

Barriers to hope and resilience for South African youth

by

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DECLARATION OF AUTHENTICITY

I, Salomi Morkel, student number, 26129605, hereby declare that this mini-dissertation, "**Barriers to hope and resilience for South African youth**" submitted in accordance with the requirements for the Magister Educationis (Educational Psychology) degree at the University of Pretoria, is my own original work and has not previously been submitted to any other institution of higher learning. All sources cited or quoted in this mini-dissertation are indicated and acknowledged with a comprehensive list of references.

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RESEARCH ETHICS COMMITTEE

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A handwritten signature in black ink, appearing to read 'Liesel Ebersöhn'.

CC Ms Bronwynne Swarts
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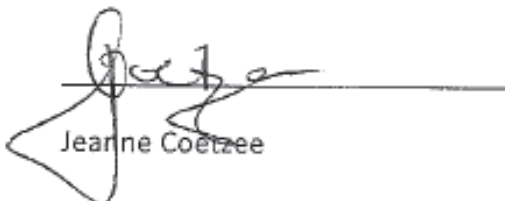
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I, Jeanne Coetzee, a qualified language editor, declare that I have edited the mini-dissertation of Salomi Morkel during July and August 2019. The title of the dissertation is ***Barriers to hope and resilience for South African youth.***

I can be contacted on 082 781 4230 should there be any queries.

Yours faithfully



Jeanne Coetzee

Signed on 26 August 2019, Pretoria

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ABSTRACT

This qualitative study forms part of a longitudinal study by the Centre for the Study of Resilience at the University of Pretoria. The RYSE (Resilient Youth in Stressed Environments) research project aims to study the resilience of youth dependant on the petro-chemical industry living in Embalenhle. In this study youth between the ages of 15 and 25 is the focus of the study. This specific study was aimed at describing barriers to hope and resilience for South African youth.

The epistemology of interpretivism was followed and the research methodology used was that of a descriptive case study. I collected data by draw, write and tell activities and analysed transcribed discussions of these activities. By using inductive thematic analysis similar responses by participants were highlighted and grouped into themes and sub-themes to find rich descriptions of how youth living in the petro-chemical industry of Embalenhle describe hope and barriers to hope. Two main themes were identified with six subthemes and 15 categories.

From the findings I determined that hope is described by youth as optimism and supportive pathways to hope. Barriers to hope are community influence, the self, the petro-chemical industry and poverty.

As conclusion I recommended that future research focus on whether individuals have the ability to identify barriers to hope as well as having strategies to overcome these barriers. In practise workshops to empower youth to identify and utilise sources of hope can be considered.

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CHAPTER 1 - INTRODUCTION, RATIONALE AND OVERVIEW

1.1 INTRODUCTION AND RATIONALE OF THE STUDY

The rainbow is often used as a symbol of hope. If the rainbow is seen as a prism that sends shards of multi-coloured light in various directions, the image of hope as a vehicle for various possibilities in our lives comes to mind. To quote Snyder (2002, p. 269): hope is a “personal rainbow of the mind”.

Eggum, Sallquist and Eisenberg (2011) mention that youth in third-world or developing countries face a number of serious challenges, as they are exposed to social and material deprivation. As a result of these challenges one might expect maladjustment and poor coping skills. In this study the aim is to understand how young people, living in a context of a petrochemical industry, conceptualise hope and barriers to hope. This study is of limited scope as it only explores barriers to hope of young people [n = 32; male = 17, female = 15] between the ages of 15 and 25 living in Embalenhle (a community dependent on the petrochemical industry of Sasol).

This qualitative study forms part of a longitudinal project - Resilient Youth in Stressed Environments - (RYSE) by a research team at The Centre for the Study of Resilience, University of Pretoria. The RYSE study aims to examine the resilience of young people in South African and Canada simultaneously, focusing on biological, psychological and social aspects of healthy adjustment in adverse circumstances. The study focuses on communities that are dependent on the petrochemical industry. The study is a phased implementation of multi-systemic research that explores the understanding of hope and resilience demonstrated by young people affected by the industry. The study addresses different aspects of resilience over time, namely: The voice of the youth; Psychosocial Assessment; Biological markers; Ecological data and Community Resilience assessment.

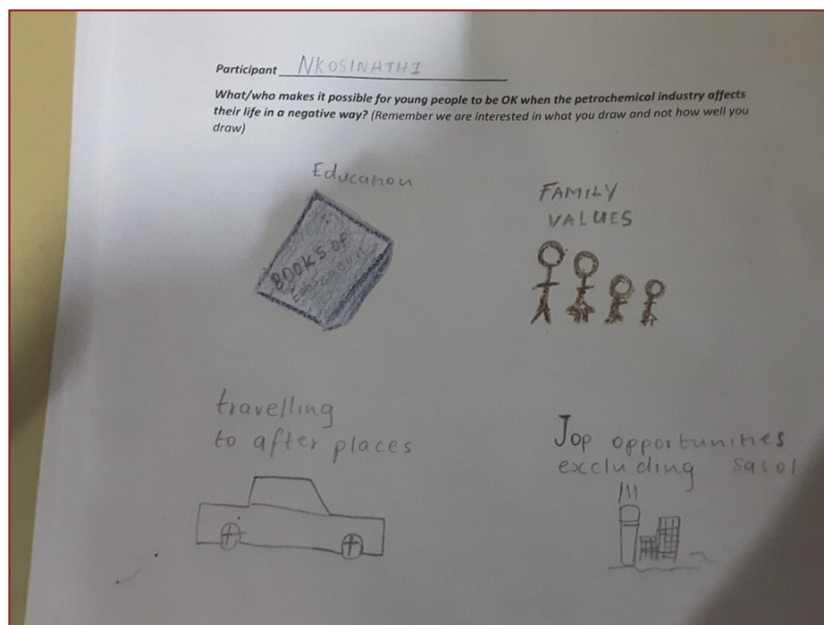
This study within RYSE focuses on the second phase of exploring and understanding the voice of young people, i.e. how young people in Embalenhle conceptualise hope and barriers to hope. The study follows a single, descriptive case study design using purposeful sampling.

A number of photographs are provided to present a visual picture of the environment, activities and participants of the study, as a rich background to the specific context. Photograph 1.1 illustrates the proximity of the coal heaps and cooling towers of Sasol to the soccer field of the recreational centre in Embalenhle.



Photograph 1.1: Recreational area in Embalenhle

Photograph 1.2 shows a drawing by one of the young people participating in the study. In this drawing he expresses how he sees hope.



Photograph 1.2: A drawing of hope

Photograph 1.3 shows how a group of participants demonstrates how they should stand together as a community to improve hope.



Photograph 1.3: Participants of the study¹

Tinsley and Spencer (2010) state that all humans must face obstacles and not everybody is successful in dealing with challenges. Thus, all humans represent some level of vulnerability given the continuous need to confront and react to life's obstacles. Tinsley and Spencer (2010) theorise that some individuals perceive obstacles as barriers and may fail to identify and select productive coping mechanisms which then compromise success.

Resilience refers to the processes that encourage or motivate people towards positive functioning despite circumstances or environments that would generally lead to unhealthy functioning (Theron, 2012). Glendø (2017) believes resilience can be fostered, maintained or hindered in relation to life opportunities. Glendø (2017) has investigated the dreams for the future of students between the ages of 14 and 17, in East Greenland and how their dreams relate to the building of resilience. Positive and enjoyable experiences in student lives, supportive social networks and meaningful education have contributed to their hope for the future and resulting resilience (Glendø, 2017).

¹ Participants gave consent to use their faces in visual data (see Appendix F).

Hope is an important factor in developing resilience (Bernat, 2009). When young people have hope they believe that they can be successful and have a clearer understanding and articulation of current and future goals (Bernat, 2009). The way young people understand hope directly influences their perception of their well-being and success (De Sales, 2005). De Sales (2005) is adamant that youth personally contribute towards reshaping cultural norms and practices. Based on this, the importance of insight into hope and its perceived barriers amongst youth may hold value to various practitioners of hope.

Ayyash-Abdo, Sanchez-Ruiz, and Barbari (2016) describe resilience as a dynamic construct dependent on context, invulnerability and the ability of effective adaptation to a changing environment. They also address the connection between hope and resilience: an individual with high hope will persist when faced with a blocked pathway by pursuing the desired goal through alternative routes. Hope may therefore be assumed as an essential pathway to resilience. The existence of hope helps a person to approach obstacles cognitively and resilience involves the ability to adapt and be flexible when faced by adversity. The resulting effects of hope in children are better outcomes across the life spectrum, coping skills that are more successful, more flexibility and the ability to view stressful situations as challenges (Ayyash-Abdo et al., 2016).

Larsen and Stege (2010) and Larsen and Stege (2012) have found that hope has been increasingly researched in the last 30 years. Findings of hope research include: the importance of hope, the result of being hopeful and the understanding that hope is an important part of behavioural changes. A lesser amount of research, however, has been done on how barriers to hope are understood and practised (Larsen and Stege, 2012). Knowledge regarding youth's understanding of hope could assist in defining barriers to hope and the role these barriers play in effecting resilience in the face of constant adversity.

An initial review of existing literature confirms the potential roles that hope plays in the development and sustainment of resilience in youth. Further research is deemed necessary regarding the specific ways in which hope and barriers to hope are perceived amongst vulnerable communities such as explored in this study. This current research may assist practitioners to facilitate the cultivation of hope within the

specific community dependent on the petrochemical industry. Such practitioners may include, amongst others, teachers, social workers, psychologists and community leaders. It is the cultivation of hope that should create a pathway to resilience which accentuates the potential importance of the current research.

My experience as a foundation phase teacher has brought me in contact with children struggling with learning difficulties, albeit in an affluent environment. These struggles often lead to a feeling of hopelessness in children and parents. I have, however, not previously been exposed to barriers to hope in a community such as Embalenhle where youth is faced with chronic and accumulative adversities like poverty, unemployment, poor health and poor education. The petrochemical industry and the challenges of regular restructuring and retrenchments that the workforce faces are known to me through family members employed by Sasol in Secunda. I am interested in exploring the concepts “hope” and “barriers to hope” within such a challenged community.

1.2 PURPOSE AND POTENTIAL VALUE OF THE STUDY

The purpose of this single, descriptive case study as explained by Baxter and Jack (2008) is to explore how South African young people understand hope and conceptualise barriers to hope in the context of a resource-constrained community dependent on the petrochemical industry. This could allow for a greater understanding of how to cultivate hope as a pathway to resilience in vulnerable youth. Exploratory research has been conducted as this is an appropriate approach which allows me firstly to explore the topic of barriers to hope for young people in a petrochemical industry, where after purposefully-selected participants' views and understanding have been explored and defined. As discussed by Maree (2016), exploratory research is appropriate when a researcher first needs to explore a topic.

Exploratory research may have some limitations. These limitations are discussed by Stebbins (2001). One of the difficulties of exploratory research is to qualify generalisations. However, an exploratory case study focuses on a specific context and can therefore not be generalised. Quoting respondents when writing up the research is a valuable strength of exploratory research as this allows the reader to connect directly with the world of the respondents. Another strength of this type of research is the validity that is achieved by the constancy in responses.

Writing up exploratory research can be challenging because of the language limitations of respondents. In exploratory research verbatim quotes are used in data collection and because these quotes are often grammatically incorrect, they can therefore be confusing. The subjective element of the observer's presence and interpretation may influence validity and credibility. To overcome this limitation the researcher should try to assure frequency of observations in the specific context (Stebbins, 2001).

1.3 RESEARCH QUESTIONS

1.3.1 Primary research question

How does insight on how South African youth (dependent on the petrochemical industry) conceptualise hope and barriers to hope inform knowledge on resilience in young people?

1.3.2 Secondary questions

- ❖ How do South African youth living in a resource-constrained community dependent on the petrochemical industry conceptualise hope?
- ❖ What do South African youth living in the resource-constrained community dependent on the petrochemical industry view as barriers to hope?

1.4 RESEARCH ASSUMPTIONS

This research is based on the following working assumptions as informed by a review of literature on hope (Van Breda, 2010; Worthen & Isakson, 2011; Stephanou, 2011); resilience (Eggum et al. 2011; Gasa, 2013; Glendøs, 2017; Masten, 2001; Theron, 2016; Ungar, 2015) and risk and protective factors (Kim, Lee, Yu, Lee & Puig, 2005; Bernat, 2009), as well as a theoretical framework, namely the theory of hope (Snyder, 2002).

- ❖ Hope is expected to play an important role as a pathway to resilience. Barriers to hope may constrain capacity to resile.
- ❖ South African youth living in a resource-constrained community dependent on the petrochemical industry may conceptualise hope and barriers to hope as individual, familial, social and community risk and protective factors.

1.5 CONCEPT CLARIFICATION

1.5.1 Introduction

For this study, the concepts of hope, barriers to hope, resilience, resource-constrained community and youth are central, and are therefore explained below.

1.5.2 Hope

The word hope is usually identified with an emotion or feeling of well-being or an optimistic outlook. In contrast, Lopez, Rose, Robinson, Marques, and Pais-Ribeiro (2009, p. 37) characterise hope as “a human strength manifested in capacities to: (a) clearly conceptualise goals (goal thinking), (b) develop the specific strategies to reach those goals (pathways thinking), and (c) initiate and sustain the motivation for using those strategies (agency thinking).” This understanding of hope has been adopted into the current research by viewing hope as the ability to set goals, recognise past successes, set out steps to reach new goals and gathering and maintaining the motivation to overcome obstacles to hope. Cultivating hope in people may directly improve resilience. Snyder (2000) states that people with high hope believe they can adapt. They find alternatives to reach their goals and establish new or more realistic goals. These aspects of hope, together with the general understanding of hope as a positive expectation of a future good (Egan, 2013) inform how hope can be indicated in data in this study.

1.5.3 Barriers to hope

Masten (2001) mentions many risk factors to hope and resilience such as children of mentally ill parents, low socio-economic status, exposure to abuse and violence as known statistical predictors of poor development and unsuccessful adjustment.

Tinsley and Spencer (2010) state that the lives of all humans include having to face obstacles and not everybody is successful in dealing with challenges. Thus, all humans represent some level of vulnerability given the continuous need to confront and react to life course obstacles. Tinsley and Spencer (2010) posit that some individuals perceive obstacles as barriers and may fail to identify and select productive coping mechanisms which then compromise success. Factors identified as barriers to hope in my research were selected by grouping participant responses into themes that

are supported by literature. Masten, 2001 and Ungar, 2015 indicate protective and risk factors, while my working description for risk factors is barriers to hope.

1.5.4 Resilience

Initially resilience has been attributed to personal strengths, but the present view is more constructivist in nature where healthy functioning is attributed to the interactive efforts of individuals and their social ecologies (Theron, 2012). Theron (2012) warns however, not to view resilience as a stable construct across cultures. She argues that generic processes inform resilience, but different cultural contexts will shape the processes differently.

Ebersöhn (2014) has investigated resilience of teachers in a setting of poverty. The questions were asked how teachers in extremely poor settings manage to resile in spite of persistent adversity. Many existing theories of resilience focus on resilience as an outcome, while Ebersöhn (2014) theorises that in chronically poor settings resilience requires a range of smaller processes of adaptation that will eventually form continuous resilience. Resilience in a poverty-stricken setting is therefore rather the repetitive use of adaptive coping strategies, following numerous poverty risks. Resilience is not only a personal trait, but also continuous adaptation in a poverty-stricken setting. In this study I will identify evidence of resilience in data pertaining to hopeful pathways despite difficult circumstances and being willing to set goals and see alternative solutions.

1.5.5 Resource-constrained community dependent on the petrochemical industry

A resource-constrained community according to Ferreira and Botha (2016) is characterised by poverty, unemployment, a lack of job opportunities and limited access to water. Ebersöhn (2014) identifies the following conditions that exist in a poverty-stricken setting. These conditions are poor or absent transport for both learners and teachers, frequent power outages, lack of running water, poor infrastructure and maintenance of schools. Both learners and community members are subjected to poor nutrition and depend on schools for meals. Statistics South Africa (2013) reports a poverty rate in South Africa of 56.8% in 2009. Ebersöhn (2014) cites Statistics South Africa (2013) that poverty amongst 65% of South African students indicates the constrained environment in which young people live. Added to

material poverty, other social stressors such as unemployment, health problems and violence are also prevalent. These adversities pose risks to young people which require adaptation to achieve resilience (Ebersöhn, 2014).

In this study a resource-constrained community is represented by Embalenhle, a community dependent on the petrochemical industry of Sasol (Sasol Company Overview, 2019). This community has hardships such as job losses, subsequent poverty and its related effect on food security and hygienic conditions as well as pollution. Sasol is an industry that produces synthetic fuels and different chemicals from coal and gas. It is an international industry with plants in Secunda and Sasolburg, South Africa, as well as various countries abroad.



Photograph 1.4: Google maps image of Embalenhle in relation to the petrochemical industry of Sasol in Mpumalanga

1.5.6 Youth/Young People

According to United Nations Educational, Scientific and Cultural Organisation (UNESCO) the concept youth covers the transitional life phase between childhood and adulthood. They also point out that this phase is fluid and cannot be fixed to specific ages. UNESCO, however, considers the age group of 15 to 24 to be youth. (UNICEF, 2015). The African Union in its African Youth Charter describes that youth includes people between the ages of 15 and 35.

In this study youth denote male and female participants with ages ranging between 15 and 25 years.

1.6 THEORETICAL FRAMEWORK

In this study the theory of hope described by Snyder (2002) is used to guide the investigation of hope and barriers to hope. Snyder (2002) defines hope as the way in which people perceive their ability to achieve positive adaptation despite adversity. He holds that hope is a way of thinking, therefore a cognitive action, although emotions may play a contributory role in the process. Hope is described as a positive motivational state that follows an executed plan of action to achieve a certain outcome. Snyder (2002) has developed his theory by exploring three concepts that form the process in which hope is attained, namely goals, pathways thinking and agency thinking.

Snyder (2002) has been guided by the notion that human actions are goal directed. The setting of goals requires a cognitive action. Goals provide targets for thought processes. These targets may take the form of a visual image, but can also be verbal descriptions of what a person wants to achieve. Snyder (2002) posits that high-hope individuals tend to have clear and specified goals that in themselves are motivational. Vague goals, on the other hand, do not warrant sustained thoughts and action plans.

Snyder (2002) proposes two types of goals, namely positive goal outcomes and negative goal outcomes. Positive goals may further be envisaged for the first time, or a present goal that needs maintaining, or expanding an already achieved goal. On the negative side a goal may be to prevent something from happening, or in delaying an unwanted goal. Snyder (2002) addresses the issue of whether hope is applicable in goals that are clearly unattainable. He found that in such cases high-hope people find ways to adjust and alter what seems to be failures and achieve the impossible. In the same manner, high-hope persons will set themselves altered rules such as a shorter time for completion of a task, when goals seem too 'easy'. Contrary to this scenario, the low-hope person is less flexible and fails to produce alternate plans.

The second component of Snyder's (2002) hope theory is finding a way to reach an envisaged goal. Pathway thinking encompasses thoughts of what route to follow to achieve the goal. Snyder (2002) holds that people develop a sense of time, time being past, present and future and in reaching a goal in future, thoughts of the past and how goals have been achieved then forms part of planning for the future. According to Snyder (2002), for high-hope people, pathway thinking results in the formulation of a

successful route to the goal, as well as confidence in the choice of route. Furthermore, high-hope people will be able to produce alternate routes should there be barriers. Low-hope people, on the other hand, display more questionable and poorly articulated pathway thinking. Pathway thinking is also not static during the goal pursuit sequence as thoughts about the applicability of chosen routes may force the person to adjust and refine the route.

Agency thinking is the motivational component in the hope theory. It deals with the avowed capacity to utilise the chosen pathway and thereby reach the goal. Self-talk and self-motivation by the person lead to the mental energy that is required to start and remain with the route throughout the goal quest process. Agency thinking is of specific importance when a person comes across obstacles as it assists in motivating, selecting and sustaining alternative routes.

Snyder (2002) points out the definitive interaction between pathway and agency thinking. For hopeful thoughts these actions feed off one another. For a person to measure high in hopeful thoughts both his thinking and selection of pathways and performing those plans should be a fluid and fast process. A low-hope person's process will appear to be tentative and slow.

Snyder (2002) states that many researchers have conceptualised hope as an emotion, while he emphasises the cognitive processes. He holds that emotions follow the outcome of goal pursuit; therefore, positive emotions should be apparent after successful goal achievement and vice versa in the case of a negative outcome. Snyder (2002) adds some thoughts on a person's pervasive emotional disposition – some individuals are generally positive in nature while others may be prone to a more negative disposition. This will influence how an individual will approach a goal-directed process, but Snyder (2002) maintains that goal achievement is followed by an appraisal of the success of the process and only after that do emotions appear.

Scioli, Ricci, Nyugen, and Scioli (2011) place far more emphasis on emotion when they define hope as a four-channel emotion network. The four channels, namely mastery, attachment, survival and spiritual systems depend heavily on the person's emotions, in contrast with Snyder's (2002) viewpoint that hope is mainly a cognitive process.

Snyder (2002) expands his model by adding the origin of a person's pathway and agency thinking and posits that these thought processes are learned over time during childhood. People who lack hope, according to him, were not taught to approach goals in this manner. Additional to learned behaviour, obstacles that a person encounters in the goal pursuit process become stressors which may lead to negative emotions, thus approaching the whole process from a negative standpoint.

1.7 EPISTEMOLOGICAL PARADIGM

The epistemology of interpretivism has been followed as it allows me as researcher to gather in-depth perspectives on barriers to hope amongst youth. Interpretivism is an approach that considers the subjective interpretation of individuals and how they construct their social reality. Cohen (2013) supports this view by arguing that the best way to do research is to observe through experience rather than from the outside, as this will ensure more objectivity. Social phenomena are therefore understood through the meanings that people assign to them. In order to interpret information, the way in which individuals construct their reality needs to be acknowledged (Schwandt, 1994).

Participants in social reality research can best be understood and explained within context in order to inform theory. Grix (2002) emphasises the importance of subjective meaning of social action as experienced by different people. He is of the opinion that the best strategy to gain knowledge is to respect the differences between people and their individual construction of their realities.

Interpretive researchers assume that reality is socially constructed and according to Diaz Andrade (2009), the researcher becomes the vehicle by which reality is revealed. The challenge presented by this is that the researcher must enter the participant's world to observe it from the inside. In this study I have gained insight into the experiences of South African youth and attempted to use their experiences and constructions of their social realities to gain and contribute knowledge in the field of hope and resilience in South African youth. As knowledge on the phenomenon consists of subjective interpretations of different individuals, one cannot achieve a single correct interpretation and must accept the notion that knowledge is never stationary and complete (Maree, 2016).

Generalisation of knowledge gained through interpretivism is limited. Diaz Andrade (2009) argues that interpretive research abandons the scientific procedures of verification and therefore results cannot be generalised to other situations. Interpretations are influenced by the researcher's own knowledge, values, beliefs and experiences and can therefore be subjective.

1.8 METHODOLOGICAL PARADIGM

In qualitative research one is interested in the subjective contextual experiences of participants (Carrera-Fernández, Guàrdia-Olmos, & Peró-Cebollero, 2014). The purpose of qualitative research is to find answers to questions by examining different phenomena in the way in which people understand and describe their surroundings, roles and social structures. Therefore, when doing qualitative research, one is not interested in objectively measurable 'facts' and 'events', but in the ways that people construct, interpret and give meaning to these experiences (Nieuwenhuis, 2016).

Qualitative research provides the opportunity for the researcher to study intricate social phenomena within a specific context (Baxter & Jack, 2008). Atieno (2009) also states that qualitative research can manage data without destroying the complexity and the context thereof.

Watkins (2012) indicates some limitations of qualitative research. These limitations include the time-consuming nature of collecting and analysing data. Data collection in the form of interviews and open-ended questions can also cause the data analysis phase to be overwhelming, as the researcher will have to read through all the data and identify themes and codes. A common limitation of qualitative data is that findings cannot be generalised to other populations (Watkins, 2012).

1.9 OVERVIEW OF RESEARCH METHODOLOGY

In Chapter 3 a comprehensive discussion of methodological decisions in this study is provided. Here I briefly introduce the methodological decisions in this descriptive case study. According to Yin (2013, p. 1) the case study is a suitable design "for studying complex social phenomena." The case study design is also suitable when exploring a phenomenon that is closely connected to a specific context or perception of the problem. Purposeful sampling which is usually used for qualitative research has been used (Nieuwenhuis, 2007). Data collection has been done by using draw, write and tell

activities (Nomakwezi, Mayaba & Wood, 2015). The draw, write and tell activities include open-ended questions and prompting to give participants the opportunity to elaborate on answers (Olsen, 2012). For data analysis coding has been used. Cohen, Manion and Morrison (2011) describe different ways to organise and present data. I chose to organise data according to the issues of hope and barriers to hope for South African youth. According to Cohen et al. (2011) coding is an economical approach to handling, summarising and collecting data.

1.10 QUALITY CRITERIA

There is consensus that a trustworthy qualitative study answers to four criteria: credibility, transferability, dependability and confirmability (Baxter & Jack, 2008, Niewenhuis, 2016a and Guba, 1981).

Table 1.1: Quality criteria for this study

Criterion	Definition	Application of criteria in this study
Credibility	Credibility refers to a variety of opportunities to have in-depth exposure to the studied phenomenon (Baxter & Jack, 2008). Niewenhuis (2016a) suggests another idea for ensuring credibility. He states that frequent debriefing by the researcher's supervisor is useful. Seale (1999) also suggests exposing the findings to criticism.	In this study the data collection method that was used was draw, write and tell activities and informal discussions using prompts. In my specific study, I have discussed the themes extracted from the data (transcribed group-focused interviews) with my supervisor. This created the opportunity to refine data analysis and ensure credibility.
Transferability	Seale (1999) suggests detailed rich descriptions of the studied setting. Providing adequate information about the setting guarantees that findings can be judged to be applicable to other known settings.	By making use of rich descriptions of context and participants (Appendix A) as well as photographs, I have ensured transferability.

