by the media is consistently associated with problem behaviours such as increases in aggression and anxiety. Children could also end up with lower empathy and compassion for others.	It is not only through the media that behavioural problems can come to the forefront. It emerged from the data that the direct experience of violence can lead to problem behaviour.

Table 5.7: Comparing research results to existing literature: contradictory evidence in Theme 2

THEME 2:		
Economic opportunities as the silver lining		
SUB-THEMES 2.1 and 2.2:		
2.1 Future hope for jobs		
2.2 Economic prosperity		
AUTHOR AND YEAR	EXISTING KNOWLEDGE	INTERPRETATIVE DISCUSSION
Gould, Mufamadi, Hsiao & Amisi (2017)	Research done by Save the Children found that South Africans who were physically abused as children earned on average 11.7% less a month than people who were not physically abuse	The children in this study envisioned a future with economic prosperity, where financial strain will be something of the past.
Mtembu & Govender, (2015)	South Africa has one of the best legislative frameworks that talks to the issues of youth employment and development of the country in general.	Even though South Africa has a legislative framework that address issues of youth employment and the development of the country, learners indicated that they wanted a job as they fear unemployment.
Flannery, (2017)	Exposure to violence shown through media is consistently associated with problem behaviors such as increases in aggression and anxiety. Children could also end up with lower empathy and compassion for others.	It is not only through media that behavioral problems can come to the forefront. It emerged from the data that the direct experience of violence can lead to problem behavior.

One of the most contradiction factors was that adolescents are confronted with unemployment and violent crime. In this study, grade 3 children were not only aware of unemployment and crime, but a majority of children were part of a household where unemployment features or were victims of crime. Another contradiction was that there are frameworks and developmental plans in place, but the outcome is not evident in the daily lives of the children. The ideals of the South African Developmental Plan are precisely the hopes and fears children have for their future in South Africa.

The findings of this study also contradict literature that suggests that problem behaviour within children are brought forward through being exposed to media. The findings of the study suggest that behavioural problems are often the consequence of children' direct experience with violence. Therefore, it is important that teachers

should intervene when becoming aware of behavioural problems, in order to prevent the cycle from continuing.

I anticipated that certain findings in the data will come to the forefront that are supportive of the literature, however the researcher did not find it emerging from the data. I regard these as silences in the data. Thus, the next section will describe the silences in the data.

5.4.3 Silences in the research data

Table 5.8: Comparing research results to existing knowledge: silences in the data

EXISTING KNOWLEDGE	AUTHOR AND YEAR	INTERPRETIVE DISCUSSION
<p>The South African education system is failing to meet the future perspectives of children as it blocks children’ future hopes instead of supporting children to realize them. Teachers need to take on mentorship roles in order to actively encourage future directedness.</p> <p>Furthermore, teachers must make use of classroom discussions as a tool for stimulating students’ thinking about challenges and opportunities with regard to the future and schools must cultivate core social values among the young generation.</p>	<p>Steyn, et al. (2010)</p> <p>Jerrerris and Theron (2017)</p> <p>Hicks (2008)</p> <p>Nikolayenko (2011)</p>	<p>Much of the data did not reflect that children view the educational system as a barrier towards reaching their dreams.</p> <p>In addition, none of the children mentioned that their teacher must support them to form a better perspective regarding their future in South Africa.</p>

The literature mentions that teachers should engage with children through discussions in pursuit of discovering children’ hopes and fears for their future (Jerrerris & Theron, 2017; Hicks, 2008). Consequently, teachers can be seen as change agents who can transform children’ lives whilst cultivating core social values (Nikolayenko, 2011; Pitsoe & Mahlangu, 2014). The cultivation of social values takes place under the concept of values education as is plays a fundamental role in preparing children to accept social change and make appropriate and positive social changes for the good of society (Pitsoe & Mahlangu, 2014). In order for teacher to employ values education, it is essential that they know what the children’ think, how they think and what they understand of (Botha, et al. 2016).