Criterion	Definition	Application of criteria in this study
Dependability	Morrow (2005) explains that dependability refers to the likelihood of re-applying the method (data gathering and analysing) in order to derive the same research results. This is possible through a detailed description of the research design and by keeping track of all the aspects of the study.	In this study sampling is clearly defined, as well as data collection and data analysis methods (Appendix D and Appendix E). Data collection of “draw, write and tell”, interviews has been used to ensure credibility.
Confirmability	Confirmability is described by (Niewenhuis, 2016a) as the degree in which findings are neutral and not biased or influenced by the researcher. The qualitative researcher therefore needs to acknowledge his or her own predispositions.	I have ensured confirmability by making the data (Appendix D) and coding (Appendix E) thereof available for peer review as well as for supervisor verification.

1.11 ETHICAL CONSIDERATIONS

This study forms part of the Resilient Youth in Stressed Environments larger study. Approval for the ethics protocol from the Ethics Committee, Faculty of Education of the University of Pretoria has been given. Reference number: UP 17/05/01 Theron 17 – 001.

It is of utmost importance to consider all ethical matters regarding one's specific research. As noted by Maree (2016), this may include protecting the participants' identities, getting consent from participants to be interviewed and undertaking to keep all recordings safe and confidential.

Table 1.2: Ethical considerations for this study

Ethical aspect	Definition	Application of the ethical aspect in my study
Informed consent	<p>In Olsen (2012) there are numerous aspects that need to be considered. A statement of ethics will inform participants of: possible physical and psychological risks; a summary of the research design; the sampling of participants; the precautions to minimise risks regarding well-being; the protection of participants' identities and identifying factors; how participants will be warned of any threat; informed consent and the opportunity for participants to withdraw at any time.</p>	<p>After explaining the purpose and methods of the study, participants are given a consent form to sign if they are willing to participate.</p>
Voluntary participation	<p>According to Miller, Birch, Mauthner and Jessop (2012) participants must be informed that it is not compulsory to take part in the study. They may cease their participation at any time and must be reminded of this.</p>	<p>Participants have been asked to take part in the study, but have also been informed that it is not compulsory and that they are free to stop participating at any time.</p>
Anonymity and confidentiality	<p>Miller et al. (2012) explains that anonymity is a big part of social research, given that the data gathered is personal. There are different methods to protect the participant and ensure confidentiality.</p> <p>Miller et al. (2012) recommends that the researcher uses pseudonyms and/or replacement terms.</p>	<p>In this study the young people interviewed have chosen pseudo names and identifying descriptions i.e. physical appearance have not been used.</p> <p>Participants sign a contract to protect their identities.</p>

Ethical aspect	Definition	Application of the ethical aspect in my study
Protection from harm	It is always important for a study not to be harmful to anyone participating and the aim should be to contribute to the existing literature Olsen (2012). The most obvious harm that researchers try to avoid is physical harm, but it is important to remember that psychological harm can also be done.	All possible efforts have been made to ensure protection from harm for all participants in this study. The setting of the interviews is a safe and comfortable environment that the participants can easily access. Participants are ensured of confidentiality.

1.12 OVERVIEW OF THE STUDY

Table 1.3: Overview of the study

CHAPTER	CONTENTS
CHAPTER 1	INTRODUCTION, RATIONALE AND OVERVIEW
Chapter 1 introduces the study and discusses the rationale and provides an overview of the study.	
CHAPTER 2	LITERATURE REVIEW
Chapter 2 is a thorough literature review of the existing literature of barriers to hope for South African youth.	
CHAPTER 3	RESEARCH DESIGN AND METHODOLOGY
Chapter 3 describes and discusses the specific epistemological paradigm, research design, data collection, data analysis methods and research participants.	
CHAPTER 4	RESULTS
Chapter 4 describes the findings and lays out the data analysis, data trail and the interpretation of the data.	
CHAPTER 5	SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS
Chapter 5 details findings from the study, literature is controlled and further recommendations are made.	

1.13 CONCLUSION

This chapter provides an overview and introduction to the study. The purpose and potential value of the study has been discussed followed by the primary and secondary

research questions. The key concepts related to the study are clarified and discussed, followed by the paradigmatic lenses of the study, which include the theoretical framework and epistemological paradigm. The research design and methodology are discussed in brief and the chapter concludes with an outline of the chapters.

CHAPTER 2 - LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter knowledge on hope and resilience is explored. Hope as a pathway to resilience is also discussed and risk and protective factors that influence resilience are explored. These risk and protective factors include: individual skills (such as personality, aspirations and self-esteem, religion and health), factors outside the individual (family, social support groups and educational factors), as well as community, political and cultural climate. Risk factors can also represent barriers to hope, where loss of hope is considered. The process of resilience is explored and linked to the process of hope.

Many South African young people in a post-apartheid context are exposed to high levels of stressors such as poverty, deprivation, violence and other features of low-income, urbanised communities. These stressors present challenges for young people and make it difficult to negotiate adolescence. The possibility of negative outcomes including delinquency, drug abuse and unprotected sex is increased. It is therefore imperative that interventions aimed at addressing risk factors be developed (Mosavel, Rashid, Ports & Simon, 2015).

2.2 CONCEPTUALISING HOPE

2.2.1 Hope as psychological strength

Van Breda (2010) emphasises that hope is an integral part of being human. It is the capacity to imagine a future as if it is a reality.

The definition of hope could be described as the process of thinking about one's goals, along with the motivation to move towards those goals, and the ways to achieve those goals. Worthen and Isakson (2011) support this belief about hope. According to Snyder as quoted by Eggum et al. (2011), hope may lead people to appraise situations in a positive manner and foster mastery-oriented responses.

Snyder (1989) is quoted by Lopez, Rose, Robinson, Marques and Pais-Ribeiro (2009) as having defined hope as a human strength that enables a person to clearly conceptualise goals, develop specific plans or strategies to reach those goals and

initiate and sustain the motivation for implementing those strategies. Hope can be present as a stable personality trait, or a more temporary frame of mind.

Detailed research was undertaken by Snyder (1994) and Snyder (2000) regarding the psychology, as well as the development and measuring of hope. Hope is not a feel-good emotion, rather a dynamic cognitive motivational system. It involves the will to get there and different ways to get there. It is both emotion and cognition (Snyder, 1991). This view is supported by Scioli, Scioli-Salter, Sykes, Anderson and Fedele (2016) when they argue that hope is not a cold expectation. It also encompasses cognition and commitment to actions, therefore thoughts, feelings and behaviours. They also postulate that there is another level, namely an individual's faith system. Faith, not necessarily religious in nature, can sustain hope and can be described as a centre of value.

Stephanou (2011) holds that hope is a cognitive set that includes an individual's in his capacity to create effective ways to achieve goals (pathways), as well as belief in his capacity to initiate and sustain these routes to achieve goals (agency). A positive motivational state ensues as a result of successful interaction between agency and pathway thinking.

According to Valle, Huebner and Suldo (2006), psychologists place an increased emphasis on identifying psychological strengths that foster healthy development. The issue is to identify positive traits that can serve as protection against adverse effects. To this objective, the cognitive-motivational variable of hope was developed. The study undertaken by Valle et al. (2006) found that adolescents reporting higher levels of hope also reported higher levels of life satisfaction which supported the notion of hope as psychological strength in adolescents.

2.2.2 Loss of hope

Worthen and Isakson (2011) agree that it is difficult to feel hopeful when people perceive themselves to be incompetent, uncared for and unable to control their lives. If these basic needs are not attended to in childhood, hopefulness cannot be achieved.

In the study of Eggerman and Panter-Brick (2010) in Afghanistan, loss of hope leads to a perceived state of suffering. Such a state is characterised by material poverty, struggles to express fundamental cultural values and structural inequalities. They

found that resilience relies on a sense of hope, which in turn depends on their cultural values and the latter are threatened by economic demands of survival.

According to Snyder (2002) hope is learned. He specifies that hopeful, goal-directed thinking is acquired in the context of other people and therefore the loss of hope also involves other people. He describes the loss of hope for children by using two scenarios: on the one hand there are new-born babies, who, because they do not receive the necessary care and attention to learn hopeful thinking, develop into children who have little hope for positive outcomes in their lives. On the other hand, some children have acquired hopeful thinking but, because of adverse childhood events or circumstances, they lose those hopes. He therefore argues that children who are neglected whether in affluent families (where parents simply do not attend to their children) or poor families, lack the opportunity to be taught to think hopefully. The emotional or psychological absence of a parent or other caregiver has implications for attachment that should develop between parent and child. It is within this attachment that goal-directed thinking is developed. Should there be physical abuse in this primary relationship, the impact on hope is even more severe. The very person who is instrumental in the development of goal-directed thinking becomes a source of fear.

Environmental circumstances can contribute to loss of hope according to Cedeno, Elias, Kelly and Chu (2010). They cite environmental difficulties such as poverty, poor schools, unemployment and violence as factors that increase the risk for hopelessness. Their study indicated that exposure to community violence leads youth to despair and powerlessness and the belief that their circumstances cannot change.

2.3 CONCEPTUALISING RESILIENCE AS PROCESS

Good outcomes in the face of significant threats to adaptation or development of children (and adults) is the basis of resilience (Masten, 2001). To determine the existence of resilience one must judge risk factors associated with threatening adjustment or development of children that predict undesirable adaptation. These factors are varied and include low socio-economic status, parents with schizophrenia, exposure to abuse, violence, traumatic life events, divorce and more. Another important judgement of resilience lies in the criteria used to describe the quality of adaptation as “good”.

Ebersöhn (2014) investigated resilience specifically in poverty-stricken settings. She found that the process of resilience in such a setting consists of a series of adaptations to numerous adverse circumstances. This process differs from a once-off encounter with adversity, leading to successful adaptation at the end of the process. Poverty with all its related challenges (low income, lack of resources, poor health, etc.) requires a constant focus on actions to adapt and thrive.

According to Theron (2016) resilience is an intergenerational, socially-determined process and refers to how well young people adjust to adverse life circumstances. Eggum et al. (2011) describe resilience as a dynamic process wherein individuals display positive adaptation despite experiences of significant adversity or trauma. The ability of an individual to resist destructive environments, develop resistance and thrive despite the prevalence of negative factors within his life context, is called resilience (Mosavel et al., 2015). Mosavel et al. (2015) also refers to the definition of resilience that resilience is concerned with individual variations in a person's response to stress and adversity. There is a dynamic interaction between risk and protective factors and it may differ from time to time in a person's development. Added to this definition, one should note what Carrey and Ungar quoted by Mosavel et al. (2015), have to say. They postulate that resilience measures a person's strength, as well as the physical and social capital of the person's family and community. It is important therefore to look at resilience holistically and strive to understand individual-level factors and how the community and family context of the individual shapes these factors, experiences and perceptions of the future.

Gasa (2013) posits that resilience is not a quality that is present or absent in an individual, but rather a process that may vary over time and circumstance. The process can be seen as the product of the interaction between the person and his social context. Gasa (2013) speaks about the different kinds of resilience that are seen in people: some people experience traumatic events but can recover well; some people belonging to high-risk groups have more positive outcomes than expected; a group of people who display positive adaption despite life stressors.

Glendøs (2017) believes resilience can be fostered, maintained or hindered in relation to life opportunities. It can also be learned or built. Glendøs (2017) investigated the dreams for the future of students and how they relate to the building of resilience.

Themes uncovered in the hopes and dreams centred on having social success; successful schooling; obtaining employment and acquiring material goods. They also wished for success for family members. Positive and enjoyable experiences in students' lives contributed to their hope for the future and resulting resilience as did supportive social networks and meaningful education.

Malindi and Theron (2010) describe the phenomenon of hidden resilience as patterns of living that would not normally be seen as socially-appropriate behaviour and is in contrast with mainstream psychological theories, but despite the general conceptualisation of the behaviour as vulnerable, maladaptive and deviant, these nevertheless allow individuals to bounce back from adversity. Their research aimed to explore the ways in which street children obtain and negotiate for resilience resources, albeit unconventional. They found that street children had non-typical pathways to health-promoting resources. Although these pathways are not in line with what would usually be seen as positive development, it nonetheless promotes a sense of self-sufficiency and self-determination, somewhere to belong and form attachments and being able to provide for basic needs. Adopting these unconventional ways is motivated by the need to become independent from homes that are characterised by poverty, conflict, violence and the experience of being insignificant and thereby coping with adversity.

Expectations regarding successful careers result in hope for a transformed future with positive life-outcomes. It is precisely the experience of negative or adverse life experiences that drives resilience as being focused on a better future helping to cope with an unpleasant present. The focus on a better future often consists of achieving education and career goals.

Olsson, Bond, Burns, Vella-Brodrick and Sawyer (2003) suggest that to understand the process of adaptation, both the risk mechanisms that act to intensify an individual's reaction to adversity and make the person more vulnerable, as well as the protective mechanisms that improve his reaction to adversity and make him more resilient, must be examined. The interaction between risk and protective factors forms the process of resilience. A common goal of preventing disorder and maladjustment in a person's life, is shared by both approaches described by Olsson et al. (2003) : risk reduction that focuses on the removal or avoidance of factors leading to the development of

negative outcomes and a resilience-based approach that emphasises the building of skills and abilities to enable successful negotiation of high-risk environments.

Ungar (2015) focuses on diagnosing childhood resilience and he differentiates between children being successful as a result of normal development and resilient children who do well in spite of a pile-up of stressors. Diagnostic criteria to diagnose childhood resilience suggested by Ungar (2015) include the domains of adversity, resilience and multi-dimensional considerations. The description of adversity requires the severity, chronicity, ecological level (e.g. psychological/biological), causality and cultural mechanisms such as temperament, personality cognitions and other. Multi-dimensional consideration will focus on temporal and cultural dimensions.

Masten (2001) writes about the ordinariness of the phenomenon of resilience as a contrast to the earlier understanding of resilient children being remarkable or special. She holds that resilience is a result of common, everyday human resources that most children have in their minds, bodies, family relationships and community resources and that these resources contribute to positive adaptation results, even in the presence of adversity. This has been instrumental in a renewed focus on positive psychology.

2.4 RISK FACTORS AND PROTECTIVE RESOURCES THAT INFLUENCE HOPE AS PATHWAY TO RESILIENCE

2.4.1 Introduction

In this section risk factors, as well as protective resources, are discussed. These factors influence hope, thus influencing pathways to resilience for young people.

2.4.2 Individual risk and protection

2.4.2.1 Introduction

Within the individual there are a number of risk and protective factors. These factors that include personality traits, aspirations for a better future, self-esteem, negative life experiences, health issues and religion will now be discussed.

2.4.2.2 Personality traits/personal resources

Goodman, Disabato, Kashdan and Machell (2017) explore how personality characteristics link with resilience. They found that research suggests that personality

is to some extent attributable for resilience. Focus on the hopeful person as leading to resilience needed further explanation. Hope does not merely mean optimism, which is limited to the expectation of positive results, but it rather refers to the belief a hopeful person has that there are more ways to explore in order to manage problems or obstacles and also motivation and energy to put the plans in motion.

Hope breeds resilience by motivating the person to interpret failures positively, to identify goals and resources for goal attainment, address barriers to the achievement of set goals (Goodman et al., 2017).

Malindi and Theron (2010) found that the street young people in their study contributed their ability to overcome adversity to personal resources (a sense of humour, assertiveness, agency self-regulatory skills) their peer group and their religion. The character trait of humour helped them to forget about their worries. It could be seen as an adaptive coping mechanism. Street children expressed pride in the way that they could fight for their rights and stand up for themselves. A sense of agency could be observed in them taking action to deal with the challenges they faced, although these actions (begging and acts of violence) were often socially unacceptable. Some of the street young people related how they were able to act in socially acceptable ways when needed. They were therefore able to self-regulate behaviour.

Mampane (2014) cites several other risk-mitigating factors. These factors include confidence resulting in high expectations and the belief that things will be better. Another factor is the ability to identify access and utilise support and connect with supportive adults or systems. Commitment and an inclination to achieve success, as well as identifying and utilising resources, are also listed as individual resources that can improve resilience.

Self-awareness is another important personality trait that promotes resilience. Adolescents who were resilient managed positive thinking; they could recognise stressors and deal with it, and they were aware of their feelings and could face the realities of their lives. Effective communication was a skill that was apparent; they could clearly voice their concerns, and they are assertive and confident enough to approach others for help (Mampane, 2014).

Problem-solving skills were found to be important individual traits in a resilient child. Resilient children need to have problem-solving skills. The adolescents in the study of Mampane (2014) exhibited the ability to plan, think critically and act with creativity.

Mampane (2014) postulates intelligence as an internal factor in resilient youth. The researcher also found that the intellectual abilities of the respondents seemed to contribute to their resilience. Sufficient intellectual capacity allows the young person to experience a sense of competence, assists in completing school work and has an effect on the ability to deal with a myriad of problems associated with poverty and being orphaned.

An adolescent's stage of cognitive development according to Tinsley and Spencer (2010) is relevant for the adolescent to be able to consider moral matters. Therefore, cognitive contributions or meaning making can serve as a protective or challenging factor.

2.4.2.3 Aspirations for a better life

Aspirations and dreams of the future are found to be important protective factors that promote resilience within the individual. In the study of Matope and Badroodien (2015), 13 learners' perspectives of achievement were explored. These learners displayed a positive approach to life and determination for success. They believed that focusing on good results at school will eventually help them to overcome challenges and it appeared that their lived experiences acted as motivating factors.

The participants in the study of Lethale and Pillay (2013) displayed the ability to separate the challenges experienced at home from challenges at school. By not allowing problems at home to influence their efforts to concentrate at school and be successful, these adolescents could guide and direct their behaviour towards desirable goals.

Van Breda (2010) investigated hope for the future amongst a group of vulnerable young people who have little or no hope to escape poverty in how it is influenced by the theory of positive selves developed by Markus and Nurius (1986).

He describes the life circumstances of most of the black young people in South Africa as bleak and unsatisfying. He mentions that many live in shacks without water and electricity. They are subjected to a poor quality of education in massive classes, with

inadequately-trained teachers. Opportunities to develop academic competency are limited and the extremely high incidence of unemployment is a reality they face, which in turn affects their options for the future.

In respect of the child, Brooks (1994) refers to the temperament that the child displays. He believes that resilient children present with “easy” temperaments which make it possible for caregivers and parents to respond to them in a caring and empathic way. In comparison, children with “difficult” temperaments prompt more negative responses from caregivers, which in turn can lead to a negative cycle of responses. Hope that encompasses an individual’s attitude to thinking about his goals, identifying ways of achieving his goals and then moving towards achieving those goals, can help protect young people from maladjustment. In the study of Eggum et al. (2011) hope did not relate to negative life events.

According to Matope and Badroodien (2015), the understanding of achievement refers to what young people aspire to and want to accomplish in their lives. What they want to achieve are influenced by their individual dreams and their particular social worlds. The paradoxical relationship that exists between achievement and aspiration is indicated by Matope and Badroodien (2015). Aspirations or dreams guide young people to identify what they want to achieve and to make the necessary effort to achieve it. On the other hand, the inability to achieve an aspired goal as a result of limited resources or finances will often motivate same to re-assess and re-align their goals and expectations.

Achievement as academic performance or monetary success/material wealth depends on how individuals find meaning in their lives. According to Matope and Badroodien (2015) learners often show a broader outlook and talk more about their personal talents and dreams that are linked to their views on happiness and the pursuit of a serene lifestyle. They found that learners had different views on achievement as it is influenced by their individual contexts, the way they think about their lives and what they want to achieve.

2.4.2.4 Self-esteem as risk and protective factor

Different studies found self-esteem and self-worth as possible risk factors or protective factors in promoting resilience, therefore different studies’ findings in this regard are discussed.

The theory of positive selves as developed by Markus and Nurius (1986) postulates that current behaviour is motivated not only by the current view of the self, but also by future views of the self. People are motivated by their dreams and hopes of who they may become and the possibility of becoming a better self, influences their current behaviour.

Van Breda (2010) quotes research which indicated that children from poor communities have overly idealistic views of their future selves, and although positive, these views are vague and as such they do not have a significant influence on behaviour. He emphasises the challenge to help these children or young people to develop their possible selves to such an extent that it will be more helpful as motivating factor for behaviour and strengthen their hope for the future. By helping the children to nurture their positive selves realistically, Van Breda (2010) hoped to enhance their resilience to overcome the odds stacked against them.

The group in Van Breda's research identified obstacles such as lack of own motivation, negative views of others' lack of financial resources, poverty and crime. However, holding onto a positive self was found to be a pathway to hope and resilience.

Findings by various researchers quoted by Lopez et al. (2009) confirm the correlation between a child's experience of being competent and having a positive self-worth and having a hopeful disposition. Having high hope, the young person or child will be optimistic and pursue future goals with the view to success, believing that they can overcome problems or obstacles that may arise. From the data collected by Lethale and Pillay (2013) they recommended that educators focus on enhancing self-awareness and self-concept of adolescents by giving them positive, honest and accurate feedback on their strengths and weaknesses. The provision of caring teachers who act as guardians to vulnerable young people by providing caring relationships will serve to contribute to the holistic positive development of learners. Additional to this, the enhancement of positive caring relationships with young people also acts as encouragement of aspirations for a better future.

Lethale and Pillay (2013) comment on the role of educators in enhancing the self-esteem of adolescents by giving them feedback that is positive and accurate. This should contribute to their will to succeed and movement towards positive goals. Young people who have positive thinking skills and believe in their own competence can

overcome problems. Youth with a positive self-esteem are aware of their own abilities, can face their difficult situations and make plans to find solutions (Lethale & Pillay, 2013).

Self-esteem or self-worth has been found to relate to internalising and externalising problems. In this respect the work of Kliwer and Sandler (1992) is mentioned by Eggum et al. (2011): young people with a high self-esteem are able to assess stressors and consequently select successful coping strategies, while those with a low self-esteem may not find it possible.

2.4.2.5 Experience of negative life events as risk

Negative events in the individual's life that include trauma, violence, poverty and death amongst other, are now discussed as possible risk factors with regards to resilience.

In her research of refugee young people from Sudan, Goodman (2004) explored the factors influencing how unaccompanied young refugees from Sudan coped with trauma and adversity. The participants narrated extremely traumatic and difficult experiences including violence, abuse, death, hunger, thirst and disease. They also told of the elements that enabled their survival. Of prime importance is the fact that many of them have never lost hope that circumstances will improve for them and that a better future is awaiting them.

The issue of "structural disadvantage" refers to tangible or systemic barriers that individuals have no control over and the lack of privilege. Factors that come into play are young people growing up in poor, single-parent families in rural resource-poor communities, who have inferior schooling, lack of available and suitable caregivers, and a high incidence of crime. These factors make it difficult for such a young person to beat the adverse life circumstances, unless some of the individuals mentioned above intervene (Theron, 2016).

Neal (2017) reports on the academic progress or the lack thereof of former foster children in the USA. These individuals often have substantially high rates of poor academic progress and negative behavioural outcomes. The very nature of foster care presents them with structural disadvantages as these individuals often exit the foster care system with poor academic records and very little in the way of family or adult

support. Foster children are considered vulnerable and have to meet challenges without the support of caring and supportive families

Exposure to violence as a factor that influences young people is investigated by Cedeno et al. (2010). They allude to the fact that violence, whether at school, in the home or broader social context, places children at risk for physical harm, but also increases the risk that young people lose hope, internalise symptoms and exhibit an increase in risk behaviours. Community violence in the USA has been linked to psychological distress symptoms in African-American young people.

Although Cedeno et al. (2010) hypothesised that exposure to violence correlated positively with negative outcomes or problem behaviour and distress, they found that only direct victimisation affected the behaviour of young people. The mere witnessing of violence, even in an environment with high levels of violence seemed not to affect the young people in the study. It seemed, however, that these children became desensitised to their environment as a means of coping. Scudder, Sullivan and Copeland-Linder (2008) talk about the fact that sexual abuse of children is a stressor in the lives of children and is perceived as stressful by both boys and girls.

The study of Eggum et al. (2011) concentrated on understanding negative life events, coping strategies and the effect they have on hope for the future amongst Ugandan young people. They intended to uncover how knowledge of how life events and protective factors associated with resilience and adjustment can be utilised to increase resilience and adjustment in undesirable circumstances.

War-related events in Northern Uganda were found to be responsible for maladjustment of internal nature. Maladjustment can also be a result of physical/sexual abuse, family conflict, poverty, lack of medical care and stigma/gossip. Eggum et al. (2011) claim that many researchers have found that life stressors relate to young people displaying problems, both external and internal. Lopez et al. (2009) publicise interpersonal struggles that appear when hope is impeded. Family conflict witnessed by children can result in lowered hope. Risk factors tend to co-occur thereby increasing the odds of negative outcomes (Choe, Zimmerman, & Devnarain, 2012).

2.4.2.6 Health-related risk and protective factors

The lack of good physical health was found by various researchers as a risk factor and in contrast, good health is a protective factor for resilience.

The study of Worku (2016) focuses on a region that is characterised by environmental pollution (Vaal Triangle, Gauteng) due to air and water pollution as a result of manufacturing of steel and iron. The pollution has definitive consequences on health, specifically respiratory tract infectious diseases such as asthma, lung disease and tuberculosis.

Ishibashi et al. (2010) found in their study of Japanese adolescents with cancer that illness-related risks have an adverse effect on resilience and the quality of life. When adolescents believed that a positive future exists and that symptoms and situations can change, they achieved a level of hopefulness. Pursuing their studies, being at home and thinking about friends helped the adolescents to forget about the disease. The importance of being honest with these children about their diseases is emphasised as it seems to have improved their resilience.

As discussed previously, hope is a psychological strength which in turn is a protective factor of resilience. Therefore the role of health and the effect on hope is also discussed. Lopez et al. (2009) found that hope may play a role in student health. Research results indicated that hope is a significant predictor of adherence to prescribed medication. Scioli et al. (2016) also report on the role of hope in health, specifically as motivation for exercise and better nutrition, as well as other healthy habits.

2.4.2.7 Religion as risk and protective factor

Religion as a theme emerged in a number of studies to promote resilience and as a result forms part of protective factors. Religious activities and the belief in a higher power guiding their lives provided street children with another resource towards resilience (Mac-Ikemenjima, 2015).

Mac-Ikemenjima (2015) agrees with the findings of Malindi and Theron (2010) in a study about the dimensions to use when measuring young people's well-being in South Africa. The dimensions for well-being focus on economic dimensions such as having a job and an income; the importance of interpersonal relationships with friends

and family that provide support for healthy living and can contribute to mental health. These young people also emphasised the value of religion and indicated that belief in God helps to give their lives direction and is a source of inner strength.

Religiosity and spirituality are introduced by Eggum et al. (2011) after reviewing the work of Park and Folkman (1997) as influencing one's identity and thereby fostering resilience. Being religious helps an individual to find meaning in stressors and helps him/her to cope with major trauma and loss.

2.4.3 Family-related risk and protective factors

In the following section family relationships, parental factors and factors in child-headed families as risk and protective factors will be discussed.

Ungar (2015) describes family as an important part in the systemic domain of diagnosing resilience in young people. Different factors with regard to families will now be discussed as risk and protective factors.

Parent-child communication and the importance of parent-child communication regarding sexual health towards healthy behaviours are discussed by Mpondo, Ruiter, Schaafsma, van den Borne and Reddy (2018). Good parent-child communication is important as it provides a nurturing and supportive environment, while simultaneously monitoring behaviour of children. Such parent-child communication is not yet the norm in South Africa (Mpondo et al., 2018).

Inter-generational poverty is the poverty induced by the social and economic backgrounds of a person's parents. What it results in, according to Tshishonga (2015) is deprivation of material, emotional and intellectual capacity of parents passed on to their children. Young people are then left to function in isolated and disadvantaged environments where motivating opportunities are lacking. Contextual influences like parental criminality etc. are also present in dysfunctional families. In respect of the home context, factors like bad treatment at home and lack of food were mentioned. These factors indicate the importance of the family to provide for basic development and survival needs (Mampane, 2014).

The loss of a parent that could lead to poverty, lack of food and limited access to education is suggested. Parental loss due to HIV/AIDS was found to have the added stressor of anticipated loss, poor parenting quality due to illness and social stigma. In

the study that was undertaken, the loss of a parent or family member was the single most prevalent risk factor. In addition, the death of a parent often meant that the young person had to move to live with another family member. This implied further losses, that of a known environment, school or friends (Eggum et al., 2011).

A study by Chang, Chang, Martos and Sally (2018) examined the role of hope and family support in students at risk of suicide. They found that the presence of family that is willing and able to support each other acts as a definitive protective factor. A supportive family provides key interpersonal relationships that assist in dealing with problems. Their findings also indicate that young people who can depend on support from family are more likely to avoid feelings of distress and despair.

Theron (2013) found that parental expectations play a determining role in positive outcomes for young people especially, as the value of education and subsequent career aspirations are communicated clearly by parents, siblings, other family members, teachers and other adults in South Africa. The example of older siblings contributes to the belief that sought-after careers may lead to changing life-circumstances. The significance of role models in communicating expectations is emphasised.

The family landscape in South Africa displays several different family systems. A large number of young people are raised in grandparent-headed families due to factors such as the prevalence of HIV/AIDS and subsequent illness or death of parents, increasing poverty, substance abuse, urbanisation, homelessness and single parenting (Gasa, 2013). This kind of family where grandparents take over the parenting role faces several challenges and frustrations that affect all involved. Gasa (2013) attended to the role that grandparents play in the lives of young people who are dependent on full-time care by grandparents and found that despite the many challenges that grandparent-headed households face, the participants experienced their grandparents as inspirational, loving and supportive. These children showed resilience in the face of their adversity and it could at least in part, be contributed to the support and motivation they received from their grandparents.

Lethale and Pillay (2013) stated that increasing mortality among adults caused by HIV/AIDS in South Africa results in the emergence of a different family unit, that of child-headed households. The children who must step in and assume parental

responsibilities are very often still at school. At the same time, they are expected to continue school despite the pain of losing parents and the added household responsibilities. A study undertaken by Lethale and Pillay (2013) explored how adolescents as heads of households coped with the difficulties on several levels and still managed to progress in school. The research by Lethale and Pillay (2013) contributes to the notion that adolescents living without parental support are not necessarily doomed for a range of problems and negative outcomes. Schools and educators can contribute to learners' abilities to succeed by building their confidence and morale rather than focusing on weaknesses.

Scudder et al. (2008) warn researchers not to examine the impact of a single factor in only one context. Being in foster care may be a stressor for one child, but a motivational factor for another.

2.4.4 Social support as risk and protective factors

2.4.4.1 Introduction

A child cannot purely be diagnosed as resilient, without looking at the social ecology around the child (Ungar, 2015). Thus, the social environment around the child can be either a risk or a protective factor. In this section literature is explored about the social environment around young people focusing on the influence of peer groups, friendships, supportive adults and the educational environment.

2.4.4.2 Peer group

The peer group and religion were cited by the participants in the research of Theron (2013) as additional resources towards resilience. The peer group was instrumental in providing support and finding shelters. It provided opportunities to share coping skills, the sharing of food and even shaping behaviour.

The critical question that informs the study of Bernat (2009), is whether experts, such as teachers and other school staff, can provide for the emotional, physical and educational needs of children so that they can be successful, hopeful and optimistic for the future, despite the numerous risk factors prevalent in their lives. He found that resilience researchers often express concern about adults in the lives of at-risk young people as the argument is made that these adults can be models of good behaviour and hopeful dispositions.

The study of Bernat (2009) focused on a non-profit agency “Kids at Hope”. The mission of “Kids at Hope” is to provide young people with caring mentors and adults who, by expressing high expectations for success, can imprint a sense of hope and optimism in them so that they can believe in their ability to be successful. The important factor is not only to have an adult who models good behaviour, but specifically an adult who sets the expectation for success and by doing that, will see a young person who believes that there will be positive outcomes, who can clearly articulate current and future goals in the various aspects of life. It was found that the experience of young people that their school was a safe and caring place where teachers believed in them and helped them to become better people, resulted in the young people displaying the core values of resilience, namely hope, optimism and success. The results of Bernat’s study indicated that teachers and other school staff, as well as adults in general, play an important role in combating risk factors by creating hope and resilience in young people.

According to Madhavan and Crowell (2014) a role model is an individual who provides a code of behaviour and set of values that can be followed by young people as they transition into adulthood. The presence of adequate role models is seen as necessary, especially for black, low-income adolescents growing up in post-apartheid South Africa as they are often prone to dropping out from school, being unemployed, teenage pregnancies, substance abuse and criminal activities. Madhavan and Crowell (2014) refer to how factors like racial segregation, poor education, unemployment and adverse circumstances in townships force black young people to learn survival skills and adaptive behaviour at early ages.

Parents, older siblings and grandparents were found to be key role models. Extended family like maternal and paternal aunts and uncles are mentioned as well and it is not uncommon for children to have a closer bond with such extended family members than with their biological parents. The presence of village and community members, teachers, church leaders and older friends in young persons’ descriptions as role models indicated that children look up to individuals who represent lives different from their own, but who offer life projects that can be achieved (Madhavan & Crowell, 2014).

Tshishonga (2015) describes the subculture SKHOTHANE in Ekurhuleni and other townships in South Africa and the negative effect it has on the development of young

people. It entails a sub-culture and lifestyle whereby young people compete in acquiring material goods with the ultimate purpose of destroying them. This lifestyle co-exists with unemployment and underdevelopment and aggravates poverty.

The problem of membership of this clearly negative and debilitating subculture is discussed against the background of the socio-economic situation of young people in South Africa. The author quotes Cebekhulu (2013) who argues that despite the democratic transition and developments made, many young people are still faced by barriers and unequal opportunities to participate fully in society. Young people are still those most affected by poverty, unemployment, violence, crime, etc. Feelings of depression and hopelessness develop as a result of unemployment and poverty.

Young people have a need to belong and the lack of opportunity to belong to a desired group of people who have jobs or can access education and training, manifests in various ways of gangsterism, drug and alcohol abuse, also the Skhothane sub-culture.

The absence of quality role models in the lives of young township people is noted by Tshishonga (2015). He mentions the disillusionment of young people who are moved from their rural birth places to townships in the quest for better education, but are then being confronted by poor role models such as taxi drivers, drug dealers and shady business people.

In contrast to the environment of poverty and poor role models, Tshishonga (2015) pleads for an asset-based approach to people's development – one in which young people can identify their own talents and abilities as a solution to deal with socio-economic challenges facing them.

2.4.4.3 Young people's friendship

Stephanou (2011) noted that within the interpersonal relationship sphere of young people, it appears that close relationships with peers and friends contribute to experiencing happiness and well-being. Stephanou (2011) argues that emotions are intensely experienced in the context of peer relationships and as such contribute to future behaviour. The influence of this on a hopeful disposition cannot be ignored. An adolescent with high hope experience social desirability and social support, contrary to low-hope young people who feel lonely and have unsatisfactory interactions with peers. According to Stephanou (2011) hope as a critical construct helps to understand

how children deal with others and work towards goals, especially when the goal is to develop a good friendship in an effective manner.

The study undertaken by Stephanou (2011) indicated that young people who experience their friendships as positive, also had high hope that these relationships would continue to be good in future, while those who experienced negative relationships with peers, had low expectations of future friendships.

2.4.4.4 Supportive adults

Theron (2012) argues that stakeholders such as parents, teachers, practitioners and other service providers, as well as community leaders, play an important role in how young people react to challenging life circumstances and therefore they are similarly responsible for the achievement of positive outcomes. These significant stakeholders in the social ecological life-world of young people should assist by providing resources to young people that will enable them to do well in life. Additional to the provision of resources, Theron (2012) also mentions advocacy for life-worlds that are less likely to put young people at risk for negative life outcomes. This implies lessening adversity, or “changing the odds”.

It was observed that when educators have a negative approach to learners, the message is given that they are not important and the relationship becomes demotivating.

Brooks (1994) emphasises the fact that the social environment consisting of other extended family members, friends and community groups can provide additional support, or support to replace that absent in the home.

Social support for young people may boost their self-esteem and as such promote adaptive behaviour. Social support may be the offering of emotional support or provision of tangible resources. According to Eggum et al. (2011) family social support can act as a buffer between stressful events and anti-social behaviour

2.4.4.5 Educational risk and protective factors

In this section different aspects of the role of education in fostering resilience and hope are explored. Kim et al. (2005) found the main areas for risk factors to be individual, familial, social support and community risk factors. Risk events include uncontrollable events (those that cannot be changed by effort) or controllable events (accidents,

divorce or death of parents). They found that risk factors were negatively related to school adjustment, while protective factors related positively with school adaptation (Kim et al., 2005).

According to Malindi and Machenjedze (2012) school engagement is a multi-faceted construct that influences behavioural, emotional and cognitive aspects of development. The implication of this is that school engagement contributes to having access to social networks and academic support that in turn promotes resilience.

Theron (2012) mentions poor quality of education, inequitable access to tertiary institutions and meaningful career counselling as barriers to realising career aspirations, which in turn will affect resilience. Poor quality of education in the form of structural inequality leading to inferior teaching, seemingly apathetic teachers, overfull and under-resourced classrooms, is the legacy of apartheid and is prevalent in schools in racially, geographically and economically disadvantaged and marginalised communities (Theron, 2012).

Munje and Maarman (2017) focused their study on the link between poor school resources and poor school performance of learners. It has already been established that poor school performance has a negative influence on young people's capacity to hope for a better future. As stated by Munje and Maarman (2017), the danger of focusing on poverty in the absolute sense becomes clear. The absence of resources due to poverty must be viewed in the context of what the conditions at home and in the community are. It was found that managerial deficiencies caused by ignorance, negligence and lack of communication amongst stakeholders also play a significant role. Constraints such as limited learning and shelving space, lack of teachers who can motivate learners and who breed respect, trust and self-confidence among learners need to be taken into consideration. Similarly, the absence of stationery dampens the morale of young people and is often the reason for absenteeism. (Munje & Maarman, 2017)

In the study of Durowaiye and Khan (2017) hope for the future is closely linked to being as skilful and educated as possible and factors preventing access to tertiary education were investigated (Durowaiye & Khan, 2017). Many potential candidates from poor socio-economic backgrounds cannot enter universities or other higher education facilities due to lack of resources and the high cost of tertiary education. Factors such

as poor public financing of education, poor infra-structural facilities and economic constraints are also indicated.

Smit, Wood and Neethling (2015) agree with the opinion of Durowaiye and Kahn (2017) about the high cost of tertiary education. They argue that although children from poor and adverse backgrounds manage to finish school, the high cost of further education and training prevent them from pursuing further studies and this may cause them to lose hope and motivation for the future. The cumulative effect of the loss of hope in turn heightens the risk of negative life choices.

Mampane (2014) mentions the situation in South African black townships, where schools are over-populated and often segregated along racial lines. Township schools have poor teaching and learning resources, a poor teaching culture, poor school management and an absence of a supportive educational environment. This unsuitable situation in schools has the potential to increase the negative effects of risk, by not protecting children.

Theron (2012) advocates for career counsellors as they could be especially relevant to the resilience of young people in marginalised communities. Career counsellors need to assist young people in the realisation of their career aspirations. The very significant role of career counsellors in rectifying career-related expectations, which relates to the expectations of post-1994 adults to optimise educational opportunities and pursue careers that their parents and grandparents were denied, is emphasised. Meaningful career counselling in schools are practically non-existent and a plea is made for the availability of contemporary culturally-relevant career interventions in disadvantaged communities.

The level of parents' own education and their attitudes towards their child's education influence the level of support that is provided for their children. Durowaiye and Khan (2017) found that limited economic means of most parents lead to children being involved in income-generating activities and are therefore denied access to higher education. In comparison it was found that parents with a relatively high socio-economic status and level of education facilitate and encourage access to school and the attainment of higher educational goals.

The role of teachers in positively influencing vulnerable children is highlighted. By fostering positive and caring relationships with young people through paying individual

attention to each child, encouraging participation and having high expectations, teachers can play a significant role in facilitation support for facing adverse circumstances. School engagement offers vulnerable children opportunities to establish social bonds with other children and teachers as competent adults towards striving for a better future. The argument by Lopez et al. (2009) is made that psychologists and education professionals can use and refine techniques for enhancing hope in children. Educationalists and other professionals in the education fields are therefore important contributors to enhancing hope among young people.

In the study of Brooks (2001) young people often mentioned that school was too difficult. These young people also experienced barriers to education in not being able to regularly attend school, often as a result of having to care for sick parents or orphaned siblings. Not being able to afford a uniform and the limited ability to concentrate due to hunger or illness also contribute to educational problems. It is important to note that in the study of Eggum et al. (2011), education was the main reason children had hope for the future.

2.4.4.6 Community risk and protective factors

Lack of entrepreneurial or appropriate skills are explored as part of community resources, as well as community climate and cultural context.

Worku (2016) reports on a study intended to explore the socio-economic factors known to affect sustainable growth and development in SMMEs (Small Medium Micro Enterprise) in the Vaal Triangle. Specific attention was focused on the entrepreneurial skills of SMMEs. A significant number of the businesses failed in their first year of operation due to a lack of entrepreneurial skills. Various reports of bodies such as the Department of Trade and Industry and SARS are quoted regarding the need for support by providing mentorship for and training on entrepreneurial skills that will make it viable for SMMEs to create more employment opportunities for young people. A plea is made for training programmes to address the need for skills in entrepreneurial activities.

Another aspect that Theron (2012) investigates in the involvement of the community in the development of diverse career options that can be pursued is inviting a variety of locals to share their career stories. This sharing would be especially valuable if information regarding requisite training/education, skills set, challenges and highlights

can be disseminated. Such community involvement of locals will extend the bank of role models with whom young people can engage. Van Breda (2010) advocates for contact with actual careers that will assist young people with a more reality-based vision of that career.

The research by Eggerman and Panter-Brick (2010) was done with adolescents and their care-givers in Kabul, Afghanistan with the purpose of uncovering the narratives of adversity, suffering and resilience. The study strove to appraise psycho-social well-being and life adversity. Problems identified in this study conducted in an obviously very different cultural context, were the following:

Everyday stressors and social suffering, which were factors like poverty and lack of employment opportunities, poor housing and resultant homelessness, domestic violence and marginalisation, insufficient educational provision, ill-health, poor governance and social injustices, were identified. Although in a very different culture, many of the identified problems are also evident in the South African context.

Mosavel et al. (2015) takes a strong view on community involvement pertaining to hope in young people. He emphasises community connectedness and holds that it provides members with a collective process through which the negative effects of adverse events can be lessened.

Mosavel et al. (2015) believes researchers who are focused on positive development of young people in South Africa must take cognisance of the way community factors influence individual perceptions. Community coping and hope may assist or prevent individuals to have a positive response to risk factors. From the study undertaken by Mosavel et al. (2015) among young people in a South African urban community, themes influencing resilience both on participants' personal experiences, as well as issues on society-level, emerged. The findings indicated that the following issues are most prevalent:

Daily struggles in the community include high rates of poverty and unemployment, drug abuse, poor education, over-crowded housing, ever-present crime and violence. Lack of personal safety was almost over-accentuated, citing poor law enforcement, unsafe schools and concerns about rape. The choice to rise above negative circumstances became apparent and participants believed that they could overcome structural barriers.

An attitude of altruism was prevalent in many of the responses of participants. The hope and inclination to make things better for others in the same adverse environment were clearly communicated.

On society level the participants could identify changes that would improve the lives of young people and so create a more hopeful society. They mentioned factors like stricter laws and regulations in order to have more control over chaotic circumstances; more recreational facilities and activities; effective social services and treatment facilities for drug abuse; alleviating poverty and better education as key to future success.

2.4.4.7 Political context: risk and protective factors

Van Breda (2010) argues that factors such as poverty, political exclusion and social oppression have an adverse effect on the ability to hope for a positive future.

In terms of possible solutions to these problems, cultural values were indicated as meaningful. Values such as faith, family unity, morals, effort, service and honour provide hope for the future. It is important to note that the structural impediment caused by the problems e.g. poverty and curtailment of education, was experienced as entrapment in the situation (Van Breda, 2010).

Research undertaken by Theron (2016) amongst rural Sesotho-speaking young people highlighted the need for cognisance of the cultural context. The mere acknowledgement of the cultural context is not enough as one needs to understand the effect of cultural norms on the young people and their participation in research. The specific cultural norms expect of young people to respect older people, be quiet and to confirm. Theron (2016) pleads for researchers to prioritise the insights of young people for initiatives to have optimal effect.

The absence of fathers because of socio-political and economic constraints in the lives of rural young people adds to the disadvantage these young people are subjected to. Young people in the study indicated poor contact with their families due to living arrangements with kinship to enable schooling. Another factor that influenced lack of family support was children living alone or on the streets (Theron, 2016).

The importance of supporting community members and teachers in the lives of young people is highlighted by Theron (2013). The research, encompassing an on-going

narrative enquiry into the life stories of black students, emphasised the tale of family members as well as community structures that provided opportunities to continue with education despite adversity. Conditions in which the respondents were raised were rife with impoverished families, parents that were illiterate or absent and communities subjected to social injustices, violence and crime. Information gathered confirmed that resilience processes are informed by the socio-cultural ecology in which the young people live (Theron, 2013).

Entrepreneurship against the background of a high unemployment rate and changing job culture is investigated by Friedline and West (2016). It is argued that young persons' quest for wealth is a result of political policies and poverty.

According to Friedline and West (2016, p. 43) "wealth inequalities have been institutionalised and perpetuated by decades of policies and practices regarding owning a home, earning an income, gaining employment, etc." White people in South Africa have an advantage due to the above and minorities are simultaneously disadvantaged. Limited financial means and credit constraints challenge young people to develop entrepreneurships (Friedline & West, 2016).

2.5 CONCLUSION

"Watching young children on a playground tells all one needs to know about hope. A child's vision transforms a series of obstacles (tall ladders, hard-to-reach monkey bars, wobbly wooden bridges) into limitless opportunities for fun. Goals become very clear ("I am going to swing across all the monkey bars"), the plan develops ("I am going to climb the ladder, grab the bar and swing from the first one to the second one") and support is requested ("Can you help me up?") while confidence grows ("I think I've got it, yeah, I am doing it!"). (Lopez et al., 2009, p. 37).

This chapter reviewed literature that includes concepts of hope, hope as a psychological strength and the loss of hope. Resilience has also been conceptualised as a process with many risk and protective factors. The pathway towards resilience which are contributed by the systems around and within the individual, are thoroughly explained.

In Chapter 3 the purpose of the study, the paradigmatic perspective and the methodology are discussed in detail.

CHAPTER 3 - RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the research process and methodological strategies followed throughout this study. Data documentation and analysis strategies are also discussed. In Chapter 1 methodological considerations regarding metatheory, methodological paradigm and theoretical framework have been discussed, as well as rigour and ethics.

3.2 RESEARCH DESIGN: DESCRIPTIVE CASE STUDY

The type of case study I opted for is descriptive where phenomenon and the real-life context are described (Baxter & Jack, 2008). According to Yin (2013) case study is a suitable design "for studying complex social phenomena." A case study is to answer how and why questions and to cover the context in which perspectives are formed which aligns with the purpose of my study on hope and barriers to hope for young people living in the petro-chemical industry of Embalenhle. This township is located in the Govan Mbeki Municipality, a few kilometres from Secunda, Mpumalanga. According to Statistics South Africa the population size is 118 889. A large portion of the population (19,1%) has no income. Living conditions consist mainly of formal housing (57,5%) and access to electricity (89,9%) and running water (96,1%). Of this population 7,9% has no schooling and 5,6% has achieved a higher education level. The case study design is also suitable when exploring a phenomenon that is closely connected to a specific context or perception of the problem such as conceptualisations of hope and barriers to hope of young people in their specific context.

Guidelines for a case study include time and place (Creswell, 2014), time and activity (Stake, 1995) and definition and context (Huberman & Miles, 2002). In this study the case under investigation is South African youth's conceptualisation of hope and barriers to hope in a context dependent on the petro-chemical industry.

Payne and Payne (2004) agree that purposefully selecting participants because they know more about the specific community is useful. They also admit that such sampling is not representative of all communities and therefore findings cannot be generalised.

To ensure that findings of this study can be transferred to other known settings, rich descriptions of the studied setting as suggested by Seale (1999) are provided.

The value of a case study is that it allows the researcher to gain in-depth knowledge and understanding of a specific phenomenon in its environment (Seabi, 2012). As stated by Diaz Andrade (2009) the researcher in qualitative and descriptive case studies is directly involved in the process of data collection and analysis. Although some may see this close involvement as a limitation, it can also be seen as an advantage, because the researcher is so deeply involved, he/she can construct and interpret the information from the participant's point of view, as well as from his/her own point of view (Andrade, 2009). Field notes (Appendix A) and supervision were used to address this limitation.

Various limitations of the case study design are mentioned. Baxter and Jack (2008) particularly pay attention to the possibility that researchers try to answer a question that is too broad or has too many objectives. It is suggested that boundaries be placed in respect of time and place, time and activity and definition and context. I set boundaries in respect of the participants in a bounded context on particular constructs of young people living in a community dependent on the petro-chemical industry of Embalenhle. Lack of generalisation as a limitation of the case study is dealt with by expansive descriptions of the research by using transcriptions of interviews and activities, as well as photographs and field notes. Another limitation could be the subjective interpretation of the researcher due to previous knowledge and own beliefs.

Yin (2013) explains some of the criticism against case studies in that there is no systematic handling of data which can therefore not be generalised. The data gathering can also take too long and result in unclear documents. In this case study group-focused interviews were used to gain knowledge and understanding and the aim was not to generalise the data, but to understand the specific phenomena in the specific setting. It may be argued that the amount of time spent on gathering data can be a limitation, but because the participants are limited to the same context of being dependent on the petro-chemical industry and living in Embalenhle, they were only interviewed on one topic: their understanding of hope and barriers to hope.

To provide some insight into the specific context, photograph 3.1 shows the physical environment in which participants live. The extract from field notes provides another perspective on the context of the case.



Photograph 3.1: A public park with the cooling towers of Sasol in the background.

As everybody arrived, they were served tea/coffee and sandwiches, which I believe was very welcoming. The members of the community advisory community were very happy to see us, and greeted us with great enthusiasm.

When Mosna welcomed everyone and told them that we would start, she explained to the participants, that it was just a fun day and we were there to learn from them. This seemed to be a big relief for them. Maybe they were stressed about the day and did not know what to expect. The youth that arrived sat in small groups with friends or people they knew, but we divided them into four groups to ensure that there was a variety of age groups and backgrounds in each group.