During my engagement with the teachers, it became evident that no or limited time is spent on listening to what children have to say with regard to the world they live in today. It is important that teachers are trained into creating opportunities for children to speak freely. Slaughter (2003) mentions that the young have no faith in the future and we need teachers to support the children in order to establish a feeling of hope. Even though this was said 15 years ago, it is still relevant in 2018, for the research that was undertaken indicated a melancholy future.

5.4.4 NEW INSIGHTS FROM THE RESULTS

According to Slaughter (2003), young people are passionately interested in their futures and that of the society in which they live. In due course, I realised that a parallel can be drawn between the hopes and fears children have towards their future and the hierarchy of Maslow (1943).

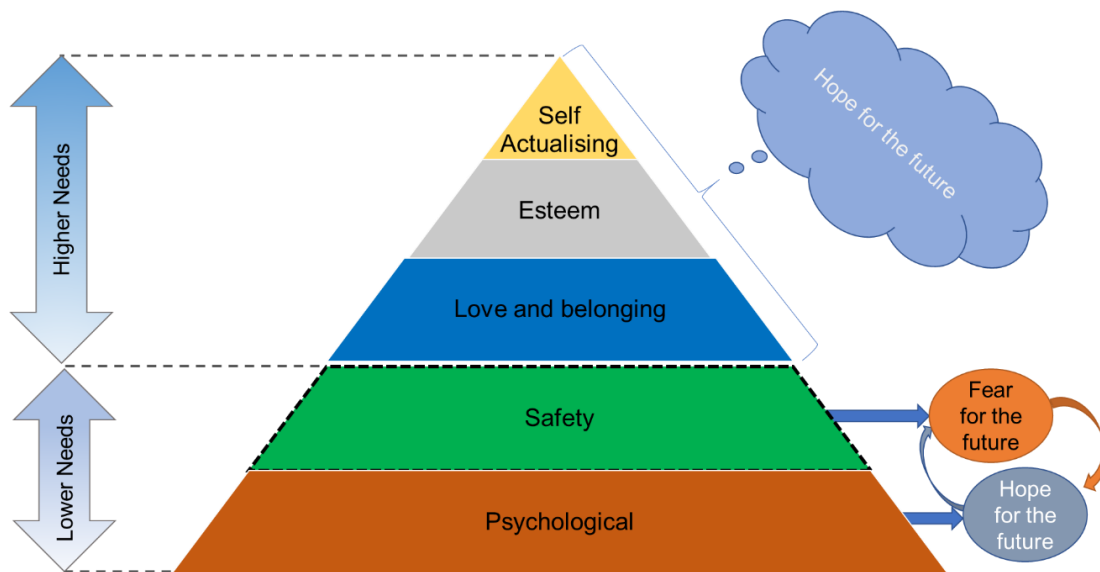


Figure 5.3: Maslow’s hierarchy of needs: hope and fear for the future

According to Maslow, an individual’s basic needs must be met before the person can continue to the level of higher needs. In this study, it came forward that the hope for physiological needs depend on safety with regard to financial security and employment. Data indicated that children hoped for money (safety) in order to buy food (physiological) or better resources (safety) for clean water (physiological). Interestingly, the most feared aspects for the future is found within the safety needs and therefore, in Figure 5.3, safety is outlined with broken lines. The reason being

that if safety is not addressed, we cannot address physiological needs nor any of the other needs. It is of utmost importance that the lower-level needs or basic needs are met before moving for the upper level. According to Martin and Joomis (2007), an individual must feel safe and secure knowing that his basic needs with regard to water, sleep and food is met, before they can work toward self-esteem.

5.5 RESPONSE TO RESEARCH QUESTIONS

The research questions that guided the study are answered in the following sections. Firstly, I attempt to answer each of the secondary questions and then the main research question.

5.5.1 Sub-questions:

What are hopes expressed by young children?

I anticipated that children would have expressed hopes with regard to peace in the country, referral to a decline in the murder rate, a decline in robberies and to attend tertiary education. However, through task-based activities and interviews, new insight was obtained as to children' hopes for the future. With the one written activity, I posed the following question: "When I am big I hope for?" The answers to this question revealed that materialistic values and aspirations was prominent for both children in Gauteng and in the Northern Cape Province. The children in Gauteng indicated that they hoped for cell phones such as an iPhone, big plasma screen televisions, BMW cars and double story houses with swimming pools. I noted that even though the children in the Northern Cape Province was not as specific about the type of item, they correspondingly hoped for the same materialistic items as the peers in Gauteng.

These hopes for the future reveal that children have become materialistic (Vandana & Lenka, 2014). Even though the children came from different parts of the country, their hopes on the surface were materialistic. Remarkably, the results at the end showed that even though the children in Gauteng yearned for materialistic items, their congruent hopes for their future was for jobs and economic prosperity. These children sought better living conditions in terms of housing, public service delivery and education for all children. It was evident that children in Gauteng measured their housing circumstances against the former president of South Africa's residence. One

child mentioned: "We live like pigs. Cut up your home and give it to us" (P39). Another child said, "We did vote for you, I also want to stay in the Union Building with water, electricity and food" (P44).

Even though the children in the Northern Cape were very outspoken regarding their need for money, it became evident that they want to use the money to improve their living conditions, especially in terms of buying food and milk for their children. In correspondence with their peers in Gauteng, the children in the Northern Cape Province also mentioned that they hoped for better housing as they become wet in their homes when it rains. These children also mention that they voted for the former president, and therefore he must deliver on his promise for housing. These statements made by the children indicate that they come from homes where politics is a frequent topic of discussion (Patterson, 2014).

In this study it became clear that the hopes grade 3 children have for their future are dualistic. It became evident that the participating children's hopes for their future are firstly based on materialism. However, when digging deeper through giving children the opportunity to raise their voice, one recognizes that there is much more under the surface of materialism. Children hope for better living conditions with regard to better housing which include running water, electricity and adequate housing. Not only do children hope for better living conditions, but also for job opportunities. In the Northern Cape, females did not necessarily hope for employment for themselves, but rather for their husbands. As to Gauteng where both males and females expressed their hope for employment. Interestingly, the motivational factor differs between genders. The male participants hoped for a job which is associated with social status and wealth as to the females who anticipated jobs which will enable them to support other people. The next sub-question addresses the fears young children have towards their future in South Africa.

What are fears expressed by young children?

Section 2.2.6 referred to Morris et al. (2008) who mentions that a substantial proportion of children do not know where their fear originated from. During the course of the study, I realised that children are prone to develop fears concerning matters that are relevant to them. Thus, fear is directed towards the direct

environment of the child. It was evident that the fears that children in Gauteng revealed, differed to an extent from the fears of the children in the Northern Cape.

Children in Gauteng experienced South Africa as a dangerous place with regards to their future. These children were not only scared of violent acts such as being robbed or murdered, but also scared of violence on the roads. Interestingly, several female participants in Gauteng mentioned that they feared being raped. Not only were parental instructions about stranger avoidance mentioned as one of the reasons for fear of being rape, political factors were also stated as triggers for fear of being raped. Political factors included politicians who were accused of sexual assaults, regardless of whether these assaults back to over a decade ago. Noteworthy is that the participants did not mention that they fear HIV/AIDS as their peers did in a study in 2007 (Burkhard, 2007). This can be due to the success story of anti-retroviral treatment that HIV-positive individuals are currently receiving.

The children in Gauteng furthermore mentioned that they fear people dancing in the streets, which refers to the numerous protest actions in South Africa. According to Tau (2017), research has shown that since 2007 there had been an increase of 440 per cent in violent protests and an increase of 40 per cent in peaceful demonstrations. Most of these protest actions were due to a lack of public service delivery by the national, provincial and local governments (Allan & Heese, 2011).