I introduced myself to my group and told them what we were going to do and why we were there. They did not really understand the research that we were doing. I think it would have been helpful to explain why we asked those specific questions. All of the people in my group spoke good English, but some were very shy. Even the ice-breaker activity did not "break the ice" sufficiently. During the ice-breaker they had to answer questions about themselves, depending on the colour of sweets they had. Two of the participants said that their favourite place on earth was Spain and Russia respectively. They could not explain why; they had never been there. I assume they had just heard stories about those places. Lelo said that her favourite place on earth was the library; she liked reading.

Extract from field notes (Appendix A)

3.3 SAMPLING OF PARTICIPANTS

Criteria for purposeful sampling included: learners from quintile 1² schools, quintile 5³ schools, as well as employed and unemployed young people (ages 16 – 30) living in the Embalenhle community. In this study I thus purposefully sampled young people (n = 32; male = 17; female = 15) to describe their perceptions of hope and barriers to hope. The sample was purposeful as it was limited to one community as an example of young people dependent on the petro-chemical industry.

According to Nieuwenhuis (2016b) qualitative research usually makes use of purposeful sampling. In this type of sampling participants or members of the sample are chosen specifically as they represent a social unit or group of people relating to the research question, or the experience they have in the proposed setting. Payne and Payne (2004) support the notion of samples complying with pre-determined criteria in that the social unit selected should be an example of many cases that make up the type of unit. Criteria such as whether the members are homogeneous or heterogeneous are followed.

Purposeful sampling has the limitation that it is difficult to transfer research findings to other communities. The importance of enough information on the population that is being studied has to be taken into consideration in this type of sampling (Tongco, 2007). This was addressed by including a community advisory committee. Table 3.1 presents an overview of the sample in respect of number, gender and age for the group from whom data were collected.

Table 3.1: Overview of the sample

	Group	Participant number	Male	Female	Age <20	Age ≥20
	1	1.1	1	0	-	23
		1.2	0	1	17	-
		1.3	0	1	19	-

² Quintile 1 schools denoted the poorest public schools in South Africa based on the rates of income, unemployment and literacy within the school's catchment area (National Norms and Standards for School Funding, 2004).

³ Quintile 5 schools denoted the least poor public schools in South Africa based on the rates of income, unemployment and literacy within the school's catchment area (National Norms and Standards for School Funding, 2004).

	Group	Participant number	Male	Female	Age <20	Age ≥20
		1.4	1	0	17	-
		1.5	0	1	-	30
		1.6	1	0	17	-
		1.7	1	0	18	-
	2	2.1	0	1	17	-
		2.2	0	1	-	20
		2.3	0	1	17	-
		2.4	0	1	-	22
		2.5	1	0	16	-
		2.6	1	0	17	-
		2.7	1	0	-	21
		2.8	0	1	17	-
	3	3.1	0	1	-	25
		3.2	0	1	19	-
		3.3	0	1	17	-
		3.4	0	1	17	-
		3.5	1	0	-	21
		3.6	1	0	-	20
		3.7	1	0	-	20
		3.8	1	0	17	-
		3.9	1	0	-	20
	4	4.1	1	0	-	23
		4.2	1	0	19	-
		4.3	0	1	18	-
		4.4	0	1	19	-
		4.5	1	0	15	-
		4.6	0	1	-	22
		4.7	1	0	16	-
		4.8	1	0	18	-
Total	4	32	17	15	20	12

From the above table it is clear that the sample consisted of 15 females and 17 males, thus a total of 32 participants. The participants were divided into four groups of more or less 8 participants per group, each facilitated by one of four researchers to ensure manageable discussions. While 20 participants were under the age of 20, 12 were 20 or older than 20.

3.4 DATA GENERATION

3.4.1 Introduction

Data were gathered by talking to young people within a specific setting. Discussions were group focused and followed the activity of draw, write and tell to elicit discussions on hope and barriers to hope.

Meetings with the community advisory committee took place on 30 June 2017 and 25 July 2017 as preparation for data collection. Data collection took place in the clubhouse of the recreational centre in Embalenhle, Mpumalanga for five hours on Saturday 26 August 2017. I was part of a team of four researchers responsible for collecting data. The language of communication was mainly English, although one of the researchers was able to speak the vernacular.

Photograph 3.2 shows participants preparing for the data collection discussion activity. Photograph 3.3 depicts participants engaged in the activity of drawing a picture to describe how they see hope and barriers to hope.



Photograph 3.2: Group discussion about the method of data generation⁴



Photograph 3.3: Data collection taking place

3.4.2 Draw, write and tell

In this study draw, write and tell activities were used to elicit conversations. The purpose was to help participants to describe their thoughts and experiences in a way that they feel comfortable and less intimidated (Nomakwezi, Mayaba & Wood, 2015). According to Wesson and Salmon (2001) an advantage of drawings as data collection is that participants are able to retrieve experiences much easier than when questions are asked without drawings. Creative methods of data generation such as draw, write and tell are especially valuable in settings where participants may have limitations of language (Angell, Alexander & Hunt, 2015). The language used during the data collections was English, although the participants' home languages differed greatly. English is a third and fourth language to most of them.

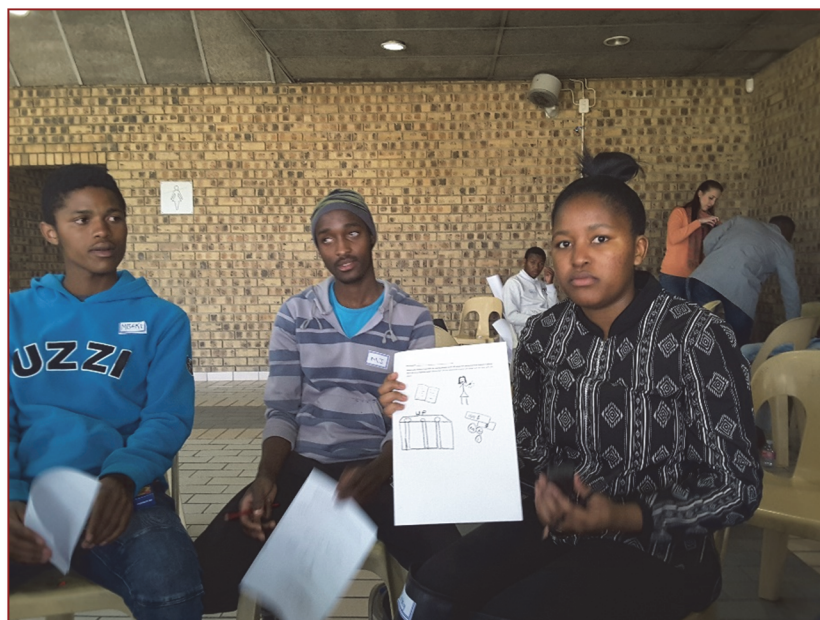
Drawing about an issue or experience enables participants to express emotions or experiences without needing the correct words to do so (Angell et al., 2015). Angell et al. (2015) note that this method has the potential for drawings to be subjectively

⁴ Informed consent was obtained from participants for using identifiable photographs. The contents of the discussions related to hope therefore, sensitive personal information was not shared by participants.

interpreted and in doing so the credibility of the research may be affected. Participants were asked individually to draw how they see hope, barriers to hope and what makes their hope stronger. They also wrote an explanation of each drawing and afterwards all participants gave feedback of their drawings in the group. (I did not use these written explanations as a source of data for analysis.)

When the participants gave feedback to the group, the researcher could ask some questions to clarify answers and prompt deeper discussions. All activities and discussions were videotaped and audio recorded. Audio recordings were transcribed verbatim (see Appendix B for data on drawings and written explanations, and Appendix C for transcriptions of participant explanations of drawings). Documentation of data can be done by handwritten field notes, interview notes, audio recordings and transcriptions of the recordings according to Payne and Payne (2004). They warn, however, that audio recordings must be done verbatim and the transcribers should not attempt to correct grammar and language. The disadvantage of transcriptions is the time and patience they require (Payne & Payne, 2004).

Photograph 3.4 shows a participant sharing her drawing with the group. In photograph 3.5 participants are writing explanations of their drawings.⁵



Photograph 3.4: A participant showing and explaining her drawing of hope

⁵ Drawings and written explanations of drawings were not analysed and were only used to elicit discussions about hope and barriers to hope.



Photograph 3.5: Participants writing explanations of their drawings

3.5 DATA ANALYSIS

I used the transcribed explanation of drawings (Appendix C) for data analysis. Appendix B consists of drawings and written explanations. These were not used for data analysis as I focused on the verbal explanations that were elicited during the discussions (Appendix C). Transcriptions of four focus groups and in total 32 participants were used. Data analysis in qualitative research is described by Niewenhuis (2016a) to be an ongoing process. The data collection, processing and analysis are often intertwined and researchers find it necessary to go back to their original notes to verify conclusions or to investigate new avenues or ideas. This implies that data analysis is not a linear or simple process. Niewenhuis (2016a) supports Seidel (1998) who has developed a model explaining the process. Three elements are identified in the process, namely noticing, collecting and reflecting. The elements are inter-connected in the manner that while the researcher is thinking about the data, gaps that require more investigation are noticed and efforts are made to extend data collection in respect of these gaps. Payne and Payne (2004) argue that understanding a phenomenon is based on the meanings participants bring to particular social interactions. Understanding and theories grow 'inductively' out of what is studied.

Data analysis in this study followed the route of transcribing interviews, identifying themes/concepts and coding data according to themes. Interviews were transcribed

soon after they had taken place. Transcription of interviews are presented in a table, consisting of a verbatim account of the interview as suggested by Payne and Payne (2004); notes made by the interviewer during the interview and themes and concepts that emerged from the discussion. When data are documented in this manner the researcher is presented with an opportunity to start the process of coding the data. See Appendix D for transcriptions with notes.

Coding is described by Niewenhuis (2016a) as the process of marking parts of the data with symbols or descriptive words. Coding is the adaptation of raw material into a more organised format that will enable the researcher to inspect and understand it better. Codes assist the researcher to extract and sort data connected to a specific theme quickly, as well as to examine and compare different perceptions of a theme (Payne & Payne, 2004). My sorting of data into themes can be found in Appendix E.

There are different ways of organising and presenting data analysis. Cohen, Manion, and Morrison (2011) identified five different ways to organise and present data analysis. I organised data analysis according to themes.

The process of generating themes according to six phases is described by Braun and Clarke (2006). These phases are summarised in the following table:

Table 3.2: Phases of data analysis

Phase	Description of phase	Application in my study
1	Familiarising yourself with the data	During this phase I transcribed the data and read through the transcriptions (Appendix C) and my field notes (Appendix A). This entire phase was repeated to ensure an in-depth study of the data.
2	Generating open codes	This phase requires the researcher to identify possible codes from the transcriptions that might be meaningful to the phenomenon being studied. I read through the transcriptions (Appendix C) and all relevant answers were identified and not grouped into themes yet (Appendix D – similar responses were indicated in different colours). Coding is the adaptation of

Phase	Description of phase	Application in my study
		raw material into a more organised format that enables the researcher to inspect and understand it better (Payne and Payne, 2004).
3	Searching for themes	During this phase codes were grouped into different themes. Responses about barriers to hope for young people living in the petro-chemical industry were grouped into themes and subthemes and indicated by key words (Appendix E).
4	Reviewing themes	This phase includes refining themes. Themes identified in phase three were revised, which lead to some themes being renamed, subthemes being regrouped, or some subthemes discarded as the evidence rather fitted into other subthemes. This was an important phase in data analysis.
5	Defining and naming themes	During phase five themes were named. Naming the themes required me to reconsider how these themes answer the research question. The theme names also need to be descriptive enough to ensure that the correct data are included. During this phase I also identified criteria for each subtheme.
6	Producing the report of data	In phase six a final report on data was written. This report explained the findings of the study to answer the research questions and was intended to make the data valid and credible to the reader.

3.6 CONCLUSION

This chapter explained the methodology, the theoretical framework, sampling methods, data generation, data analysis, quality criteria and ethical considerations.

Chapter 4 will include the findings based on the thematic analysis of the data.

CHAPTER 4 - FINDINGS OF THE STUDY

4.1 INTRODUCTION

In Chapter 4 results of thematic data analysis are presented. Each theme has been defined and confirmed by evidence. Exact quotes are presented to provide transparency and authentication. After each theme, recursive literature associated with the theme is provided.

4.2 DATA PRESENTATION

A system of coding is used to refer to exact quotes of participants which enable clear referencing of the transcriptions. I set out a table offering inclusion and exclusion criteria for themes. For example, in Table 4.1 the codes 1, 4, 5 and 22 refer to participant 1 from group 4. The response can be found on page 5, line 22.

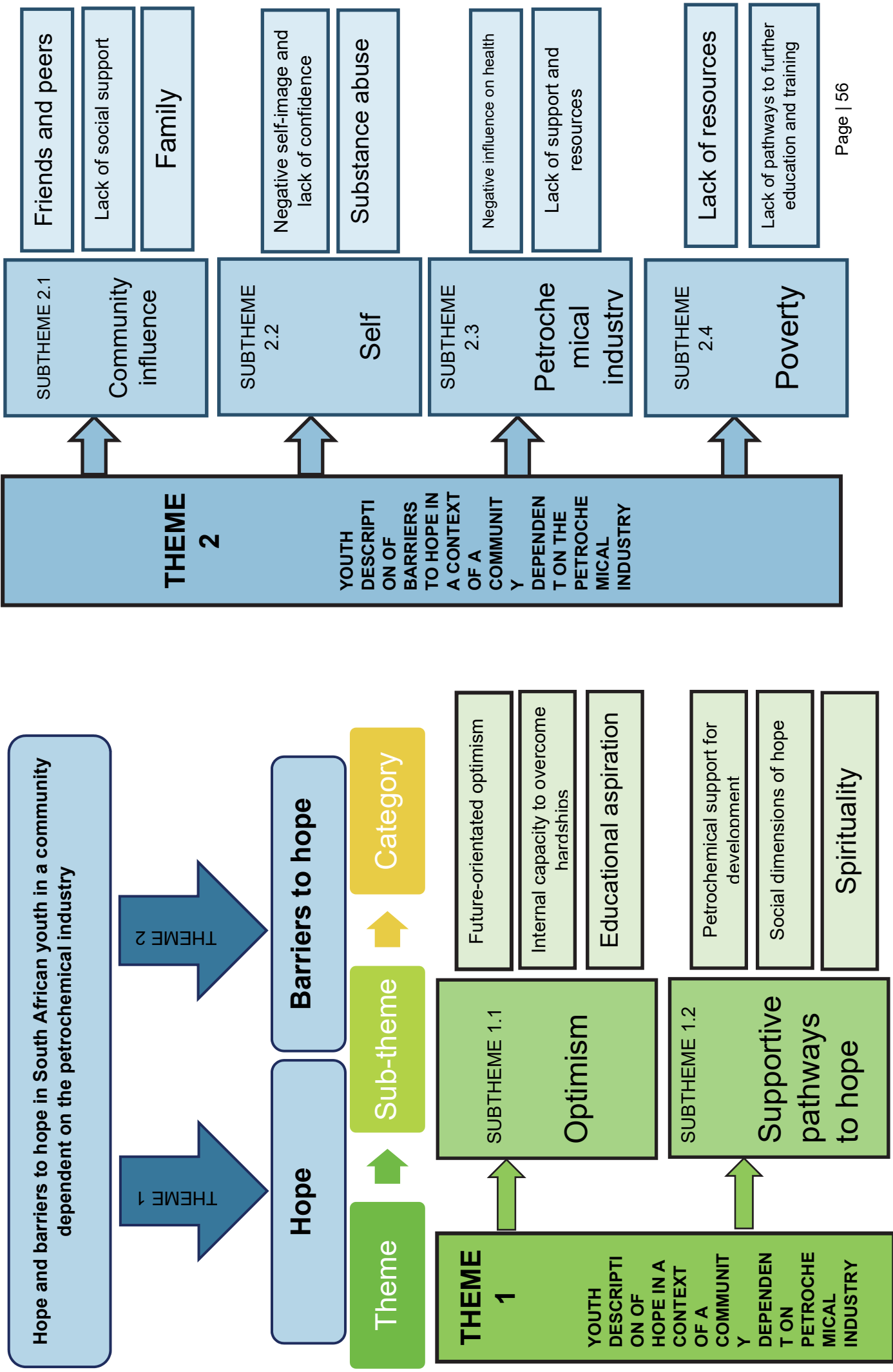
Table 4.1: The coding system used to reference transcriptions of data

Data source (transcript)	Group	Page number	Line number
Participant 1	4	5	22

4.3 PRESENTATION OF RESEARCH RESULTS

Two themes, each with subthemes pertaining to hope and barriers to hope emerged, each with subthemes. Theme 1 (Hope) includes subthemes on optimism and supportive pathways to hope. Theme 2 (Barriers to hope) includes subthemes on community influence, the self, the petrochemical industry and poverty. Figure 4.1 provides an overview of the results of the thematic analysis.

Figure 4.1: Results of the data analysis referring to barriers of hope for youth living in the petrochemical industry of Embalenhle



4.4 RESEARCH RESULTS

4.4.1 Theme 1: Youth descriptions of hope in a context of a community dependent on the petrochemical industry

In the context of youth living in the petrochemical industry of Embalenhle, the working definition of the specific theme, as well as inclusion and exclusion criteria, is presented in Table 4.2. This theme is defined as descriptions of hope offered by youth in a community dependent on the petrochemical industry and includes subthemes on optimism and supportive pathways to hope.

4.4.1.1 Subtheme 1.1: Optimism

This subtheme refers to descriptions by youth pertaining to a positive outlook that encourages upward mobility and the expectations of a positive outcome. The optimism subtheme includes the following categories: future-orientated optimism, internal capacity to overcome hardships and educational aspiration.

Category 1: Future-orientated optimism

Table 4.2: Future-orientated optimism

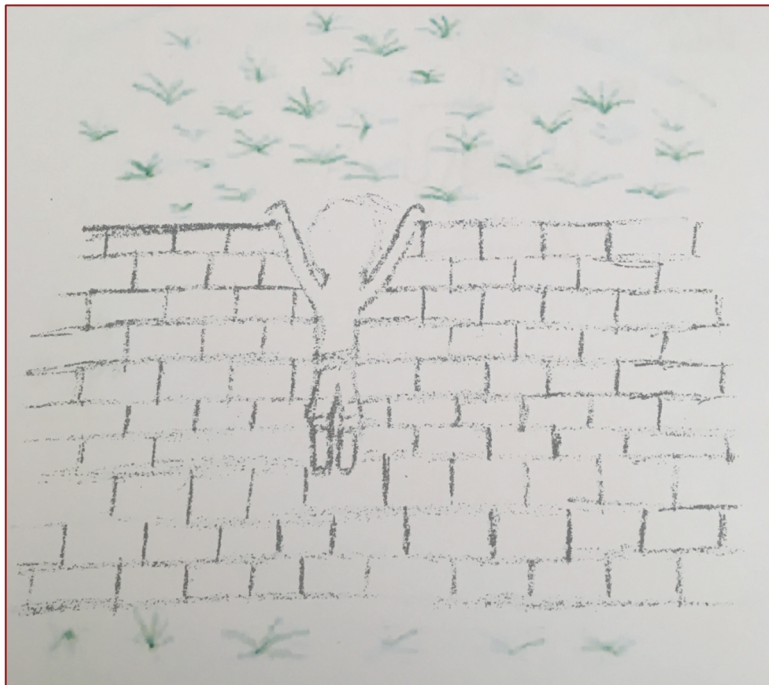
WORKING DEFINITION	INCLUSION CRITERIA
The definition of hope could be described as the process of thinking about one's goals, along with the motivation to move towards those goals and the ways to achieve those goals. Worthen and Isakson (2011) support this belief about hope.	Any comment about a positive outlook on the future.
EXCLUSION CRITERIA	PARTICIPANT RESPONSE EXAMPLE
Comments not related to a positive future.	"So, for me that is hope, knowing that in life, whatever situation you're going through it will eventually come to an end – that's what hope basically is for me." (6, 4, 1, 13 – 15)

a) Participant responses related to future-orientated optimism

“Every morning when we wake up, and when we see the sunlight in the morning, we know that **we are going to have like a shining and awesome day.**” (1, 1, 2, 46 – 48)

“A definition of hope to me is having faith without looking at the fact that Sasol is polluting us and making bad atmosphere despite it’s having faith that **we will have a better future tomorrow.**” (4, 1, 2, 53 – 55)

“And what I drew here is basically a boy looking over a fence to basically greener pastures. Basically, what I see is hope in this diagram is represented by a much more open space. Basically, **hope is basically believing that there is something better on the other side of the wall.**” (6, 1, 3, 85 – 88)



Photograph 4.1: A drawing by a participant who believes he has a future

b) Validation of optimism in literature

According to Mosavel et al. (2015), optimism encourages upward mobility and the fostering of long-term goals and approaches. Van Breda (2010) describes optimism as the ability to imagine a possible future as if it is a reality. Stephanou (2011) holds that optimistic people will expect a positive outcome even when they face difficulties. Optimism leads to a continued pursuit of goals and a selection of effective coping strategies to achieve goals.

Category 2: Internal capacity to overcome hardships

Table 4.3: Internal capacity to overcome hardships

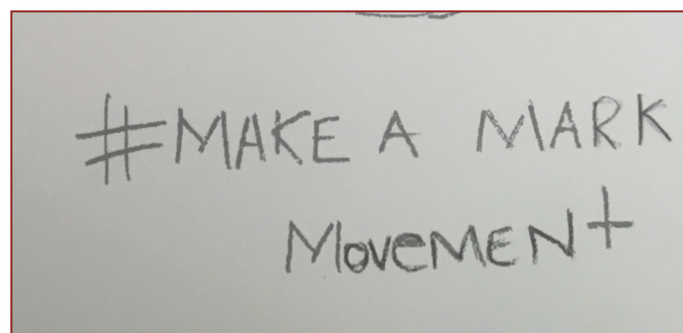
WORKING DEFINITION	INCLUSION CRITERIA
According to Eggum et al. (2011), hope may lead people to appraise situations in a positive manner and foster mastery-oriented responses.	Any comment where a participant refers to the action or ability to overcome adversity.
EXCLUSION CRITERIA	PARTICIPANT RESPONSE EXAMPLE
Comments about overcoming adversity that do not come from the individual.	“I wrote hash tag make a mark, I have this theory, my motto is always make a mark, you see in anything that you do always make a mark, not just any mark, a positive mark that people are going to remember you by.” (1, 2, 2, 55 – 57)

a) Participant responses related to internal capacity to overcome hardships

“What gives me hope is waking up every day, see my family, going to school, trying to make a better life for myself because one thing my grandfather told me, wake up every day and **see that day as a new way to make your life better.**” (8, 4, 3, 74 – 76)

“I see hope in myself it’s always been said that be the change you want to see and it all begins with you, and if not you then who, so I think when I see myself, **I give myself hope that you know what you are going to make it in life.**” (1, 2, 2, 47 – 50)

“**I see hope as believing in myself.**” (8, 2, 4, 124)



Photograph 4.2: The participant’s emphasis on making a positive mark

b) Validations of internal capacity to overcome hardships in literature

Lopez et al. (2009) define hope as a human strength that enables a person to clearly conceptualise goals, develop specific plans or strategies to reach those goals and initiate and sustain the motivation for implementing those strategies. Hope can be present as a stable personality trait, or a more temporary frame of mind.

Detailed research was undertaken by Snyder (1994) and Snyder (2000) regarding the psychology, as well as the development and measuring of hope. Hope is not a feel-good emotion, rather a dynamic cognitive motivational system. It involves the will to get there and different ways to get there. It is both emotion and cognition (Snyder et al., 1991). This view is supported by Scioli et al. (2016) when they argue that hope is not a cold expectation. It also encompasses cognition and commitment to actions, therefore thoughts, feelings and behaviour. They also postulate that there is another level, namely an individual’s faith system. Faith, not necessarily religious in nature, can sustain hope and can be described as centres of value.

Stephanou (2011) holds that hope is a cognitive mindset that includes an individual’s capacity to create effective ways to achieve goals (pathways), as well as belief in his/her capacity to initiate and sustain these routes to achieving goals (agency). A positive motivational state ensues as a result of successful interaction between agency and pathway thinking.