It was evident that children in the Northern Cape Province are isolated from the 'outside' world. The fears mentioned by these children dealt with fears they experience within their community. These children feared being gunned down or that their homes will be burned down. No reference to protest actions nor unsafe roads were made. The most prominent fear for these children were family violence.

Family violence was a feature feared by both groups of children. Children in the Northern Cape was rather verbal in expressing their fears of getting married as they are scared that their husband will not only hit them but will also murder them. Subsequently, children in Gauteng mentioned family violence, however they changed this fear into hope for their future as children mentioned that "I do not want to be a parent who hit with sjambok" and "I hope to be a better dad. I want to give my

children food and not bruises". In sub-question 3, the intention is to justify the factors contributing to young children's hopes and fears.

What factors contribute to shape young children's hopes and fears?

Children in Gauteng and the Northern Cape endorsed strong materialistic aspirations for their future. For Vandana and Lenka (2014), the influence of media can be seen as the key source of materialistic values. In addition, communication outside the child's family contributes to the desire of materialistic aspirations, as children compare possessions with friends (Chan, 2013). Nonetheless, media and communication with peers are not only bound to materialistic aspirations. Even though a small majority of children did experience protest actions, they were sensitive to the violence associated with it by exposure thereof through the media such as newspapers and television. As mentioned earlier on, the violent protest actions were against poor service delivery.

Through their direct and indirect engagement with their social context, children develop hopes and fears for their future in South-Africa. Children's desire for better housing became evident after evaluating their current housing. Children shared their hope of having an occupation in order for them to provide for their family. This hope comes from children experiencing the effect of unemployment within their direct family.

Children in the Northern Cape Province mentioned that they are scared to marry one day, as they are scared that their husband will beat them. This fear of their future is evidence of the impact that a child's family life has on their future expectations.

Safety with regard to violent crimes was a fear that most of the children had for their future. It was mentioned that these fears dealt with children's direct or indirect experiences with regard to violent crimes. However, it must be mentioned that in the letter to the former president, children expressed their wish that he must save the country as he is the only one who can do so. Regrettably, the number of people being murdered is growing at an alarming state and South Africans feel that the former president did not give attention to this (Newham, 2015).

According to Qvortrup (2007), one might argue that, since politics are not directed towards children, there is no need to consider the impact that politics have on

children. Irrespective of this, politics do have an impact on children's lives as they are impacted dramatically by it (Qvortrup, 2007). Children's hopes and fears about their personal future are influenced by the political context they find themselves in. Steyn, Badenhorst and Kamper (2010) report that the current circumstances in South Africa can have a significant negative impact on the youth of South Africa's future expectations.

When looking at the South African context, it is important to be mindful of the influence of political facets within the specific environment. Throughout the study it became evident that the main contributing factor to children's hopes and fears was the influence of the environment wherein the child functions on a daily basis. As a result, one can say that the political facets within a specific environment influence the children's voices with regard to their hopes and fears towards the future.

The child participants did not only mention that they hoped for better housing, they also mentioned the former president's residence (former President Jacob Zuma). Even though the children did not refer to the cost of the president's residence, the majority of children mentioned in their letter to the former president that he must pay back the money. The stance of 'pay back the money' was prominent during 2015, as various political parties in South Africa requested the former president to pay back the money with regard to upgrades to his residence. With the study, it became evident that children measure their hope against the backdrop of current political occurrences. They anticipated better housing, without taking into consideration that the government is working towards improving the living conditions. When looking at statistics (STATSSA, 2017), the percentage of South African households living in state-subsidised homes increased from 5 per cent in 2002 to 13,5% in 2016. Even though these statistics do not show a drastic increase, it does indicate that many people have received housing.

5.5.2 Main research question

How can young children's conceptualization of their hopes and fears contribute to Futures in Education?