Category 3: Educational aspiration

Table 4.4: Educational aspiration

WORKING DEFINITION	INCLUSION CRITERIA
According to Gasa (2013) learners and youth display an orientation towards the future as a result of access to education and learning opportunities from which they derive a sense of pride and security.	Any comment where a participant refers to aspirations relating to education.
EXCLUSION CRITERIA	PARTICIPANT RESPONSE EXAMPLE
Comments that do not mention any educational aspirations.	“I drew a picture of a school. As one, what gives me hope is having a concrete education, relating to me having at least matric, followed by a diploma, a degree.” (3, 4, 2, 34 – 36)

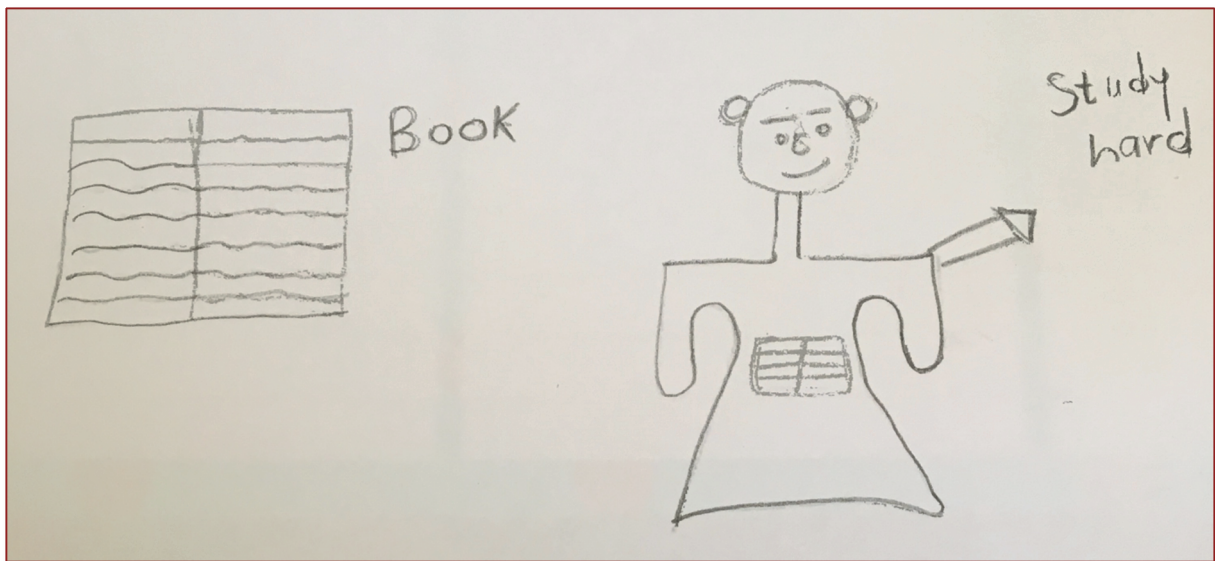
a) Participant responses related to educational aspiration

“I see hope as getting knowledge because that is the only way you get wiser and get a direction of where exactly you are going.” (3, 2, 2, 36 – 38)

“for myself I see that you can go to school and read all the books and you will succeed in life” (5, 2, 3, 96 – 97)

“On my picture I drew Sasol and a young person learning.” (4, 1, 2, 53)

“The reason why I see hope is that Sasol does provide funding for us for education” (1, 3, 1, 12 – 13)



Photograph 4.3: A participant’s drawing of the importance of education

b) Validation of educational aspiration in literature

For Theron (2016) the focus of South African emphasis on education is informed by society pre-1994 when unsatisfactory school and tertiary education opportunities were prevalent and career choice was hampered by the inequitable education system. She notes that completion of grade 12 and a tertiary qualification is seen by many young South Africans as the key that can open opportunities to a profitable career.

4.4.1.2 Subtheme 1.2: Supportive pathways to hope

This subtheme refers to descriptions by youth pertaining to factors experienced as supportive to acquiring of hope. The subtheme supportive pathways to hope includes the following categories: petrochemical support for development, social dimensions of hope and spirituality.

Category 1: Petrochemical support for development

Table 4.5: Petrochemical support for development

WORKING DEFINITION	INCLUSION CRITERIA
The existence of mentorship programmes, in-house training, internships and funding for further education would provide support for development of employees and youth in the community.	Any comment about the petrochemical industry (Sasol) that provides any form of support including financial, infrastructure, education and job opportunities.
EXCLUSION CRITERIA	PARTICIPANT RESPONSE EXAMPLE
Comments that are not related to the petrochemical industry providing any form of support.	“I get hope from education and the sponsorship from Sasol. Sasol sponsors scholarship and helps us with infrastructure.” (5, 4, 4, 117 – 118)

a) Participant responses related to petrochemical support for development

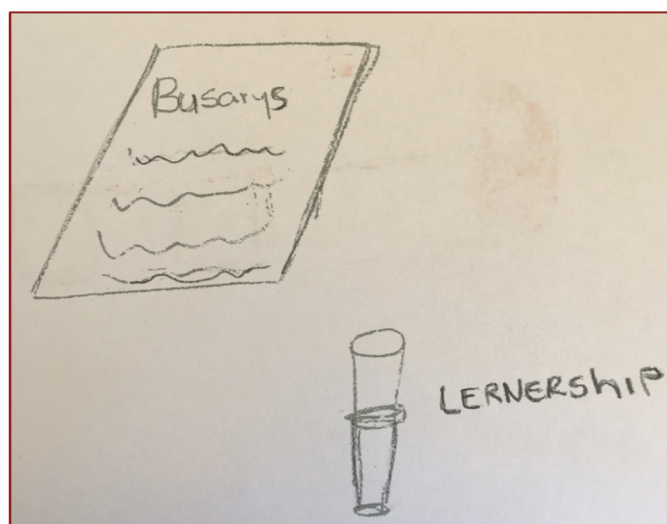
“To me hope basically is I see hope when people start opening their minds how the environment influences them as the hope. I see hope because Sasol is already providing us those bins, you can see them around town which means that they are already doing something about it. They are, they pollution. And that is basically part of the tree them taking care of the environment and this is how I am convinced there is hope for the future.” (2, 1, 2, 38 – 43)

“They still focus on helping us clean and there are initiatives where they tell us not to go there go there, don’t touch those pipes, recycle more, yea that’s where I see hope.” (3, 1, 3, 82 – 83)

“Same literally speaking, if Sasol was not here there would not be any hope. There would be some hope, but Sasol is more like the main because that is what brings people together this side from rural areas outside Mpumalanga they come here to get jobs. Get jobs from Sasol.” (3, 1, 3,74 – 77)

“Sasol does get a lot of money from the work they do so that also helps us with job opportunities and also helps with the economy of the country. And then it also has provided us with the infrastructures like clinics and libraries so I do see hope.” (1, 1, 3, 14 – 17)

“My hope is to find job so that I can provide my family.” (1, 4, 3, 98)



Photograph 4.4: A drawing depicting the importance of support from the industry

b) Validation of support from the petrochemical industry

Support should be provided to create employment opportunities for unemployed youth in the form of funding, mentorship, practical training, skills-based training programmes and entrepreneurial activities (Worku, 2016). Although Worku (2016) found that the government (more specifically the Department of Trade and Industry) should provide this support, larger industries like Sasol also have a role to play in communities where they are situated.

Category 2: Social dimensions of hope

Table 4.6: Social dimensions of hope

WORKING DEFINITION	INCLUSION CRITERIA
Eggum et al. (2011) note that social support can be viewed as promoting adaptive behaviour. Approval by others contributes to self-esteem and can act as preventative factor for maladjustment.	Any comment on how other people in the participant's life give them hope. These people include family, friends, teachers, peers, etc.
EXCLUSION CRITERIA	PARTICIPANT RESPONSE EXAMPLE
Comments that do not mention how other people in the participant's life give him/her hope. These people include family, friends, teachers, peers, etc.	"I said other people's struggles give me hope that there is a better life out there. I really like working with people and I really

want to help other people and give them hope.” (1, 2, 2, 52 – 54)

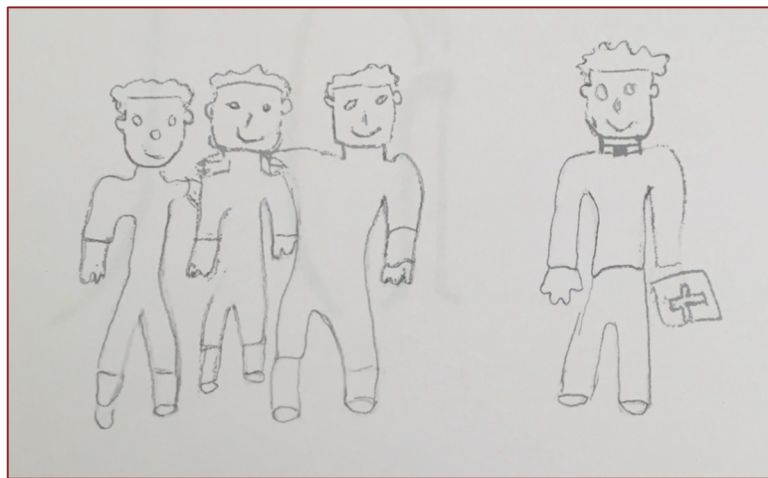
a) Participant responses related to social dimension of hope

“the candle, the light of the candle shows that people give you hope. **When you see people overcoming the same situation that you are going through but there is a light and you too can overcome.**” (4, 2, 3, 87 – 89)

“the love I get **from my family members and the community members** who believe that I can do better, that I can actually do more for myself and for other people that gives me hope.” (2, 2, 2, 65 – 68)

“**What gives me hope is waking up every day, see my family**, going to school, trying to make a better life for myself because one thing my grandfather told me, wake up every day and see that day as a new way to make your life better.” (8, 4, 3, 74 – 76)

“**In my hope it’s me and my family, we are together.** We are happy and free and shall be together forever and forever. That’s how I won’t lose hope.” (2, 4, 2, 42 – 43)



Photograph 4.5: People in a participant’s life being supportive

b) Validation of social support in literature

A person’s hope-centered mastery is supported and strengthened by the knowledge that his goals are supported by others, be it family, community or cultural context (Scioli et al., 2011). The knowledge that one’s well-being is important to another community, group or person feeds hopefulness.

Olsson (2003) agrees with this opinion that the broader social environment of a neighbourhood plays an important role in psycho-social development.

Category 3: Spirituality

Table 4.7: Spirituality

WORKING DEFINITION	INCLUSION CRITERIA
Scioli et al. (2011) hold that a faith system is a prerequisite for a hopeful life.	Any comment about any form of religion or spirituality giving a person hope.
EXCLUSION CRITERIA	PARTICIPANT RESPONSE EXAMPLE
Any comment that does not include any form of religion or spirituality giving a person hope.	“What gives me hope is God. I believe God is hope. ” (7, 4, 3, 85)

a) Participant responses related to spirituality

“I said my **Christian lifestyle gives me hope** spiritually, emotionally and physically.” (1, 2, 2, 51 – 52)



Photograph 4.6: A participant’s religion is central to his hope.

b) Validation of spirituality in literature

In a study by Goodman (2004) participants interpreted their experiences by quoting God’s will in their lives. Beliefs expressed by participants assisted them to provide meaning and to resist despair.

Eggum et al. (2011) report on religiosity as protective factor. They say that religion is related to social support purpose and meaning in life, moral behaviour, feelings of

belonging and health benefits. It was found that religious youths seem to have a higher self-esteem and more hope for the future.

4.4.2 Theme 2: Youth description of barriers to hope in a context of a community dependent on the petrochemical industry

This theme is defined by descriptions of barriers to hope offered by youth in a community dependent on the petrochemical industry and includes subthemes on community influence, the self, the effect of the petrochemical industry and poverty.

4.4.2.1 Sub theme 2.1: Community influence

This subtheme refers to descriptions by youth pertaining to the influence of the community at large that pose barriers to hope. The subtheme community influence includes the following categories: friends and peers, lack of social support and family.

Category 1: Friends and peers

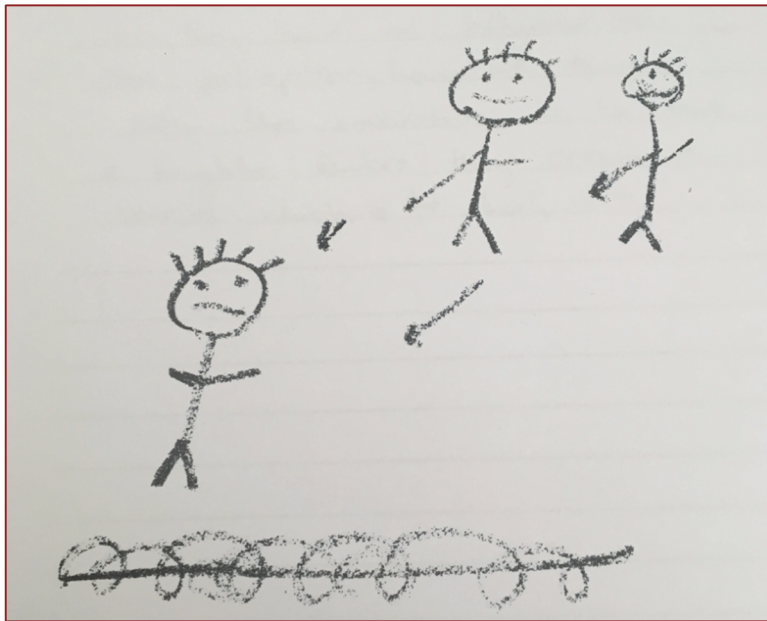
Table 4.8: Friends and peers

WORKING DEFINITION	INCLUSION CRITERIA
The negative influence of peers on hopeful behaviour of youths was investigated by Tshishonga (2015). It was found that young people in marginalised communities have a strong need to belong and this often manifests negatively in gangsterism and drug and alcohol abuse.	Any comment on how friends or peers influence participants negatively or family members saying negative or demotivating things to the participant.
EXCLUSION CRITERIA	PARTICIPANT RESPONSE EXAMPLE
Comments made not relating to friends or peers in particular having a negative effect on the participant's hope.	"Because some of my friends tell me that I cannot work, because I have epilepsy." (1, 4, 8, 280 - 281)

a) Participant responses related to friends and peers

"And then I also wrote people, the people that discourage you. It can be family members, friends and peers." (1, 2, 6, 196 – 197)

"Eh, also what makes it difficult is to hope is your family and your peers." (9, 2, 6, 218)



Photograph 4.7: A drawing explaining the negative influence of people

What makes it difficult for us
to hope is the society around
us, they have an influence on
our perception, how we think
rather than motivating us to have
a brighter future they create a
barrier which is the best wife

Photograph 4.8: The participant's explanation of the above drawing

b) Validations of friend and peer influence in literature

The study undertaken by Stephanou (2011) indicates that youth who experience their friendships as positive, also have high hope that these relationships would continue to be good in future, while those who experience negative relationships with peers, have low expectations of future friendships.

Stephanou (2011) notes that within the interpersonal relationship sphere of youth, it appears that close relationships with peers and friends contribute to experiencing happiness and well-being. Stephanou (2011) argues that emotions are intensely experienced in the context of peer relationships and as such contribute to future behaviour.

The influence of this on a hopeful disposition cannot be ignored. An adolescent with high hope experience social desirability and social support, contrary to low hope youth who feel lonely and have unsatisfactory interactions with peers. According to Stephanou (2011), hope as a critical construct helps to understand how children deal with others and work towards goals, especially when the goal is to develop a good friendship in an effective manner.

Lethale and Pillay (2013) report on the important role that the peer group plays. They found that positive relationships often lead to social and work competence and encourage positive self-concept. Youth rely on friends in similar circumstances as it provides a sense of belonging and may contribute to hope and optimism.

Category 2: Lack of social support

Table 4.9: Lack of social support

WORKING DEFINITION	INCLUSION CRITERIA
The importance of supporting community members and teachers in the lives of youth is highlighted by Theron (2013). Information gathered confirms that resilience processes are informed by the socio-cultural ecology in which the youth live (Theron, 2013).	Any comment on how society influences participants negatively by saying negative or demotivating things to the participant.
EXCLUSION CRITERIA	PARTICIPANT RESPONSE EXAMPLE
Comments made not relating to friends or peers in particular having a negative effect on the participant's hope.	"Ok, here is my drawing. What makes it difficult to hope are the people that we live with" (4, 2, 4, 134 - 138)

a) Participant responses related to a lack of social support

Society in general has an influence on youth's hope. This includes poor attitudes, a belief that nothing can change and a lack of mentors or people to look up to in society. Some members of society have become successful but remains selfish and do not want to share.

"Okay **what makes it difficult to hope is that um the society around us**, they have a negative influence on our perception on how they think. Rather than motivating us to

actually have a brighter future, do better, they create a barrier for us not to have the brighter future. That influences us in a negative way.” (3, 1, 4, 123 -126)

“To me it’s teachers, because they were the one who pops in my head, yeah. Your teachers, because when you make a silly mistake, one of the teachers will tell you, you’ll remain here, you will not pass” (2, 4, 5, 160 – 162)

“People around the community. There are those that will support you then there are the others who don’t believe that you are going to succeed.” (2, 2, 5, 162 – 163)

“Mostly it’s other business people who are already in business” (1, 2, 6, 185 – 186)

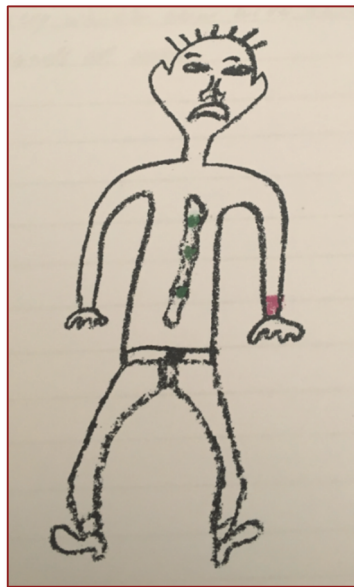
“what makes it difficult to hope are the people that we live with. Other people that we live with have given up.” (1, 2, 4, 134 – 135)

“Okay what makes it difficult for me is how people think and not trying to break the cycle or discourage people hoping for a better future because people have this thing to go to school be an artisan and go back to Sasol. Your children will do that, your mother does that, your great grandchildren will do that. That kills my hope for me.” (1, 1, 4, 111 – 114)

“It’s people who accepted failure and now they try to influence the future to also fail and not achieve their goals in a certain way.” (3, 1, 5, 161 – 162)

“And another thing, it’s negative people around us” (3, 4, 5, 176)

“So yeah, the people around you ruins your hope.” (5, 4, 5, 193)



Photograph 4.9: A drawing of a negative person

b) Validations of lack of social support in literature

It was found that the experience of youth that their school was a safe and caring place where teachers believed in them and helped them to become better people, resulted in the youth displaying the core values of resilience, namely hope, optimism and success. The results of Bernat's (2009) study indicate that teachers and other school staff, as well as adults in general, play an important role in combatting risk factors by creating hope and resilience in youth (Bernat, 2009).

The critical question that informs the study of Bernat (2009) is whether experts such as teachers and other school staff can provide for the emotional, physical and educational needs of children so that they can be successful, hopeful and optimistic for the future, despite the numerous risk factors prevalent in their lives. He found that resilience researchers often express concern about adults in the lives of at-risk youth, as the argument is made that these adults can be models of good behaviour and hopeful dispositions.

Brooks (2001) found that teachers play a significant role in fostering hope and resilience for such children. He came across some educators who do not see it as their role or responsibility to strengthen a student's self-worth and he warns against the danger of what emphatic and negative, blaming communication will have on children.

Category 3: Family

Table 4.10: Family

WORKING DEFINITION	INCLUSION CRITERIA
Neal (2017) reports on the academic progress or the lack thereof of former foster children in the USA. These individuals often have substantially high rates of poor academic progress and negative behavioural outcomes. The very nature of foster care presents them with a structural disadvantage as these individuals often exit the foster care system with poor academic records and very little in the	Any comment on how family members influence participants negatively or family members saying negative or demotivating things to the participant. Family can refer to parents, siblings, grandparents, aunts, uncles and cousins.

way of family or adult support. Foster children are considered vulnerable and have to meet challenges without the support of caring and supportive families	
EXCLUSION CRITERIA	PARTICIPANT RESPONSE EXAMPLE
Comments made not relating to family in particular, having a negative effect on the participant's hope.	"there are family members who do not want to see you succeed" (2, 2, 5, 166)

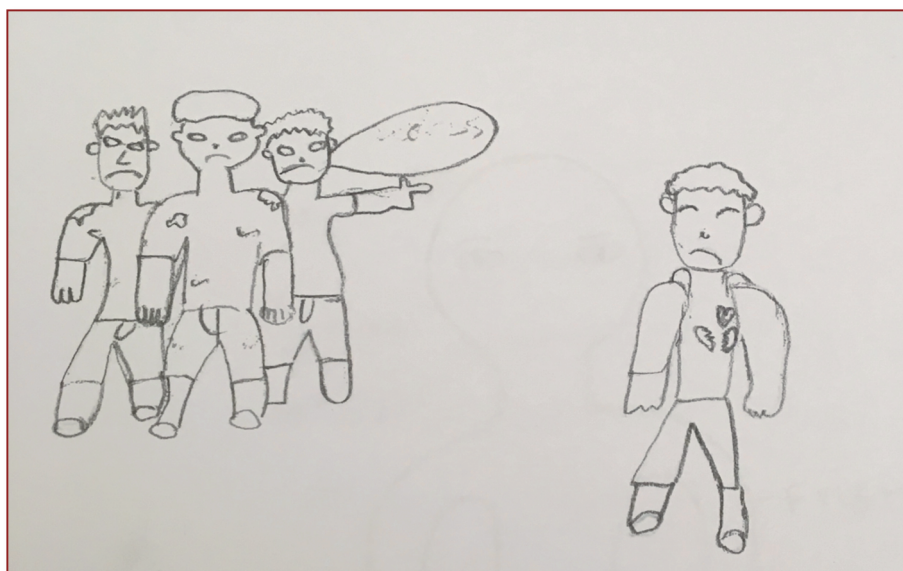
a) Participant responses related to negative influence of family members

"There are family members who do not want to see you succeed, without even knowing what you have done. Even the peers, when you are doing something good, they start to also "what does she have?"." (4, 2, 5, 166 – 168)

"And then I also wrote people, the people that discourage you. It can be family members, friends and peers." (1, 2, 6, 196 – 197)

"Eh, also what makes it difficult to hope is your family and your peers." (9, 2, 6, 218)

"Ya it's a village. What makes it hard to have hope is to have uh bad friends and bad families." (9, 2, 7, 228 – 229)



Photograph 4.10: An illustration of discouraging family members

b) Validations of negative family influence in literature

Theron and Theron (2013) found that parental expectations play a determining role in positive outcomes for youth especially, as the value of education and subsequent career aspirations are communicated clearly by parents, siblings and other family members, teachers and other adults in South Africa. The example of older siblings contributes to the belief that sought-after careers may lead to changing circumstances of life. The significance of role models in communicating expectations is emphasised.

4.4.2.2 Subtheme 2.2: The self

This subtheme refers to descriptions by youth noting the role that the self plays in creating barriers to hope. This subtheme includes the following categories: negative self-image and lack of confidence and substance abuse.

Category 1: Negative self-image and lack of confidence

Table 4.11: Negative self-image and lack of confidence

WORKING DEFINITION	INCLUSION CRITERIA
<p>Low self-esteem: The theory of positive selves as developed by Markus and Nurius (1986) postulates that current behaviour is motivated not only by the current view of the self, but also by future views of the self. People are motivated by their dreams and hopes of who they may become. The possibility of becoming a better self-influences their current behaviour.</p> <p>Brooks (1994) supports the definition of self-esteem by 'The California Task Force' to promote self-esteem and personal and social responsibility: "Appreciating my own worth and importance and having the character to be accountable for myself and to act responsibly toward others."</p>	<p>Any remarks made by participants referring to having a low self-image, a lack of self-confidence or of doubting themselves and not believing in themselves which are perceived as barriers to hope.</p>

EXCLUSION CRITERIA	PARTICIPANT RESPONSE EXAMPLE
Any remarks made by participants not referring to having a low self-image, a lack of self-confidence or doubting themselves, which are perceived as barriers to hope.	“They don’t necessarily discourage you with your career but they discourage you by your self-image, they kill you inside” (2, 2, 6, 197 – 199)

a) Participant responses related to negative self-image and a lack of confidence

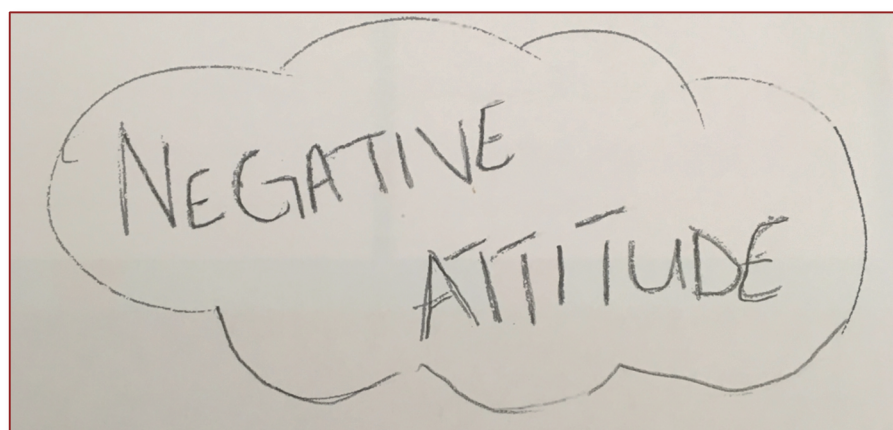
“constantly being rejected – **that brings doubt and makes it hard for you to hope**” (1, 4, 4 – 5, 153 – 154)

“**you end up losing your confidence** instead of trying to build your motivation like no, this is not going to defeat me. But you look back and say, no it’s true, then you lose your confidence.” (5, 4, 5, 188 – 190)

“Like when you think about maybe you want to be a doctor and think again and you’re like ah, being a doctor doesn’t suit me – **negative thoughts. Negative thoughts make you lose hope.**” (6, 4, 8, 301 – 303)

“Under-age, I think many people do not take me seriously because I am under age, I am not under age but then I am young.” (2, 2, 5, 172 – 173)

“**Negative thoughts make it hard for me.**” (6, 1, 4, 108)



Photograph 4.11: A participant’s emphasis on a negative frame of mind

b) Validations of low self-esteem in literature

Children differ in how a low self-esteem presents itself. For some children it is always present. Children with a low self-esteem use coping behaviour that is counter-productive and makes the problem worse. Brooks (1994) cites behaviour such as quitting, avoiding, denying and cheating and holds that such behaviour is often an

attempt by a child that feels vulnerable to avoid challenging situations. Low self-esteem leads children to believe that problems and mistakes cannot be rectified and this belief breeds a feeling of helplessness (Brooks, 1994).

Social support for young people may boost their self-esteem and as such promotes adaptive behaviour. Social support may be in the form of offering emotional support or providing tangible resources (Eggum et al., 2011).

Findings by various researchers quoted by Lopez et al. (2009) confirm the correlation between a child’s experience of being competent and having a positive self-worth and having a hopeful disposition. Having high hope, the young person or child will be optimistic and pursue future goals with the view to success, believing that they can overcome problems or obstacles that may arise.

Category 2: Substance abuse

Table 4.12: Substance abuse

WORKING DEFINITION	INCLUSION CRITERIA
Risk factors associated with negative outcomes and deviance of youth are cited by Bernat (2009) as amongst others, drug and alcohol abuse, violent temperaments and gang membership. It is cautioned, however, that no single risk factor can predict which youth will offend or display negative outcomes.	Any remarks made by participants referring to self-inflicted health issues such as drinking alcohol and smoking.
EXCLUSION CRITERIA	PARTICIPANT RESPONSE EXAMPLE
Any remarks the participants made that do not include self-inflicted health issues such as drinking alcohol and smoking.	“By drinking. When you drink is when you lose and when that money’s gone and the hope is gone. When you still have got that money, your hope is still alive, you understand?” (2, 4, 7 – 8, 268 – 270)

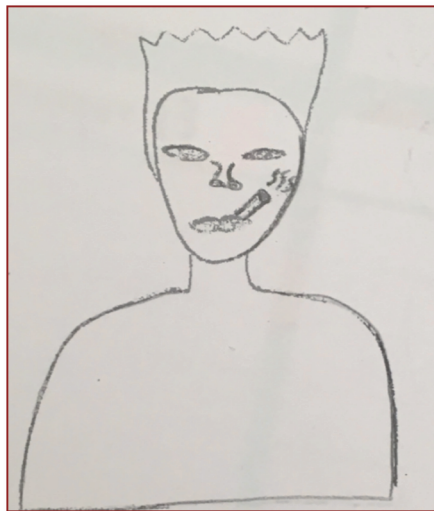
a) Participant responses related to substance abuse

“I have a friend, you know my friend will come and say its Saturday lets go and have some, some drink, ya alcohol...ya...we still going there but you know mos. **The next morning, I wake up with a headache and no money.**” (7, 2, 7, 232 – 236)

“peer pressure...friends control us we drop school at a young age, **start smoking drugs, drink alcohol all those things**” (5, 2, 7, 238 – 239)

“Smoking, drinking. **Drinking in public might ruin your hope.** Talking too much might make your hope hard” (2, 4, 7, 233 – 234)

“By drinking. When you drink is when you lose and when that money’s gone and the hope is gone. When you still have got that money your hope is still alive, you understand? **So, by drinking it’s not good, because when you drink you lose control.** You also forgot still who you are, where you’re from. You only lose by drinking. **By smoking you kill your hope by killing your lungs, by killing your mindset, by killing your brain cells.** Because what is important, when you lose your brain cells is when you lose who you are.” (2, 4, 7 – 8, 268 – 275)



Photograph 4.12: A drawing of a person smoking

b) Validations of substance abuse in literature

Lopez et al. (2009) found that hope may play a role in student health. Research results indicate that hope is a significant predictor of adherence to prescribed medication. Scioli et al. (2016) also report on the role of hope in health, specifically as motivation for exercise and better nutrition, as well as other healthy habits.

Tshishonga (2015) describes the subculture SKHOTHANE in Ekurhuleni and other townships in South Africa and the negative effect it has on the development of youth. It entails a subculture and lifestyle whereby young people compete in acquiring material goods with the ultimate purpose of destroying them. This lifestyle co-exists with unemployment and underdevelopment and aggravates poverty.

The problem of membership of this clearly negative and debilitating subculture is discussed against the background of the socio-economic situation of youth in South Africa. The author quotes Cebekhulu (2013) who argues that despite the democratic transition and developments made, many young people are still faced by barriers and unequal opportunities to fully participate in society. Young people are still those most affected by poverty, unemployment, violence, crime, etc. Feelings of depression and hopelessness develop as a result of unemployment and poverty.

4.4.2.3 Subtheme 2.3: Effect of the petrochemical industry

This subtheme refers to the perceptions of youth about the influence of the petrochemical industry as a barrier to hope. This subtheme includes the following categories: negative influence on health and lack of support and resources.

Category 1: Negative influence on health

Table 4.13: Negative influence on health

WORKING DEFINITION	INCLUSION CRITERIA
<p>The study of Worku (2016) focuses on a region that is characterised by environmental pollution (Vaal Triangle, Gauteng) due to air and water pollution as a result of manufacturing steel and iron. The pollution has definite consequences on health, specifically respiratory tract infectious diseases such as asthma, lung disease and tuberculosis.</p>	<p>Any remarks made by participants referring to having bad health perceived as barriers to hope.</p>
EXCLUSION CRITERIA	PARTICIPANT RESPONSE EXAMPLE

Any remarks made by participants not referring to having bad health perceived as barriers to hope.

“I think that makes it difficult for us to have hope is that all the chemicals that comes out there it affects us deeply” (8, 3, 5, 119 – 120)

a) Participant responses related to petrochemical influence on health

“What makes it hard for me to have hope is that emissions that the gasses that they do, they make the ozone layer weaker and for that reason that cannot be replaced and for that reason it makes it hard for me to have hope.” (8, 3, 3-4, 85 – 87)

“I also draw the petrol and the things coming out and is affecting us really a lot because of health and stuff” (9, 3, 5, 147 – 148)

“What makes it difficult to hope, is to see people on a daily basis who are sick because of the Sasol industry.” (1, 1, 4, 118 – 119)

“What’s difficult to hope is as much as we accept the fact that Sasol is the main industry here, as much as we try to participate in the initiatives there are still some toxic chemicals that go into the atmosphere and deplete the ozone layer. On a daily basis the ozone layer is being depleted. And that is going to make it harder and harder for us to live here because as soon as the ozone layer is depleted or if it’s weak and it can’t, won’t be able to protect us from dangerous things like the sun’s rays because it’s there to protect us from the dangerous rays from the sun.” (4, 1, 4 – 5, 134 – 140)



Photograph 4.13: A drawing showing the emissions from the petrochemical industry polluting the air

b) Validations of health risks in literature

Lopez et al., (2009) found that hope may play a role in student health. Research results indicate that hope is a significant predictor of adherence to prescribed medication. Scioli et al., (2016) also report on the role of hope in health specifically as motivation for exercise and better nutrition, as well as other healthy habits.

Ishibashi et al. (2010) found in their study of Japanese adolescents with cancer that illness-related risks have an adverse effect on resilience and the quality of life. When adolescents believe that a positive future exists and that symptoms and situations can change, they will achieve a level of hopefulness. Pursuing their studies, being at home and thinking about friends helped the adolescents to forget about the disease. The importance of being honest with these children about their diseases is emphasised as it seems to have improved their resilience.

Category 2: Lack of support and resources

Table 4.14: Lack of support and resources

WORKING DEFINITION	INCLUSION CRITERIA
Opportunities to develop academic competency are limited and the extremely high incidence of unemployment is a reality they face. This in turn affects their options for the future. (Van Breda, 2010)	Any remarks made by participants referring to unemployment or job opportunities.
EXCLUSION CRITERIA	PARTICIPANT RESPONSE EXAMPLE
Any remarks made by participants not referring to unemployment or job opportunities.	“And another thing that makes it difficult to hope is when on a daily basis I keep seeing many people who are unemployed but to have an industry which can employ thousands and thousands of people. So that one which makes it, yeah” (1, 1, 4, 119 – 12)

a) Participant responses related to lack of support and resources

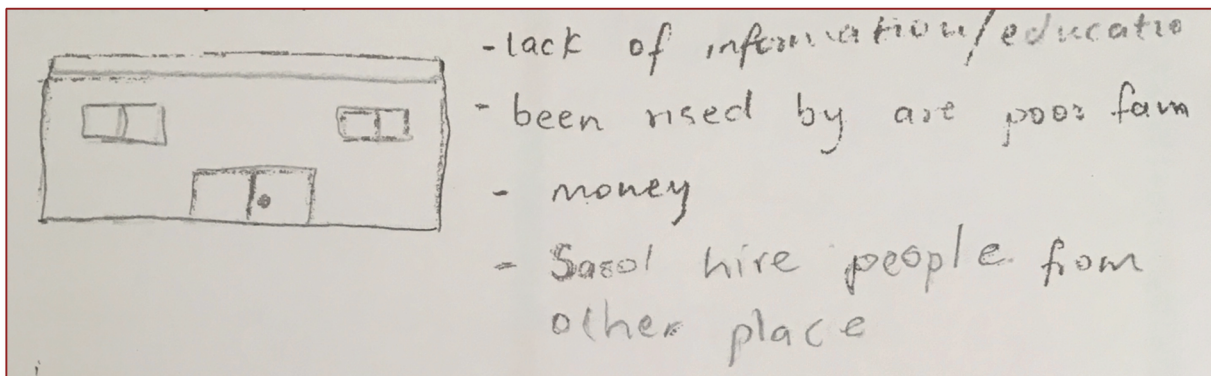
“And another thing the industry is mostly dominated by male and people say it’s because they need physical strength so it’s going **hard for me as female to find a job in that industry as a woman**” (2, 3, 4, 88 – 90)

“Yes in terms of maybe you’re trying to get a job and constantly keep trying and constantly being rejected – that brings doubt and makes it hard for you to hope” (1, 4, 4-5, 153 – 154)

“The other thing is that Sasol cannot hire people from around here but they do hire from other places and that is hard for us” (3, 3, 4, 101 – 102)

“Basically what makes it hard for me to hope is that our parents works for real late and at the same time they risk their lives for us and Sasol does not give them enough money.” (8, 3, 4, 116 – 118)

“it’s the way the dominate male in that industry, they forget there are other females who is wishing or willing to be in that industrial firm, so they don’t consider women actually they just consider only man in that industry and that really, really gives us less hope.” (4, 3, 5, 125 – 129)



Photograph 4.14: A drawing highlighting the lack of support from the petrochemical industry.

b) Validations of lack of support and resources in literature

Regarding the lack of job opportunities, young people are still those most affected by poverty, unemployment, violence, crime, etc. Feelings of depression and hopelessness develop as a result of unemployment and poverty (Cebekhulu, 2013).

Worku (2016) reports on a study intended to explore the socio-economic factors known to affect sustainable growth and development in SMMEs in the Vaal Triangle. Specific attention was focused on the entrepreneurial skills of SMMEs. A significant number of the businesses failed in their first year of operation due to a lack of entrepreneurial skills. Various reports of bodies such as the Department of Trade and Industry and SARS are quoted regarding the need for support by providing mentorship for and training on entrepreneurial skills that will make it viable for SMMEs to create

more employment opportunities for youth. A plea is made for training programmes to address the need for skills in entrepreneurial activities.

The main findings of the work of Worku (2016) emphasise the need for training opportunities and requiring entrepreneurial skills. This is envisaged as assisting youth or young adults seeking employment in a community with high levels of unemployment to be successful in setting up own businesses.

Another aspect that Theron (2012) investigates regarding the involvement of community is the development of diverse career options that can be pursued by inviting a variety of locals to share their career stories. This sharing would be especially valuable if information regarding requisite training/education, sets of skills, challenges and highlights can be disseminated. Such community involvement of locals will extend the bank of role models with whom young people can engage. Van Breda (2010) advocates for contact with actual careers that will assist youth with a more reality-based vision for that career.

4.4.2.4 Subtheme 2.4: Poverty

This subtheme provides information about youth perceptions of poverty as a barrier to hope. This subtheme includes the following categories: lack of resources and lack of pathways to further education and training.

Category 1: Lack of resources

Table 4.15: Lack of resources

WORKING DEFINITION	INCLUSION CRITERIA
<p>Van Breda (2010) argues that factors such as poverty, political exclusion and social oppression have an adverse effect on the ability to hope for a positive future. Factors such as poor public financing of education, poor infra-structure and facilities and economic constraints are also indicated (Durowaiye & Khan, 2017). Lack of finances was cited by a majority of young people even though efforts were made by themselves to</p>	<p>Any remarks given by a participant on how a lack of money or funds negatively influences their hope. This also includes not being paid enough.</p>

assist their parents with costs by finding part time work (Durowaiye & Khan, 2017).	
EXCLUSION CRITERIA	PARTICIPANT RESPONSE EXAMPLE
Any remarks given by a participant that do not include a lack of money or funds that negatively influences their hope. This also includes not mentioning being paid enough.	“Well, having no money to fund my studies may give me a lack of confidence, lack of faith, lack of hope.” (3, 4, 5, 175 – 176)

a) Participant responses related to a lack of resources caused by poverty

“uhm here **there is no one who wants to sponsor us**, everyone is thinking for themselves”. (4, 2, 4, 140 – 141)

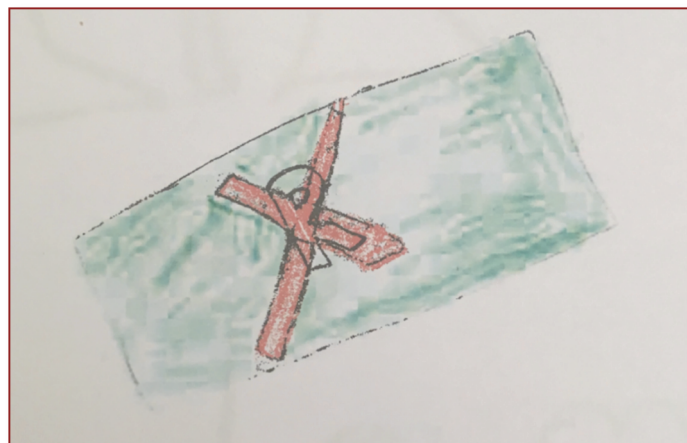
“I wrote under age, money and other people.” (1, 2, 5, 171 – 172)

“And then the other one I wrote money...**not having money it makes it hard for you to hope**, because somethings... they say money makes the world go round sometimes when you don’t have money you can’t do certain things so it makes it hard for you to cope, so sometimes you need to work first before you can do what you want to do.” (1, 2, 6, 192 – 196)

“and another thing is people has been underpaid so that makes it hard for me to have hope.” (2, 3, 4, 90 – 91)

“basically, what makes it hard for me to hope is that our parent’s works for retail and at the same time they risk their lives for us and **Sasol does not give them enough money**.” (2, 3, 4, 117 – 118)

“**Well, having no money to fund my studies may give me a lack of confidence, lack of faith, lack of hope.**” (3, 4, 5, 175 – 176)



Photograph 4.15: A drawing showing a lack of money

b) Validations of lack of resources in literature

According to Friedline and West (2016, p. 43) “wealth inequalities have been institutionalized and perpetuated by decades of policies and practices regarding owning a home, earning income, gaining employment etc.” White people in South Africa have an advantage due to the above and minorities are simultaneously disadvantaged. Limited financial means and credit constraints challenge youth to develop entrepreneurs (Friedline & West, 2016).

Research by Fatoki (2015) regarding the so-called “love of money” by university students in South Africa argues that money leads to a sense of psychological and physical security and can be linked to the experience of poverty and destitution many young people have suffered in South Africa in the past.

Category 2: Lack of pathways to further education and training

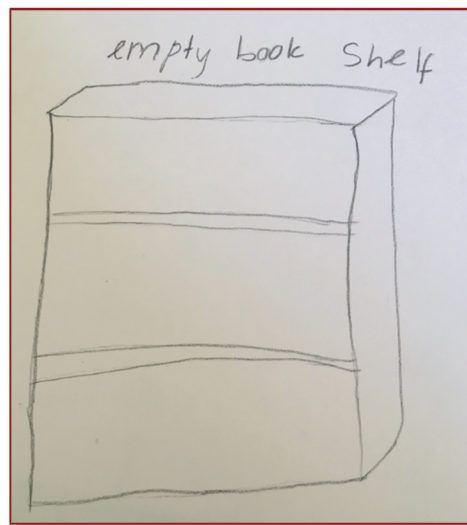
Table 4.16: Lack of pathways to further education and training

WORKING DEFINITION	INCLUSION CRITERIA
Barriers to education unfortunately still exist according to Theron (2016). The presence of inferior teaching, disillusioned and apathetic teachers, overfull and under resourced classrooms may lead to poor exam results and consequently forms barriers to further education.	Any remarks given by a participant on how a lack of money or funds negatively influences their hope. This also includes not being paid enough.
EXCLUSION CRITERIA	PARTICIPANT RESPONSE EXAMPLE
Any remarks given by a participant that do not include a lack of money or funds that negatively influences their hope. This also includes not mentioning being paid enough.	“Well, having no money to fund my studies may give me a lack of confidence, lack of faith, lack of hope.” (3, 4, 5, 175 – 176)

a) Participant response related to the lack of pathways to further education and training

“My picture present there is not enough money. The reason why I’ve draw this is because in my first picture I’ve talked about education is the hope the reason why I’ve

drawn this is because **there is not money to invest in education that's why it's hard.**"
(3, 3, 4, 93 – 96)



Photograph 4.16: An illustration of the poor resources in the education system

b) Validations of lack of pathways to further education and training

Regarding the high cost of tertiary education, many potential candidates from poor socio-economic backgrounds cannot enter universities or other higher education facilities due to the lack of resources. Factors such as poor public financing of education, poor infrastructure and facilities and economic constraints are also indicated. Lack of finances was cited by the majority of young people involved in the study, even though efforts were made by themselves to assist their parents with costs by finding part time work (Durowaiye & Khan, 2017).

Smit et al., (2015) agree with the opinion of Durowaiye and Kahn (2017) about the high cost of tertiary education. They argue that although children from poor and adverse backgrounds manage to finish school, the high costs of further education and training prevent them from pursuing further studies and this may cause them to lose hope and motivation for the future. The cumulative effect of the loss of hope in turn heightens the risk of negative life choices.

Van Breda (2010) argues that factors such as poverty, political exclusion and social oppression have an adverse effect on the ability to hope for a positive future. It is important to note that the structural impediment caused by the problems e.g. poverty and curtailment of education, was experienced as entrapment in the situation (Van Breda, 2010).

4.5 CONCLUSION

In this chapter the results obtained during data collection were reported. The participants drew pictures, wrote about the drawings and explained their drawings. I also noted remarks by participants from the transcriptions. The results were discussed in terms of themes, subthemes and categories that emerged during the analysis of raw data. Literature relating to these findings was included in the discussion of results. The findings of the study revealed the perceptions of youth in the Embalenhle community (a community dependent on the petrochemical industry of Sasol) pertaining to hope and barriers to hope as they relate to resilience. Findings were presented in terms of themes, subthemes and categories.

The findings were grouped into two main themes, namely youth descriptions of hope and youth descriptions of barriers to hope. Theme 1 was further divided into two subthemes - optimism and supportive pathways to hope. Subtheme 1.1 (Optimism) covered the following categories: future-orientated optimism, internal capacity to overcome hardships and educational aspiration. Subtheme 1.2 (Supportive pathways to hope) included categories petrochemical support for development, social dimensions of hope and spirituality.

Theme 2 dealt with barriers to hope and was divided into four subthemes. Subtheme 2.1 (Community influence) covered three categories, namely friends and peers, lack of social support and family. Subtheme 2.2 (Self) was divided into the categories negative self-image and lack of confidence and substance abuse. In subtheme 2.3 (Petrochemical industry), information on the categories negative influence on health and lack of support and resources was obtained. The last subtheme 2.4 (Poverty) covered the categories of lack of resources and lack of pathways to further education and training.

Youth in the Embalenhle community conceptualise hope and barriers to hope by focusing on aspects pertaining to themselves, the community and the petrochemical industry. They find hope and barriers to hope in the people and structural environment around them. They experience it as an emotion as well as a cognitive process which leads to setting goals for themselves. They perceive structural barriers, however, as limiting to the pathway of achieving goals.

In the following chapter the findings of this study will be presented in order to answer the research question guiding my study.

CHAPTER 5 - CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter 5 provides the conclusion to the study. A brief overview of the previous chapters and a summary of the findings of the study are provided. Research questions are revisited in order to answer the questions by using information obtained from the findings. Limitations and contributions of the study are presented, as well as recommendations for future research, practice and training.

5.2 OVERVIEW OF PREVIOUS CHAPTERS

Chapter 1 introduces the study, provides a rationale for the study and poses research questions. The following key concepts have been defined: hope, barriers to hope, resilience, resource-constrained community dependent on the petro-chemical industry and youth/young people. A theoretical framework is provided and the epistemological and methodological paradigms are discussed. An overview of the research methodology, quality criteria and ethical considerations is given.

In Chapter 2 existing literature on hope and resilience is explored as a background to the context from which the study derived. Literature on hope as psychological strength, the loss of hope and resilience as a process has been consulted. The investigation of literature indicated risk factors and protective resources that influence hope as pathway to resilience.

In Chapter 3 a discussion of the research design and methodology is presented. The research design followed has been a descriptive case study and purposeful sampling of participants has been done. The way in which data are generated and presented, as well as the analysis of data is discussed in detail. As part of data analysis, the process of generating themes as described by Braun and Clarke (2006) is presented.

In Chapter 4 the findings of the study with evidence and validation from literature are presented according to two themes and various subthemes. The themes and subthemes have been derived from transcripts and related to similar findings during the overview of existing literature. Findings are accompanied by verbatim quotes and photographs of data.

5.3 ANSWERING RESEARCH QUESTIONS

As mentioned in Chapter 1 this study forms part of a longitudinal project by a research team at the Centre for the Study of Resilience, University of Pretoria. The study is a phased implementation of multi-systemic research exploring the understanding of hope and resilience demonstrated by young people affected by the petro-chemical industry. This study focuses on the voice of a purposeful sample of youth and their understanding of hope and barriers to hope as pathway to resilience. The secondary research questions are answered, followed by an evidence-based answer to the primary research question.

5.3.1 Secondary research questions

5.3.1.1 How do South African youth living in a resource-constrained community dependent on the petro-chemical industry conceptualise hope?

South African youth dependent on the petro-chemical industry conceptualise hope as the cognitive construct of optimism. Optimism as described by participants pertains to having the belief in positive outcomes in the future. This is confirmed by Stephanou (2011) saying that optimistic people will expect a positive outcome even when they face adversity. Participants also mentioned the internal capacity to overcome hardships and having educational aspirations as part of the mindset of optimism.

Supportive pathways to hope as subtheme have also been identified as contributing to hope and resilience by participants. They perceive supportive pathways as support from the petro-chemical industry in forms of availability of funding via mentorship programmes and internships and contributions to provide infrastructure in the community. Social dimensions of hope consist of people in the participants' lives supporting them. The knowledge that their goals are supported by others, whether family, community or cultural context strengthens their hope (Scioli et al., 2011). Another resource of hope is defined as spirituality. Faith as pre-requisite for a hopeful life was mentioned by participants.

Hope is conceptualised by youth living in Embalenhle (a community dependent on the petro-chemical industry) as the result of contributions by an optimistic frame of mind, the capacity to overcome hardships and having aspirations, as well as social interaction with people, the industry and spirituality.

5.3.1.2 What do South African youth living in the resource-constrained community dependent on the petro-chemical industry view as barriers to hope?

Participant responses provided a clear picture of the factors they view as obstructing hope. Youth dependent on the petro-chemical industry describe barriers to hope as community influence, the self, the petro-chemical industry and poverty. Youth view the influence of the community as the role of friends, peers and family. The poor social support in the community was mentioned as a contributory factor in creating barriers to hope. This aspect is supported by Theron and Theron (2013) when she highlights the importance of the absence of supporting community members in the lives of youth.

The participants regarded themselves as possible barriers to hope. They indicated that a negative self-image and the lack of self-confidence, as well as substance abuse acted as barriers to hope in their lives.

Another large barrier to hope was conceptualised as the influence of the petro-chemical industry. Participants highlighted the negative influence of the industry on their health as a result of harmful emissions and pollution. Their perceptions were that the industry is lacking in providing support and resources for the community. The resources were identified as funding, education, bursaries and employment.

Poverty as phenomenon prevalent in the Embalenhle community is seen as an important barrier to hope. Poverty leads to a lack of resources and prevents them to pursue further education and training which would give them hope.

5.3.2 Primary research question

5.3.2.1 How does insight on how South African youth (dependent on the petro-chemical industry) conceptualise hope and barriers to hope inform knowledge on resilience in young people?

Current literature on resilience indicates that an individual, a family or a community needs protective factors to be resilient and risk factors can hamper resilience. The same aspects that participants describe as hope are confirmed in literature as protective resources. Similarly, risk factors are comparable to what participants saw as barriers to hope. In this study youth dependent on the petro-chemical industry conceptualised hope and barriers to hope as people around them, themselves and the petro-chemical industry. They identified hope and barriers to hope as the same factors that are considered risk factors and protective resources. Pathways to hope and

barriers to hope form part of the process of resilience. These factors can influence the possibility for youth to be resilient and to overcome adversity. Therefore, insight gained in how youth conceptualise hope and barriers to hope contributes to the existing body of knowledge of resilience in young people.

5.4 LIMITATIONS OF THE STUDY

5.4.1 Limitations

For this study a purposeful sample has been used that included youth from the community in Embalenhle. Consequently, the data collection took place in Embalenhle to ensure accessibility for the participants. However, the logistics of the data gathering site can be seen as a limitation because the researchers had to travel far to gather data. The research site was accessible for participants and fairly comfortable, yet there were no tables to make the draw-and-write activities more comfortable. Participants had to use chairs as tables.

To ensure rigour, prolonged exposure by the researcher is necessary (Baxter & Jack, 2008). The setting of the data gathering site made it difficult to have multiple visits. More visits to the research site and more data gathering days would be beneficial for in-depth research.