Children must not be perceived as objects of concern, but rather as persons with a voice (Hallet & Prout, 2003). This research study was done with the intent of studying grade 3 children's hopes and fears for their future. It became apparent from

the study that the hopes and fears children have for their future in South Africa is tangible. The concept of 'future' must not be viewed as naivety, as Slaughter (2004) states that children are passionately interested in their futures, which are shaped within the social context they are living in. It was within a deeply troubled political context that this study was done. Corruption, widespread social unrest, scandals surrounding the former president and economic instability was listed amongst the numerous troubles ailing South Africa. Considering the troubled political context, it became indisputable that politics influenced children's voices regarding their hopes and fears towards the future. Yet, Wyness, Harrison and Buchanan (2004) point out that children have limited knowledge of the political world. However, throughout the research study, it became apparent that children are not passive bystanders. Children are continually produced, sustained and changed by their social context (Elder & Shanahan, 2006).

Children must not be viewed as ignorant regarding their political views, as they receive political information from media, and through their interaction with family members, peers and their community. Consequently, these political views children obtain from their outside world can be optimistic or pessimistic. According to Moller and Roberts (2017), South African adults mirror their personal hopes as fears, which result in the children's disconsolate perception of the future. A pessimistic view of the future could manifest in low-child motivation, poor academic performance and a-social problems such as aggression, drug abuse and crime (Harris, Duncan & Bolsjoly, 2002).

As children spent considerable time at school, teachers may have a significant impact by instilling a positive futures perspective. However, before a teacher can inculcate a positive attitude, knowledge regarding children's future expectations is crucial. As mentioned in Chapter 2, teachers must know that, when listening to children's hopes and fears, they must help children to think more critically and creatively about the future. It is not only Futures in Education that encompasses critical and creative thinking skills, for identifying, solving problems and making decisions using critical and creative thinking skills, are one of the aims of the National Curriculum Statement.

In addition, the purpose of the South African Curriculum (CAPS) is that it aims to equip children with the knowledge, skills and values necessary for self-fulfilment and meaningful participation in society as citizens of a free country (Department of Basic Education, 2010). The fundamental aspect of Futures in Education lies within educating children about values. The participating children seemed dispirited regarding their future in South Africa. Children were concerned about what they see as a lack of values and ethics in politics (Gidley, Batemen & Smith, 2004). Prinsloo (2007) supports the lack of values by referring to the moral decline in the South African society. The impact of moral decline can be seen within the fears grade 3 children have for their future. These fears need to be addressed as anger, frustration, hopelessness and lack of expectations, and can lead to violent actions in the future (Jili, 2012).

Children must be guided into creating their preferred future and exploring possible future scenarios (Gidley, Batemen & Smith, 2004). When teachers are aware of children's fears, children can work through their fears. This can be done through re-imagining activities where children are encouraged to imagine what the ideal neighbourhood could look and feel like. Activities such as these can be included within Life Skills; one of the subjects in CAPS.

The aim of Life Skills is to guide, prepare and equip children with the skills and values needed for meaningful and successful living for the present and future demands of society (DBE, 2011). Correspondingly, schools must equip children with greater humility, respect for all forms of life and future generations, the capacity to think systematically, challenge unethical decisions and increase awareness, knowledge and the necessary tools to create a sustainable future (Ilisko, Skrinda & Micule, 2014). Teachers can address Futures in Education, during the study area of Personal and Social Well-being, as the underlying principle is to assist children to make informed, morally responsible and accountable decisions while practicing the values embedded in the Constitution (DBE, 2011). Regrettably, there is a lack of sufficient training with regards to teaching values (Masote, 2016) and Futures in Education is an area that is still under researched.

5.6 NEW KNOWLEDGE

Great emphasis is placed on the role that Life Skills plays in the National South African Curriculum (CAPS) (DBE, 2011) towards the facilitation of values and morals within young children. Disappointingly, when looking at personal and social well-being topics for grade 3 in CAPS, the first term deals with values and morals. It is noteworthy to mention that these topics do not directly refer to values as set out in the Constitution and therefore, the teacher must think creatively in order to draw a parallel between the topics and values underlining them. When facilitated correctly, these topics lend themselves to Futures in Education and envisioning the future begins with the exploration of participants' worldviews and beliefs (Ilisko, et al., 2014).