The day on which data were gathered can also be seen as a limitation as it was a long day. It involved many activities and participants were forced to delve deep and the researcher had to concentrate and be cognisant for many hours. Queirós, Faria and Almeida (2017) state that data collection which is time consuming can be seen as a limitation of case study research.

Language was also considered a limitation. The participants' home language was not English and they sometimes had difficulty expressing themselves in English or understanding all the activities clearly. I have to wonder if participants would not have given more detailed answers if they had used their own language. Even though members from the community advisory committee could translate answers and questions when needed, one should not rely on the translation as the person translating may use their own interpretation and understanding, instead of just giving a verbatim translation.

5.5 RECOMMENDATIONS

Findings of this study are used to guide recommendations for future research, practice and training.

5.5.1 Recommendations relating to future research

During my research various gaps in literature came to light. Although an adequate amount of research has been done on hope as a concept, barriers to hope are fairly under-researched. Possible studies on barriers to hope can contain:

- ❖ establishing whether youth have the ability to identify sources of hope and factors that can be barriers to hope;
- ❖ researching whether youth can implement strategies to overcome barriers to hope and to find out what these strategies are;
- ❖ a longitudinal study to establish the effect of the current barriers to hope on the participants' future;
- ❖ studies over time to establish how participants used the resources of hope in their lives to reach their goals;
- ❖ a study that investigates how an individual's family influences his/her hope and barriers to hope; and
- ❖ a study to investigate the knowledge of parents on hope as pathway to resilience in their children.

5.5.2 Recommendations relating to practice

Educational psychologists in training need to learn how to help youth to identify hope and barriers to hope. In identifying these, strategies can be implemented to overcome the barriers and to use the sources of hope.

Workshops can be held in the community to help them identify and utilise sources of hope. Additionally, workshops for supportive adults in the lives of youth (teachers, parents, other professionals and representatives from the industry) can be held to impart knowledge specific to hope and resilience.

Continued support and involvement from the petro-chemical industry can improve hope and provide information about their support and mentorship and internship programmes.

5.6 CONCLUSION

This study focused on how South African youth dependent on the petro-chemical industry conceptualise hope and barriers to hope and how this influences knowledge on resilience in youth.

The findings of this study indicate that youth dependent on the petro-chemical industry conceptualise optimism and supportive pathways to hope as sources of hope. They identified community influence, the self, the petro-chemical industry and poverty as barriers to hope. The youth's perception of hope and barriers to hope are similar to risk factors and protective resources in resilience studies. Consequently, hope can be seen as an integral factor for an individual to become resilient.

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APPENDIX A - FIELD NOTES

Meeting the Community Advisory Panel

The Ice-breaker activity was a fun and effective way of getting to know everyone. It was interesting to see how people interpret the question of "Tell us something nobody knows about you". Some of the participants wanted to describe themselves, while others just shared some interesting things about themselves or their lives.

Body mapping

The body mapping activity is a lovely way of understanding someone. Winnie, who said she was a "shy person", was not very confident to start her drawing. She was unsure what to draw and kept looking at Busi for ideas. I think maybe it was because she has never really reflected on how her life is affected living in Secunda. It was interesting to see that most of the participants complained about physical health, i.e. the air pollution that affects their eyes, sinuses and lungs. I did not see any of the participants with whom I was involved who complained about stress or being mentally "tired/unhealthy". When I asked the second question: "What in your head, heart and body keeps you healthy?" Richard paraphrased and asked: "Do you mean what are my coping mechanisms?" (This was a surprising response.)

Isaac really struggled to illustrate his answers to the questions and was hesitant to say too much about himself. He also said that living in Secunda does not affect his physical health in any way. He was the only participant I saw that did not complain about the pollution.

Thulani and Simpiwe both said that they read to keep their minds "healthy". I was really impressed by their enthusiasm and innovative idea of keeping themselves positive. This is something even I do not always consider when trying to cope with life and stress. The authors they mentioned were unfamiliar to me and once again I just realised how much we can learn from them.

Thulani, Simpiwe, Busi and Winnie all said that they were dedicated to exercising every day to keep themselves healthy. Yet again I was humbled by this response, because I always think I am too busy to exercise. I saw how dedicated they are to help themselves and realised that I also need to help myself.

When Thulani talked about his grandmother and how much he admired her, I was surprised, because I typically imagine young adults not to spend too much time with family, but rather with friends. It is obvious that his grandmother is an important figure in his life and someone he can look up to.

It was also really impressive to see how the young people uplift and support one another. Thulani and Simpiwe share a lot of what they read and understand. They encourage each other and seem to be responsible young adults.

I really had fun getting to know these people and look forward to working with them.

Field notes

26 August 2017

I believe the club house as the location of the data gathering was a good idea. It was spacious and accessible. The hall was big enough and well equipped with what we needed. This was a good start.

As everybody arrived, they could have tea/coffee and sandwiches, which I believe was very welcoming. The members of the community advisory community were very happy to see us and greeted us with great enthusiasm.

When Mosna welcomed everyone and told them that we would start, she explained to them that it was just a fun day and we were there to learn from them. This seemed to be a big relief for them. Maybe they were stressed about the day and did not know what to expect. The youth initially sat in small groups with friends or people they knew, but we divided them into four groups to ensure that there was a variety of age groups and backgrounds in each group.

I introduced myself to my group and told them what we were going to do and why we were there. They did not really understand the research that we were doing. I think it would have been helpful to explain why we asked those specific questions. All of the people in my group spoke good English, but some were very shy. Even the ice-breaker activity did not "break the ice" sufficiently. During the ice-breaker they had to answer questions about themselves, depending on the colour of sweets they had. Two of the participants said that their favourite place on earth was Spain and Russia respectively. They could not explain why because they had never been there. I assume they just heard stories about those places. Lelo said that her favourite place on earth was the library; she liked reading.

We started with the body mapping where participants had to illustrate how living in a petro-chemical industry affected their well-being. Some of the participants did not really understand how to draw that. It would have been helpful to be able to show them an example, but I understand that if we show them an example, we will already be leading them in some way.

One participant - Joyce - did not want to draw, so I explained to her that she could rather write a few words if she was more comfortable with that. I had the impression that she was not really interested in being there and did not really want to participate whole heartedly. She had long conversations with another participant - Minky. I believe that influenced Minky's answers and interaction during the day. Minky gave great and insightful answers. She might have interacted even more, if Joyce had not been there.

All of my group members explained that the petro-chemical industry was making them sick. It made their eyes burn; they had sinus, bronchitis and asthma. It was interesting to me that not one of them felt that the environment was influencing their minds. I also found it surprising that none of them really spoke about the influence on their hearts (emotions). Even when I asked how it made them feel, some just said it was sad that people became so sick, but there was no mention of other emotions such as anxiety, stress, or joy.

The second activity, Image Theatre, was fun and refreshing. The participants really enjoyed the group rhythm with their bodies. I think it was something that they could relate to and enjoy. After we had completed the group rhythm, I explained that they would be using their bodies to tell a story or create an image. This was quite hard for them. Thulani, a member of the community advisory committee, gave them an example, after which they had a little more confidence to try. Yet again, the danger of giving an example is that it can be leading, but in the end there were some interesting images. Philasande was portraying a person rising up out of difficult circumstances. This was wonderful to see,

especially after I had learned that she is orphaned. Her mother and father passed away and her older sister was taking care of her and their brother, yet she had such a positive outlook on life and so much insight. I also liked the image Perseverance made. It was an image of a person dancing and he explained that dancing and music help him forget about difficult times. It is wonderful to know that these young people have found healthy ways of coping with hardships.

Activity C, clay, draw and talk, was also a good activity. Participants were reluctant to draw another picture, especially those who do not like drawing, but they enjoyed the clay activity. My view is that Joyce had yet again influenced the other group members on what to make. She spoke a lot and told them what to make. The two younger girls, Lelo and Philasande did not really participate in this activity. They watched it but did not really give their opinions. When I asked them if they were alright and happy with what the rest of the group was making, they said they were, but I believe they would have made something different, given the chance. I was surprised to see that the main idea they portrayed was that the petro-chemical industry provides money and houses. They made a person wearing fancy, expensive clothes, a R100 note and a house and said that the person was a parent who had a job. When I probed about family helping a young person to be alright, they had nothing to add. I even explained that it could be any family member - siblings, cousins, grandparents, aunts and uncles, but this was of no significance to them. I asked if they had emotional support from the parent, but they deliberately denied it. It was just the fact that the parent had a job. I was really shocked by this, because I thought that the family would play an important role in their lives. After discussing this with the rest of the research team, we concluded that maybe it is part of the phase of the 17-19-year-olds, where friends are more important than family members.

Before moving onto the last activity, we had lunch. Everyone really enjoyed the food and had a good time socialising. We also had a good laugh with Simpiwe and Thulani discussing everyday activities like bathing. They said they did not like showering, because black people do not like it when water is running over their faces and bodies. We also talked about swimming and they were laughing at themselves that only stand and walk in water and not swim. We had a great time.

After lunch we started with the last activity. As we were about to start, Thulani said that we should have eaten after everything was done, because now the people are lazy and sleepy. I believe there is some truth in this, but also think everyone was maybe just tired from all the activities and engagement. The last activity required them to draw, write and talk to answer three different questions. Joyce was very reluctant to draw and said that she did not want to draw hope. ("How do you even draw hope?") I explained to her that she could rather write if that suited her better, but even that she did not want to do. Upon advice from Mosna, I said that her participation was voluntary and that she did not have to participate if she did not feel like it. After that she started writing and drawing. Maybe she felt guilty, but I also think that everyone was tired of drawing for the third time, especially those who do not like drawing. I received an interesting answer from Lelo, who said that the bursaries that Sasol gave made it hard for her to hope, because the bursaries were mostly for Maths and Science-related fields and that she would like it if the bursaries could be for different fields of study. I asked her what she would like to study and she said she wanted to study Law. That was a sensible answer for me and I really felt compassion for her, because it seemed like she is a clever, hardworking girl, but would not get a bursary. Nevertheless, it was great to see that everyone had some form of hope. Not one of them felt completely hopeless and negative about the future.

Ultimately it was a wonderful, enriching and humbling experience. These young people are positive, passionate and inspiring. I loved interacting with them and learning from them. I think that we can look into having more creative activities like the clay and body imaging and maybe only one or two drawing activities. I also believe that more "silly" activities like the body rhythm would be a good idea

to get everyone to relax and engage. Maybe an activity with music or dancing or solving a puzzle as a group would be enjoyable.

I really hope that we can use the data in a positive way to ensure a better future for people affected by the petro-chemical industry.

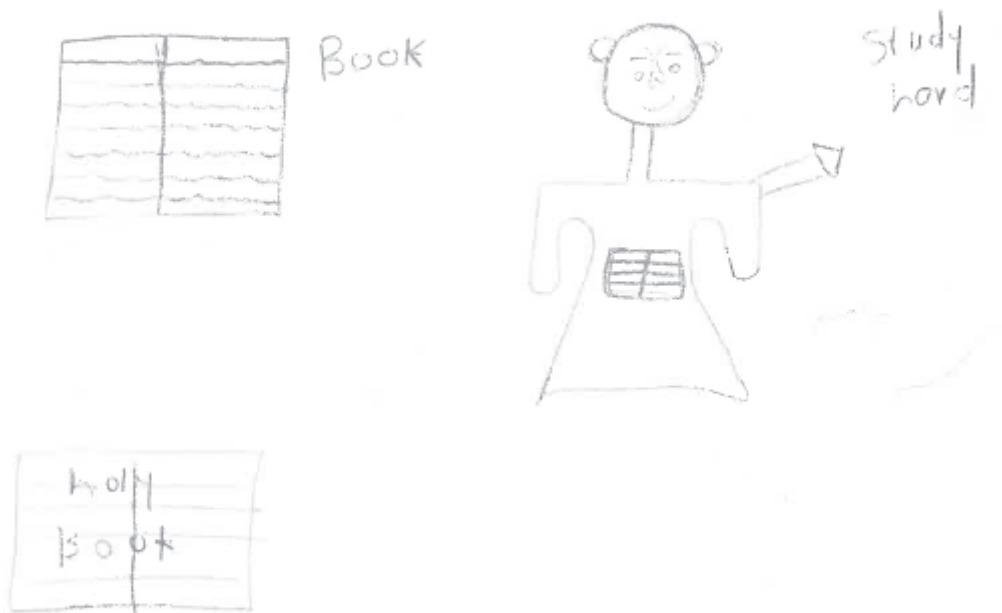
APPENDIX B.1 - HOPE DRAWINGS (1)

Please note that this is just a sample of the hope drawings (1). The complete set of drawings is included on the compact disc (CD) attached to the last page of this mini-dissertation.

Participant Thoko Jiyane

PICTURE 1

How do you explain/see hope? (Remember we are interested in what you draw and not how well you draw)



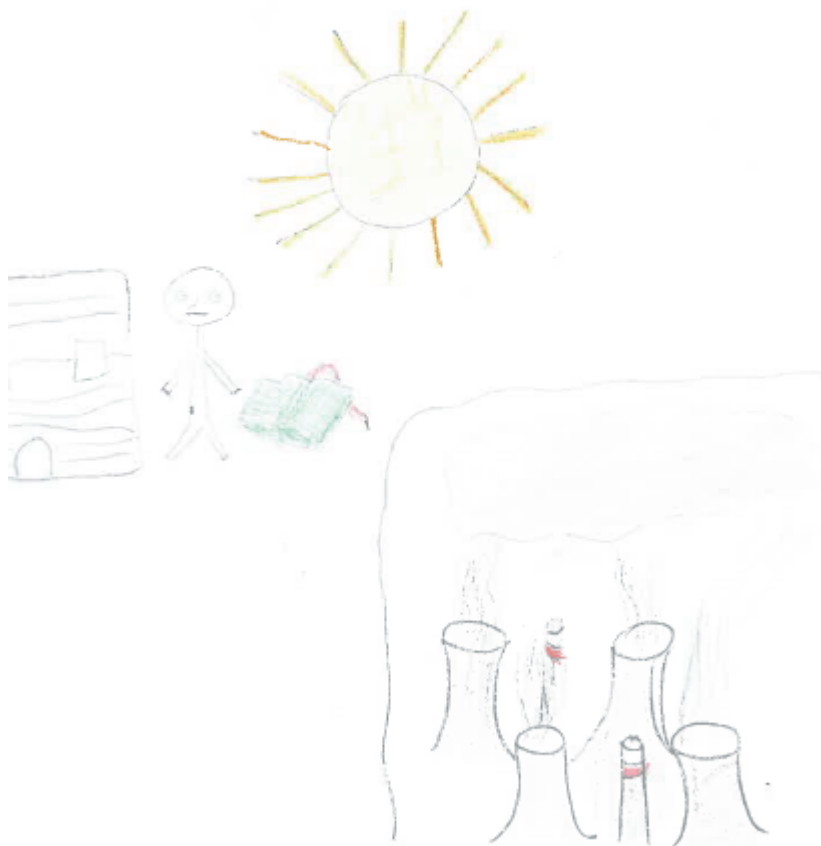
APPENDIX B.2 - HOPE DRAWINGS (2)

Please note that this is just a sample of the hope drawings (2). The complete set of drawings is included on the compact disc (CD) attached to the last page of this mini-dissertation.

Participant Gabriel B. ...

PICTURE 1

How do you explain/see hope? (Remember we are interested in what you draw and not how well you draw)



APPENDIX C – FOCUS GROUP DISCUSSIONS

Group 1

“Name” used to transcribe	Sex	Age range
Danny	Male	23
Happiness	Female	17
Blessed	Female	19
Zenande	Male	17
Fikile	Female	30
Thuso	Male	17
Sammy	Male	18

Group 1, Activity D, Embelenhle, 26 August 2017

Facilitator (F): (1:10) Okay this is the last activity and then we do our closing. Okay so this activity is all about Hope. Okay so all the previous activities have been about how you do okay and this activity is about hope.

HAPPINESS: Hope?

Roche: It’s all about hope, yes, What hope is to you. Okay so you each are going to get a little booklet like this. It’s got three questions. So question number 1 for example says how do you explain or how do you see hope. What does hope mean to you? So on the front you draw your picture of what hope is to you. And like we did before, on the back you write your representative explaining your picture. Okay so we will do this 1 first and then we will talk a little bit, and then we will do the next one and the next one. Again at the top, name please, age and boy or girl. And again, there is no right or wrong answer and we already know you are very creative but I am not looking at your drawing.

Co-facilitator (CF): So your artistic ability

F: yes

CF: You don’t need to draw (Laughing)

F: Yeah you have proven yourself (Laughing)

CF: Only with the message

F: Oh only with this side

DANNY: (Inaudible)

CF: I will scatter the crayons.

F: Thank you

(Group busy doing the activity)

F: How do you think they got from 8 to 14

CF: It's a mystery

F: (Laughing) It's a mystery.

(Inaudible)

HAPPINESS: Can I have a pen please

F: A pen?

F: (2:30:30) Are we all finished? Not.

X: Just don't rush, just give us a minute

F: yes don't rush. Take your time and think about it. If you want to change something or add something, go ahead. We are actually ahead of schedule.

F: Everybody done? Okay so I think lets go around and discuss what you drew and what you think hope is.

HAPPINESS: Okay with the drawing I drew Sasol, then there is the bin which we use to recycle and reuse. Reuse and recycle. To me hope basically is I see hope when people start opening their minds how the environment influences them as the hope. I see hope because Sasol is already providing us those bins, you can see them around town which means that they are already doing something about it. They are, they pollution. And that is basically part of the tree them taking care of the environment and this is how I am convinced there is hope for the future.

F: Thank You

DANNY: What I can say is this is a (Parroble?). but I will explain my (Inaudible) as you can see this guy looks a like with this one. So this is a sunlight ne. Every morning when we wake up, and when we see the sunlight in the morning, we know that we are going to have like a shining and awesome day. So what goes through my mind is that every time when I see a Sasol industry , I know that one day I will have a wonderful job, I will earn an awesome maybe salary. So I know that every time when I see Sasol I get hope that my future one day will be well. That's it.

F: Thank you

ZENANDE: On my picture I drew Sasol and a young person learning. A definition of hope to me is having faith without looking at the fact that Sasol is polluting us and making bad atmosphere despite it's having faith that we will have a better future tomorrow. Because it provides for us. And having a bright future, the sun represents a bright future. Sasol indicates a bright future for us as young children. Without looking at the fact that its killing daily us by doing air pollution, its making a brighter future for us, that's hope.

F: Thanks you

BLESSED: Coughs. Sorry, Hope. Sasol like they said it focuses more on the engineering and artisan everyday but if we then look on the brighter side we have the recreational centre, which means that it can try to cater for other talents as weel. So it being able to cater for

other talents as we it means Embelenhleand Secunda will grow not because it has engineers and artisans but because it has everything.

F: What is everything?

BLESSED: By everything I mean its diverse. We are not only getting engineers and artisans because of Sasol but then we can be musicians we can be dancers. We have dancers here , we can be dancers. All because we have help and funding from Sasol.

F: So if I ask you what your, if you had to give a definition of hope what would that be?

BLESSED: Definition of hope? Ah ok. Sasol.

F: What if you took Sasol out of it?

BLESSED: What if I took Sasol out of it!

F: Then what would you think of hope

BLESSED: Shame literally speaking, if Sasol was not here there would not be any hope. There would be some hope, but Sasol is more like the main because that is what brings people together this side from rural areas outside Mpumalanga they come here to get jobs. Get jobs from Sasol.

F: So Sasol is the main thing that is causing for you.

BLESSED: It's the dominant.

F: And what else is there that causes it for you?

BLESSED: What else? What else that causes hope? As much as it depletes the ozone layer and the land. They still focus on helping us clean and there are initiatives where they tell us not to o there go there, don't touch those pipes, recycle more, yea that's where I see hope.

F: Thank you

THUSO: And what I drew here is basically a boy looking over a fence to basically greener pastures. Basically, what I see is hope is hope in this diagram is represented by a much more open space. Basically, hope is basically believing that there is something better on the other side of the wall. And then that wall will be basically anything preventing you from actually getting to what you want. That will be my definition of hope.

F: Thank you. Okay Sammy

SAMMY: To me hope is a feeling that everyone have or has. We as people should not lose hope, because without hope, you won't go anywhere. Hope will, you will always think negative without hope. And hope makes you think positive. So yea, hope is a feeling to me. And I drew an icon that symbolizes feelings.

F: So does it give you positive feelings or negative feelings?

SAMMY: Positive

F: Positive, thank you. Okay if you turn the page over you will see there is a second page, with new questions on. And this question is about what makes it hard, what makes it difficult

to hope for you. What makes it difficult to have hope. And again we are going to ask you to draw a picture and at the back write some sentences for us just explaining your picture.

DANNY: picture 3? Picture 2?

F: picture 2.

(Group carries out activity)

CF: Are we done guys?

BLESSED: ja we done.

CF: shap!

F: So what makes it difficult or hard for you to hope

SAMMY: Negative thoughts makes it hard for me. Because hope tells me what is going to happen. And negative thoughts argues or disagrees with what hope tells me.

F: okay so it has two sides

HAPPINESS: Okay what makes it difficult for me is how people think and not trying to break the cycle or discourage people hoping for a better future because people have this thing to go to school be an artisan and go back to Sasol. Your children will do that, your mother does that, your great grandchildren will do that. That kills my hope for me. This brick wall represents people not moving from their comfort zone because they know I have to do. It's a cycle. That's basically

F: Thank you

DANNY: What makes it difficult to hope, is to see people on a daily basis who are sick because of the Sasol industry. And another thing that makes it difficult to hope is when on a daily basis I keep seeing many people who are unemployed but to have an industry which can employ thousand and thousand of people. So that one which makes it, yeah

F: Thank you

ZENANDE: Okay what makes it difficult to hope is that um the society around us, they have a negative influence on our perception on how they think. Rather than motivating us to actually have a brighter future, do better, they create a barrier for us not to have the brighter future that influences us in a negative way.

F: and how do they do that?

ZENANDE: How do they do that

F: Give me an example how would they influence you.

ZENANDE: They say if for an example myself, I get good marks, when I study whatever society tells us. You a nerd you are not living life. They have that negative influence on us and if you have a rather weak mind you will get influenced by it. It's a disadvantage to us.

F: I am a nerd too, so you are not alone(laughing)

BLESSED: What's difficult to hope is as much as we accept the fact that Sasol is the main industry here, as much as we try to participate in the initiatives there are still some toxic chemicals that go into the atmosphere and deplete the ozone layer. On a daily basis the ozone layer is being depleted. And that is going to make it harder and harder for us to live here because as soon as the ozone layer is depleted or if its weak and it can't , wont be able to protect us from dangerous things like the sun's rays because it's there to protect us from the dangerous rays from the sun. I am so tired.

F: Sorry.

BLESSED: Yeah so basically what makes it hard to hope with the thought that the ozone layer is being depleted every day.

F: Thank you Blessed

THUSO: Okay um what makes it difficult for me to hope is basically the illusion that there is no hope. Basically it's the people who are around you that basically affect you. For example you may hope or believe that you are going somewhere, what you are doing now is pushing yourself to something bigger and better and then the people who are around you or next to you or actually on the same journey as you don't actually have the same vision, they actually believe there are others who are on the same journey you are on that have not made it. So what makes you different. So that's what makes it difficult to hope.

F: So other people?

THUSO: Yeah the influences of other people.

F: I am picking up a bit of a common factor here with you. A lot of you are saying that other people affect your hope. Am I correct in saying that?

BLESSED:yeah we are actually the problem

ZENANDE: Peers.

BLESSED: peers, we also have our own ideas when it comes to Sasol. So yeah its basically everyone. You can't just blame it on a specific people.

SAMMY: Its society.

ZENANDE: Its people who accepted failure and now they try to influence the future to also fail and not achieve their goals in a certain way.

HAPPINESS: Yes

F: We are going to talk more about this. Your last question is about, we want to know what makes your hope stronger, so we discussed now what affects it negatively but what makes it stronger?

SAMMY: Same process?

F: Same process again.

CF: But this is the last one!

F: This is the last one yes(Laughing) I can see they tired yes, I am sorry.

CF: Food and Drinks

F: Well we are still going to get a little snack just so that you know.

F: I am sorry your brain is tired but thank you for helping us. You have helped us so much. And if it makes you feel better I get to go home and listen to every word you have said and type it out.

Group (Laughing) Good luck

F: So I will also have my turn to be tired. If it makes you feel better.

(Group commences with activity)

F: Are we finished. Okay so, lets again go around and discuss our last drawing. Do you want to start?

THUSO: DO we get time to write it down?

F: Have you not written yet?

THUSO: No

F: have you not written yet. You can write, we have lots of time.

THUSO: No, its okay it's okay.

F: I don't want to rush you. You have got lots of time.

THUSO: It's okay. Okay for me, what makes hope stronger is basically the support that you get from the people around you because there are those who are there to actually just break you down , there are those who are there to build you up from the ruins that you are in or to actually build you up from scratch and help you reach your dreams and reach what you want and most commonly those people are most of the time friends and family. So that is what makes hope stronger for me.

F: Thank you

HAPPINESS: I think that Sasol is giving us initiatives that have introduced initiatives that will help us save this place in a way, from downfall. Knowing that we are able to work together, and we are able to understand the initiatives and hopefully we have more of an idea of how to improve and put this all into action.

F: Um sorry I wanted to ask you, What kind of initiatives have they come up with?

HAPPINESS: They are recycling and we have recycling bins, so ja, those are the types of initiatives.

F: Okay

ZENANDE: Okay what makes my hope stronger is actually myself. By having positive aspirations rather than conditioning my self-conscious possibly. By removing the word I can't, like in my drawing I can do better, no matter what situation, I can do better, removing the barrier. That's what makes my hopes stronger.