Bayaga and Jaysveree (2017:199) state that "education in the home, school and community does not convey a positive value system to learners. The mindset of children must change so that they become morally clear-sighted and responsible". My opinion is that if the mindset of children must be changed, the majority of change must happen within their first 3 years of formal schooling. One of the stepping stones for this change can be through the subject Life Skills. However, when examining Life Skills in the Curriculum and Assessment Policy Statement (CAPS), as well as the Department of Education workbooks, the values as posed in the General Aims of the South African Curriculum are implicitly suggested within CAPS and the workbooks. The most explicit value is the topic on rights and responsibilities. This value appears explicitly in CAPS and the workbook, however the fundamental values as stipulated in the *Manifesto* is unclear in Life Skills. The teaching of values can also be addressed in the 'how' of teaching, as literature indicates that teachers are the individuals with whom young people most frequently and regularly come in contact with. It can be argued that the teaching of values must start at home, I agree to an extent, but bearing in the mind the amount of time children spend at school, it becomes evident that schooling must focus on the development of citizenship, personal growth or self-improvement and occupational preparation (Adler, 1982).

The literature review revealed that children are influenced by the media and thus portray fears of issues not relative to them. However, in South Africa the participating children's fears were confined to South Africa, more specifically their direct environment. I foresaw that the participating children would mention HIV/AIDS, as it has always been prominent in the media and in campaigns with the aim of educating individuals about the prevention thereof. However, the data revealed that children show knowledge concerning matters that is currently in the news or happening in their lived world.

5.6.1 Comparison between data obtained from Gauteng Province and the Northern Cape Province

Even though the study was not aimed at comparing the two provinces separately, it is important to highlight the most prominent similarities and differences in the findings. Through viewing the similarities and differences in Table 5.9 and Table 5.10, the influence of the direct environment on children's hopes and fears comes to the forefront. These similarities and differences can be drawn upon during Futures in Education as teachers can use these as a starting point for children to envision a preferred future whilst focusing on the teaching of values. As mentioned in 2.2.1, children must gain understanding of how other societies function. Therefore, it is important, that teachers in smaller communities along with teachers in cities, must be aware that children need to be made aware of issues happening in other parts of the country, in order to prepare these children as active citizens for the future. Media such as television and newspapers can be used to expose children to events happening in other parts of South Africa. This exposure to events outside of the lived environment can support Futures in Education as children learn to form a balanced perception of the world around them (Howard & Gill, 2000).

Table 5.9: Comparison of data obtained from Gauteng Province and Northern Cape Province - Similarities in findings

SIMILARITIES IN FINDINGS	
GAUTENG PROVINCE	NORTHERN CAPE PROVINCE
Materialistic with specific preference towards branded items.	Materialistic but did not make reference towards brands.
Family violence with regard to being abuse by an adult.	Family violence with regard to being abuse by their husband in the future.
Better living conditions with reference to houses and sanitation.	Better living conditions with reference to houses.
Begging the president to mediate.	Begging the president for his support.
Desire to have a job to get money.	Desire to have a job to support families.
Female participant's desired job was to help people.	The desired jobs of the female participants were based on their desire to help others.

Table 5.10: Comparison of data obtained from Gauteng Province and Northern Cape Province - Differences in findings

DIFFERENCES IN FINDINGS	
GAUTENG PROVINCE	NORTHERN CAPE PROVINCE
Protest actions and murder were extensively mentioned.	No mention of protest actions nor murder.
Unsafe roads, with specific mentioning of taxi's	No mentioning of unsafe roads.
Children are aware of social grants such as SASSA.	Children did not make any mention of SASSA even though the majority of their parents/caregivers receive SASSA grants.
Empathetic towards issues in newspapers.	Children are bound to their town and does not show empathy to the world outside of their town.

5.7 LIMITATIONS OF THE STUDY

One of the limitations of the study relates to the use of a case study as method of research. Maree (2007) points out that the findings of a case study is not intended to be generalised. However, the use of case studies provided the opportunity for in-depth knowledge into the phenomena, as the aim of the study was to gain insight into the hopes and fears grade 3 children have for their future. Ideally, one would have included children from more provinces and schools in order to represent all

facets of South Africa. Due to financial and time constraints, this could not be achieved.

Afrikaans was used at the primary school in the Northern Cape, as it was the school's language of learning and teaching, as well as children's home language. Regrettably, poor literacy skills hindered the study as the participating children did not have the ability to effectively complete the desired activities. The children were also unfamiliar with what a collage entailed, and they found this activity difficult. At the primary school in Gauteng, the language of learning and teaching was English. However, English was not the home language of the majority of children. This can be seen as a limitation, as children did not have the ability to express themselves as they would have done in their home language. Poor literacy skills were also present in Gauteng. Children were unable to write paragraphs. Thus, I asked them to complete sentences such as "When I am big, I hope for ..."

Another limitation was a lack of previous studies in the research areas. With the literature review, it became clear that there was not ample research on children's perceptions regarding their future. However, numerous studies have been done on adolescent's perceptions regarding their future. For me, this heightened the belief that young children are still seen and not heard. Therefore, this gave me the opportunity to contribute to the knowledge domain.

5.8 RECOMMENDATIONS

The social context in which a child lives do not value Article 12 (1), children's right to be heard. It can be argued that, if children are given a voice, it will lead to excessive demands. However, when children are granted the opportunity and time to demonstrate their views, it can contribute positively to decisions that affect the realizations of their rights and wellbeing (Landsdown, 2011). The right of children to be heard must manifest within the school system, as it is here where children spend the majority of their time, interacting with peers and teachers. Research conducted by Van Aard (2016) recommends that the Department of Basic Education provide a clear and detailed step-by-step document as guideline and outline of what teachers are required to teach with regard to children's rights. I recommend that such a

document is fundamental, and it must also comprise of guidelines on promoting ways of giving children the opportunity to express their views.

5.8.1 Recommendations for further studies

In view of the results discussed in Chapter 4, I recommend the following topics for future studies:

- More provinces (all of the nine South African Provinces) for a follow-up research study.
- A follow-up study with the participating children can be conducted, as it became evident that the majority of their hopes and fears were based on the current political context in South Africa. It will be interesting to note whether these children have a more optimistic view regarding their future, now that a new president was elected in 2018 (Mr Cyril Ramaphosa).
- Research on the future expectations of young children must be conducted on a repetitive basis. This recommendation is made as it became evident that children' hopes, and fears are focused on their current situation and experience within their society and against the backdrop of the political context. This became evident when children mentioned in 2007 that they are scared of HIV, as compared to children in 2017 who made no mention of HIV.
- An in-depth study into Futures in Education, drawing on the phenomenology of perception theory of Maurice Merleau-Paunty. His work will be valuable as he mentions that there is a relation between the lived world and the objective world. The aim of Futures in Education is to support children to think more creatively about their preferred future, this relates to "idealists or intellectualist alternative" in order to help children to be more objective to their future.
- Further research into the determining the dissimilarities or not of future perspectives of children in different provinces and socio-economic areas.

- Further research into determining dissimilarities or not in moral development across gender as Gilligan (1982) suggests that females perceive and construe social reality differently than males.
- A study to explore the development of political attitudes in children and how politically knowledgeable they are. This recommendation is made as Thomas (2017) points out that there is no lack of studies about political orientations of teenagers, whereas children's views on politics are under-researched.

5.8.2 Recommendations for training and practice

In Chapter 2, it was noted that Futures in Education does not provide the means as to how Futures in Education must be taught. Instead, Futures in Education refers to teachers engaging with children in order to develop a futures perspective. South Africa needs an education system that supports children to effectively understand their future hopes. My recommendations are that foundation phase teachers should receive suitable and well sustained training into strategies that they can use to facilitate opportunities for children to express their opinions. This training must include the facilitation of an ethics of care relationship, as caring teachers empower children by fostering self-esteem, self-confidence and self-reliance (Tarlow, 1996).

Research has shown that teachers have a poor understanding of the concept of values in education (Ferreira & Schulze, 2014; Masote, 2016). For that reason, training is required with regards to the implementation of values in education and the use of different strategies to effectively facilitate values in education (Ferreira & Schulze, 2014). Teachers need training with regard to the Manifesto on Values, Democracy and Education as this policy underpins the 10 fundamental values that must be embedded within the curriculum.

5.9 CONCLUDING REMARKS

It emerged from this study that personal and national hopes were mirrored in fears. It was assumed that children will refer to a desire to see a decline in crime and murder, however, these aspects were some of the prominent fears children have for their future. Throughout the literature, it became noticeable that a negative view with regard to one's future can manifest in poor academic performance, social problems and emotional problems. The exposure to violence can lay the basis for children to continue with cycles of violence, as they might come to think that violence is acceptable. In order to decrease the impact of violence, early intervention is needed. Since children spend the majority of their time at school, teachers must become aware of children's hopes and fears for their future. Thus, children must be given the opportunity to express their views. Through employing Futures in Education, teachers can become aware of children's future expectation and factors that influence their expectations towards their future. Another aspect that is interwoven with Futures in Education is values. When looking at the participating children's fears, it became evident that these fears are based on a decline in moral values within the South African society. Values in education is thus required to build character, self-esteem and a sense of social responsibility among students.

Children's fears were also formed against the political backdrop in South Africa with the former president, Mr Jacob Zuma, governing South Africa from 2009-2014. This era governed by former President Zuma was highlighted by numerous scandals as put forth by *The City Press* (2016). One of the prominent indignities was the Nkandla scandal. Security upgrades made to the Nkandla residence was not in fact security related and the cost thereof was R246 million (*The Citizen*, 2018). It was decided that the former president must refund some of the money, and an opposition party started chanting "Pay back the money" (*The Mail and Guardian*, 2018). During 2016 the former president was confronted with allegations of high-level corruption regarding the influence of a prominent family to appoint cabinet ministers and benefiting from government contracts (Schwikowski, 2018). It is important to note that the above political indignities took place within the children's current time frame.

These political problems influenced children's voices regarding their future expectations. The participating children in Gauteng was very open regarding their

view of the former president and how his misconducts pertain towards their fears. Children cannot escape the consequences of politics as it will have a direct impact on their lives (Thomas, 2017). This can clearly be seen as children mentioned that they (implying their parents) did vote as better housing was promised. However, better housing was not delivered. Another participant children referred to the increase in his taxi fair, and how this influences his parents' financial situation.

One must not assume that children's hopes and fears will remain the same as time passes. Children constantly refine and change their beliefs because of the influence of others or important events (Ilisko, et al., 2014). As we as South Africans move into a new era, these future expectations can change. The future belongs to those who prepare for it today (Malcolm X, 1964). Children must acquire skills to think more critically and creatively about their preferred futures. In addition, ample teaching time must be allocated into the teaching of values as set forth in CAPS and the Manifesto on Values, Education and Democracy. For children to reach self-actualization as set forth by Maslow, children and role-players must address the disparities that comes forth from children's fears. Thus, children must be granted opportunities to reflect on their expectations towards their future. It is especially important that children's fears must be acknowledged. Acknowledgment of their fears must be done against the backdrop of Futures in Education, where children are supported to envision a better future.

“Education is our passport to the future, for tomorrow belongs only to the people who prepare for it today.”

Malcolm X (1964)

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APPENDIXES

- Appendix A: Ethical approval letter University of Pretoria
- Appendix B: Research Approval Letter
- Appendix C: Consent letters: School principal and Parent/guardian
- Appendix D: Letter of assent: Letters to children
- Appendix E: Letter to teachers