F: And sorry, how do you stay positive? to make yourself more positive to create that hope. How do you do it?

ZENANDE: How do I do it? I never say I can't! I owe it to myself that I will do better than I did last time. By not saying I can't and to accept failure, I don't like accepting failure. And I want to do better and better.

DANNY: What I do to make my hope stronger is to keep seeing infrastructures which are built by the industry. Like the cycling centres and so on. So another thing that makes my hope stronger is to, what can I say? To see many people who are employed by the industry. Hired by the industry. Especially during this time, shut down time.

F: Thank you

HAPPINESS: What makes my hopes stronger is the fact that every day I get to wake up and do something about my life. That is the main thing, it makes my hope stronger. The fact that I get to wake up, I have a chance to change my surroundings, influence myself positively, think positively, yea that's what make my hope stronger. (Inaudible – singing in the background).

SAMMY: What makes my hope stronger, what it is, what happened and what hope told me to do, basically it is following hope. Hope tells me about my future and dreams. Following hope makes my future and dreams a success and my hope keeps getting stronger because I keep hoping day by day.

F: Thank you, I want to ask you guys before we close off today. I want to ask now that you have heard each other talking about hope, what do you think? What are your thoughts about hope. Considering the 3 questions you have now spoken about, heard each other and you have heard there is some things that are very similar and somethings are very different.

(Singing in the background)

HAPPINESS: There is.

F: There is hope?

HAPPINESS: You might see it in different ways, but it is the same thing. (Inaudible) to change it and do something about it. That is the main thing that I leant today, is that there are young people who are willing to change what is happening around them.

F: and what do you guys think, that a lot of you said people influence your hope? Some of you said it influences you negatively and other said it influences you positively. What do you think about that?

ZENANDE: If you want to reduce negative concepts of people we should rather look at their problems first and what made them say what they say to us as younger people. What forces them to say that because a lot of people did not get study opportunities and now they want to create (Inaudible) and look into them first and how can we put them so that they help us.

F: Do you think there are any differences, do you see any differences between the boys and the girls, when it comes to hope?

BLESSED Difference are defiantly there.

F: What differences?

THUSO: It just depends on what type of person you are or what background you come from. Because some other people come from backgrounds where one gender is favoured above the other. So it basically influences them either in a positive or negative way. If it's a positive way it can push them to actually say no and it is possible to say yes. And then if it is a negative way it can either basically push them even further down the line to say that you will never mount to anything. So its better to surround yourself with those who actually believe in what you believe in.

F: That was quite interesting. Do you guys agree, do you guys disagree.

DANNY: Agree

F: You agree!

HAPPINESS: For me this is my opinion about that there is no difference between whether you a male or a female. We are affected whether us as humans basically know gender groups are, we are affected (Inaudible) we are affected.

F: Sammy do you have an opinion?

SAMMY: No comment.

F: No comment, okay perfect. Anything else you would like to say about hope?

DANNY: We have got hope

F: You have got hope(Laughing) Good I am glad.

BLESSED: we were able to sit down, talking about our problem and coming up with solutions.

(Inaudible)

F: Perfect. Then if you can just give me your papers please?

F: Okay so, last activity of the day. No more drawings, don't worry. I can see that you are tired so we are just going to have a quick discussion, maximum 15 minutes. I just want to hear from you, what did you learn today? What are your thoughts? What did you learn from each other? What was your experience today? How was it for you?

ZENANDE: It was mostly educational, we got to know what other people think. We got to know that people have the same mentality as I do. And got to know people opinions about hope, abut Sasol, about our wellbeing, things like that. We got to know better.

F: and the rest of you?

BLESSED: for me basically he said everything. (laughs). Ja, I can't say anything else.

F: No problem, I can see you guys are tired. This is our way of taking your lasting thoughts. We just want to know whether today was good for you or bad for you, did it teach you anything, did you learn anything? How was the experience? As a whole? So we know for the next time what we need to change or do?

BLESSED: Well it defiantly brought attention into this matter. Because like I sad, living with this thing is like living with a disease, you get use to it as time goes by. And at times you forget that it is there. So you guys coming here reminded us of what we are living with. Ja, that's it.

F: further thoughts?

F: okay you guys are tired.

DANNY: yes.

(Mosna asks about transportation)

F: Okay, so Our last activity was cancelled, you are exhausted so it's literally just if there is anything else you would like to tell us about how you experienced the day?

F: Then your cookies and juice will be here, and you can help yourself and get your voucher and head home. Is there anything you want to tell us about what we could have done differently today? Maybe done better? Any questions you thought we didn't ask and we should have ask.

ZENANDE: for me you did it all.

BLESSED: for me you did it all but the drawing, ai, it was so much.

F: too much? (laughs) okay.

CF: okay please sign the register and make sure your numbers are correct. It was quite nice having you as my team.

F: it was really nice. And thank you all. I know you are tired and yu still wrote your sentences and drew your pictures and ja. Thank you so much, because it really helps us!

Group 2

'Name' used in transcript	Sex	Age
Gugu	Female	17
Andy	Female	20
Khutso	Female	17
Nomalanga	Female	22
MK	Male	16
Tokollo	Male	17
Ayanda	Male	21
Thoko	Female	17

Group 2, Activity D (Draw talk and write), Embalenhle, 26 August 2017

How do you explain or see hope?

Recorder stopped

F: how do you explain hope, how do you see hope?...so your drawing we are not testing your drawing skills, just put it down, if it's a dot then it's a dot [group giggles]

F: as long as there is something

F: as long as for you this is how you see hope, and then next page you will write this is how I see hope, da da da da... then we move on to the next one

Nomalanga; I don't understand what you are saying, I don't understand you really. We all can't hear, they see them looking down they can't hear.

F: can someone explain more clearly [group giggles]

F: how do you see hope

Nomalanga: hope for what?

F: any hope, hope about anything

Gugu: you see this thing that we were talking about here

Nomalanga: we are still talking about what we were talking about?

Gugu: yes what gives you hope to carry on with life, what gives you hope? Ok faith ke

Nomalanga: yes we have faith; you should have just said that

F: but we also want a drawing so we will start with the drawing and then write

Nomalanga: oho

F; hai people are difficult when they are full, you think better on an empty stomach you just proved that [group giggles... mumbling in the background] eish [group busy with activity]

F: oright...I am coming closer...I think the ones that are still busy will catch us on the way ne...where will we start

Nolomalnga: start for once [addressing to Ayanda] [group giggles...Khotso volunteers to start]

F: ok Khotso...I think for this one you must first say your name so we know because we are recording this we have to listen to the information then write it out verbatim... then just say your name then we know.

Khotso: my name is Khotso... this is [not audible]...this is the book of wisdom so according to me I explain hope as... I see hope as getting knowledge because that is the only way you get wiser and get a direction of where exactly you are going. I see hope as being hungry to learn more so you can be superior coz you are only considered inferior due to lack of knowledge. If you have not seen what other eyes have seen, or read what other sees have read you will not keep on going...uhm....

F: ok hold on are you going to the next one

Khotso: yes

F: let's do the first one first and then...yhoo you jumped the gun...uhm who is next? Any volunteer please... time time time...yes Gugu

Gugu: ok here is my drawing... ok the first drawing is me looking into the mirror, and then I said, I see hope in myself it's always been said that be the change you want to see and it all begins with you, and if not you then who, so I think when I see myself I give myself hope that you know what you are going to make it in life. But then the other one is the bible and the cross, it's my Christian lifestyle so I said my Christian lifestyle gives me hope spiritually, emotionally and physically... and then this one...I said other people's struggles give me hope that there is a better life out there. I really like working with people and I really want to help other people and give them hope, and then the last part I wrote hash tag make a mark, I have this theory, my motto is always make a mark, you see in anything that you do always make a mark, not just nay mark, a positive mark that people are going to remember you by. So people can say there was this child named Gugu, she did this and this and this, I did this because of her. So that is making a mark, I would like the youth of South African can make a mark. That gives me hope that I am going to do that

F: oh wow lovely, thank you Gugu...yes Andy please share yours

Andy:...don't laugh ne...

F: never

Andy: [giggles] here I can say that it represents what I see as hope. Well the sign tells me that there is a greater future for me and I believe in that, and the love I get from my family members and the community members who believe that I can do better, that I can actually do more for myself and for other people that gives me hope. And the love, like the motivation that they have and everything that they told me I take it in mind. I also want to teach other people so that I also I won't be alone. I don't want to be successful alone; I want others to get what they which they want to.

F: and the star?

Andy: it's more like the sun, it's like the love, the trust that people have. They see a star like...they see someone who already has a bright future.

F: and how does that give you hope?

Andy: as I am saying that it motivates me. They believe in me and so I also believe in myself. Whenever I look in the mirror I sometimes wonder what do they see so much with me, the belief that they have with me where does it come from.

F: thank you...

Nomalanga; my voice is gone though [giggles] oh the drawing is a candle: please show the group

Nomalanga: oh... [group giggles] wait what did I say again...what are we talking about

F: your picture how does it explain hope

Nomalanga; oh...I am changing it to they have spoken about everything [group giggles] the candle, the light of the candle shows that people give you hope. When you see people

overcoming the same situation that you are going through but there is a light and you too can overcome, ya ya

F: that's all?

Nomalnga: ya

F: ok thank you... it sounded like you want to say more because you said ya

Nomalnga; oh no [giggles]

F: you paused and you are like ya... ok MK...how do you see hope?...what's that... oh it's a book

MK: for myself I see that you can go to school and read all the books and you will succeed in life. You can even go where you want to and you can even get bursaries anywhere you want to go and live a happy life.

F; ah thank you MK... ok yebo Ayanda you can share your picture with us

Ayanda: ok so I started at school I go to other... [not audible] I was at school then I started finishing school then I got a job and went to work at Sasol. My hope for working at Sasol was you no more about the things at Sasol that I did not know. That hope came since I started working at Sasol. My hope is to have a house, actually to have a company that will have another company... [not audible]... have a nice car [group uhm in agreement]

F: Next... Thokza...

Thokza: how do you see hope, or how you do explain hope

F: let's see your picture so that we ca understand what you are talking about...are those people

Thokza: uh what I am seeing as hope in South Africa is that [not audible] I which that everybody can [not audible] have skills to start their own businesses and make more businesses.

F: so how do you.like...how do you see the hope...by by having more nusinesses, having more businesses that hire more people...is that how you see it?

Thokza: ya

F: and then how do you explain hope, what could you say, what is hope?... [silence] do you explain hope by more jobs?... you don't look like you are here

Thokza: ya people need to be more serious about their studies in order to have more skills, uh start their own businesses.

F: o'right thank you very much... Thoko... [Not audible] you speak so softly

Thoko: I see hope... [Group member interrupts by asking if it's recording]

F: is it recording Thoko

Thoko; I see hope as believing in myself and I have this thing that if someone else can don it what will prevent me... [not audible]

F: thank you very much. Is that all of us?

Thokhoza: yes

F: eish I can't see properly it must be this food. Now that we have eaten we cannot see anything [group laughs]... ok now that we are done with that one will go to the second drawings, then another one then we are done.

F: we want to know what makes it hard or difficult to have hope. Show it with a picture. What makes it hard to have hope for you?... okay [participants got busy with their drawings

Nomalanga: ok here is my drawing...what makes it difficult to hope are the people that we live with. Other people that we live with have given up. And if you have a big version it must start with you and then people will say what do you have that's special and we are from here at Embalenhle so the dreams that we have, ya impossible to happen here, so ya

F: why are they impossible to happen when you are here?

Nomalanga: uhm here there is no one who wants to sponsor us, everyone is thinking for themselves. Like people with business, one person owns business alone, and if you go to find a place you do not find it.

F: ok... is there anything else

Nomalanga: mmm no

F: so you have your people, so basically you are saying that the people are the ones who are making it harder, because now they own a lot of businesses themselves, they can't share, so for you to have hope that just makes it worse.... Andy

Andy: this one is not a drawing

F: oh ok just words, ok

Andy: like as she has said, people have negative attitudes, when you, like tell them what you want in the future, or what you wanna be they question you about how are you going to do it, like what do you have that makes you better. They always have something bad to say. Like even if you are trying, like maybe you say that you want something, it's the same thing because even if you have the certain qualifications you won't get the job, it drains, it's discouraging because they don't want you to succeed. And once they see that you don't pay attention on what they are saying about you they start to say that you think you are better. The judgement come that you are trying to be better, you are no different from us because we all live here.

F: and who are these people, who are they?

Andy: people around the community. There are those that will support you then there are the others who don't believe that you are going to succeed.

F: are they community members are they friends, are they family are they peers?

Andy: there are family members who do not want to see you succeed, without even knowing what you have done. Even the peers, when you are doing something good, they start to also what does she have.

F: ok... thank you Andy...Gugu.. so what makes it hard or difficult for you to have hope?

Gugu: it's not a drawing or anything. I wrote under age, money and other people. Under-age, I think many people do not take me seriously because I am under age, I am not under age but then I am young

F: how old are you

Gugu: 17

F: okay

Gugu: there are things I could do but then

F: like what

Gugu: like organisations, businesses that I really want to do. There was a meeting that was going on right and I really wanted to go there but because [nge] I am like very small it was going to be very acquired that ok this one who invited then here, when you are young you are not taken seriously. Like we all have IDs but we are still treated like we are children

F: who are these people... specifically who are they?

Gugu: mostly its other business people who are already in business, like older people. You see if I can come and say to Shoprite I want to start something like this and this they will tell me to study, finish studying university then come talk to us once you are done with school. This thing I don't want to do it then I want to do it know, at this age. I feel like if I finish first this will hamper me because k ow I want to peruse my dreams. This thing now...so being under age you see... it makes it hard to hope because people don't take you seriously. And then the other one I wrote money...not having money it makes it hard for you to hope, because somethings... they say money makes the world go round sometimes when you don't have money you can't do certain things so it makes it hard for you to cope, so sometimes you need to work first before you can do what you want to do. And then I also wrote other people, the people that discourage you. It can be family members, friends and peers. They don't necessarily discourage you with your career but they discourage you by your self-image, they kill you inside... it can be guys, the girls mostly they make it hard for other girls to to you see. People are the same... our parents.. what kind of a wife will you be doing like this you see... that also does... it makes it harder for you to hope.

F: oright... thank you Gugu... Thoko

Thoko: [speaks softly cannot hear what she is saying] thank you...Khotso

Khotso: it's when I do not have enough resources. That makes me loss hope because I believe that hope only comes from [not audible]...people to learn from and gain more knowledge... if you read more about what you want to do you can see that ok its actually possible, ok this one I can also do it, coz some people might motivate you... when you listen to other people's stories you can see that the little that you have you can survive.... [Not audible]

F: Thakza...

Thokza: what makes it hard to have is...

F: what do we have there?

Thokza: business... uh people in our country are so lazy...when they...they don't want to wake up in the morning and go to school, what they want to do is just to sleep the whole day. And also adults they also do that they don't want to go looking for jobs, when they were young they did not want to go to school. Eh also what makes it difficult is to hope is your family and your peers. All they just say to you is, they will just over say... when you don't succeed at school eh their minds they are just difficult.. eish I don't know how to say this in English

F: yes you can say it in Zulu

Thokza: they will tell you that the family is successful so now what about you, you won't succeed because you are like us

F: sounds to me like discouragement

Thokza: yes

F: Ayanda... what makes it hard or difficult to have hope...let's see you picture

Ayanda: ya it's a village. [Group giggles]...what makes it hard to have hope is to have uh bad friends and bad families

F: what do you mean by bad friends and bad families?

Ayanda: its them coming to you and telling you the wrong things that you see is wrong, but ya we are still going there and know know you are going there. I have a friend, you know my friend will come and say its Saturday lets go and have some... [Group giggles] some drink [giggles] ya alcohol...ya...we still going there but you know mos. The next morning I wake up with a headache and no money [group giggles] [poor audio]

F: last but not least... MK... what makes it had for you to have hope?

MK: peer pressure...friends control us we drop school at a young age, start smoking drugs, drink alcohol all those things

F: so peer pressure for you:

MK: yes

F: what makes the hope stronger... what is that thing that when you lose hope you know it's going to strengthen your hope, or it brings back my hope..... [Singing outside, soccer team]

F: Khotso... yes Khotso...what makes hope strong

Khotso: [Not audible] you become more interested [not audible]....if you have hope I believe you can do anything

F: Thank you Khotso... Thoko... what did you draw Thoko?

Thoko: people

F: oh people ok

Thoko; what makes hope strong is that people

F: ok thatnk you... yes Gugu what makes your hope stronger

Gugu: I set a motto...If you have a motto in life, that will keep you going, because you will know what you want... And the poetry and writing, it helps you to express yourself. And by expressing yourself you discover yourself and by discovering yourself you will know what you want and that gives you. Music gives you hope and direction, and then I said laughter, helping hands also gives you hope and at laughing its spirituality.

F: mmm Andy

Andy: I said ignorance. I ignore people who speak negatively towards me. I choose to, because I know that the things that they are talking about to me won't work for me so I choose to ignore what they are saying. Focus on myself, I know what I want and to get there I have to work for myself and not anyone else, nothing...I believe in myself and I know there are some people who believe in me so those who don't I choose to shut them out of my life, and the motivation that I get from people who are working, I focus on it... [Not audible]

F: Thank you... Nomalanga... bible person

Nomalanga: yes....what makes my hope to be strong is uh...the guidance that we get from the church and from people who understand your situation people who don't speak from the TV things, they talk about things that they are going through... ya

F: thank you... MK... what makes your hope to be strong?

MK: is to... [not audible]... better future...[not audible]....

F: Thank you...yes Ayanda

Ayanda: what makes my hope stronger is to listen to uh...giving me....to hope that I can do that thing so that I don't give up.

F: thank you...last but not least...don't press...Thokza is the one that presses the recorder ne...eish [group giggles]... yes Thokza...please explain whats your picture.

Thokza: uh...what makes my hope stronger is teachers because they are trained... what make hope strong is my confidence, when you can uh...[not audible] put on more effort to become something so you will learn more... and follow his or her steps and what she was doing.

F: ok thank you... thank you very much to everyone who participated. Please make sure that you wrote your name on your sheets of paper

`Group 3 Activity D: Draw and talk, Write and talk

'Name' used in transcript	Sex	Age range
Joyce	Female	25
Minky	Female	19
Philasande	Female	17
Lelo	Female	17
Nkosinathi	Male	21

Preserverance	Male	20
MJ	Male	20
Luyanda	Male	17
Thulani (Co-Facilitator)	Male	20

Facilitator (F): Guys just remember to tell me if you feel like you don't want to ** it is your choice, it's a voluntary **

Joyce: Ya it's hard, we understand**we understand the question.

F: Picture 1, we can talk about it **I'm just going to ask everyone their picture to explain what they draw, all right? Do you want to start or do you want to wait a few more minutes?

Joyce: wait a few minutes. Ok. We only do picture 1 and that it?

F: Yes only picture 1. I'm going to ask to put the recorder close to your mouth; it's a bit noisy around here. Thank you, maybe you can start so long.

Joyce: The reason why I see hope is that Sasol does provide funding for us for education and as we all know education is the key to success and that can help us as a country and that Sasol does get a lot of money from the work they do so that also helps us with job opportunities and also helps with the economy of the country. And then it also has provided us with the infrastructures like clinics and libraries so I do see hope.

F: Ok but what is the one thing that is hope if you had one thing to choose? Or if you had to explain hope will it just be?

Joyce: don't know what to say

F: Is it Sasol?

Joyce: Not for me

F: Not for you, okay, all of those things together is hope for you. No that's fine. Good thank you

Joyce: The reason being is my understanding is that education and the reason why I say education is that educated people is hope to better educate especially the youth and because when the youth is educated you have a bright future

F: yes, yes, ok. Thank you

Participant: ok all right, it's a public transport and burning coals and other job creations besides Sasol

F: just explain those bottom pictures again, the transport and?

Participant: public transport and decreasing burning coals and other job creations besides Sasol. What I have wrote is that you cannot change what is happening by Sasol because we need the money to support our families so what we should do is to stop affecting our communities by burning coal and using so much cars to go to work, there is so many job creation what we can do that can be done.

F: so would you say the hope for you is that there are possible jobs?

Participant: being in Sasol helps much

F: Ok. Good thank you

Nkosinathi: draw a house it's a place where you can live and have family shelter **

F: Yours is just having a place to go to?

Nkosinathi: Yes

F: Okay that is good. You can carry on we will wait for you don't worry – are you ready?

Lelo: No- No I'm not yet

F: Okay

Lelo: It gives hope, it does give a little hope – they do give medical aid but only to permanent employees and they helping getting back to work at the end so this is our lives, we can't replace them. So they to try – there is a bit of hope on what they want to offer. They do have a medical aid access.

F: and if you would have – So hope for you is also still Sasol?

Lelo: Yes, for me it is but I did industrial studies

F: All right, good.

Philasande: I see hope because most of our youngsters the youth are getting educated and Sasol is forcing them at some learnership and in some why looking from now to 20 years to come or 10 years if we grab this opportunity that we have to do this learnership and opportunities will in a way eliminate the level of ** that we have in this community by using the changes we have of studying and working there in the social work.

F: Okay, good.

Participant: [inaudible]

F: Good, thank you. Thulani, do you want to explain yours?

Thulani: uhm, yes, I draw a key the key represents hope. **not to Sasol but to anything

F: Explain to me what this key is unlocking - for you

Thulani: For me this key is unlocking education, higher skilled people, its unlocking higher more businesses no township, more **people more intelligent people.

F: So it's a way to all the opportunities?

Thulani: Yes,

F: Good.

Luyanda: My picture is not that clear, but will try to explain. So Sasol gives us a learnership and they invest more in education. So where there is education there is hope. That is what I want to say.

F: Ok thank you great guys so now if you turn the page you can look at picture 2. Picture 2 is- I want you to draw what you make it hard for you to hope. So what makes hoping hard, and then you can also write a few sentences. Are you tired of drawing?

Participant: No

F: [laughing] ok.

Participant: there, I'm done

F: are you looking for the eraser? Where is the rubber the eraser? Ah there it is. What is your surname? How do you say it? What is the language people speak mostly here? Zulu or Tswana? What is the biggest one? [Talking] can we carry on? Are you guys still busy? Ok. Carry on.

Minky: [talking] what makes it hard for me to have hope is that emissions that the gasses that they do they make the ozone layer weaker and for that reason that cannot be replaced and for that reason it makes it hard for me to have hope. And another thing the industry is mostly dominated by male and people say its because they need physical strength so it's going hard for me as female to find a job in that industry as a woman, and another thing is people has been underpaid so that makes it hard for me to have hope.

F: okay thank you.

Nkosinathi: my picture present there is not enough money. The reason why I've draw this is because in my first picture I've talked about education is the hope the reason why I've drawn this is because there is not money to invest in education that's why it's hard.

F: Ok.

Philasande: For me I've draw a school – what I can say is that there is a lack of information and that's why it's hard for many people, and they have been raised in different places some of their places don't have money to do the things they want to do – ya and the other thing is that Sasol cannot hire people for around here but they do hire from other places and what is hard for us is that so get so much deceases and what is happening is that they do no hire us because of the deceases - ya – and when they do the medical things, I've been working there before – and they do so much checking's, your brain and the lungs and hearing and they forget that it's their fault that we have these things.

F: What do they do when they do the checking?

Philasande: they put you in the scan, when they do the hearing they put earphones

F: do they do that to help you?

Philasande: they want to see that you are healthy,

F: so if you are not healthy?

Philasande: if you are not healthy it's a cut- off to

F: So if you are unhealthy they don't want you to work there

Philasande: yes if you are unhealthy they don't want you to work there.

F: sho, okay

Minky: I draw a ** - basically what makes it hard for me to hope is that our parent's works for retale and at the same time they risk their lives for us and Sasol does not give them enough money.

Minky: I think that makes it difficult for us to have hope is that that all the chemicals that comes out there is affects us deeply and Sasol don't pay any compensation for the people affected they just leave it to that that's why

F: So being unhealthy

Minky: yes, - that's my point

Minky: Okay so what makes it even harder for me to hope is the chemicals that come out there and it really affects us very much and secondly, it's the way the dominate male in that industry, they forget there are other females who is wishing or willing to be in that industrial firm, so they don't consider women actually they just consider only man in that industry and that really- really gives us less hope. And some people will only find them there in their live time it's very hard.

F: Because you don't get that opportunity

Minky: Ya, we get less opportunities than male

F: Okay

MJ: For me what makes it hard to hope is that Sasol has been here for a very long time but still very little improvement in our community and they in a way are not helping us that much as a community, only helping their employees working there with the money that they getting from Sasol and stuff. And it also makes it hard to hope they not meeting us halfway the community they like making programs to educate us about the petrochemical and coming up with strategies to try to eliminate the pollution or how we can participate to help them in the pollution and chemicals that is coming from them.

F: Ok.

MJ: **instead of like Sasol reducing the pollution that they releases they have started another project that runs with coal that transport the coal from Sasol to the other plants so that we can start in to believe in hope. Because that belt also affects our hearing and stuff and its very load.

MJ: I also draw the petrol and the things coming out and is affecting us really a lot because of health and stuff; then they expect us to be always here vibrant, but then they no

F: Okay cool. Thank you guys. Now the last one, the last one what makes your hope stronger? Or what makes your hope more? Or helps you to hope? You can write it, you don't have to write it if you don't you can talk, you can draw or write

F: Don't you want tea or coffee? Would you like a sandwich – any of you guys

F: I would like to ask you about the unity picture – so you painted it. I know, I remember

Participant: Somebody asking – down there? Down there but there is a provision, ya, there is a provision, yes

F: Who would you say created the unity, who would it be?

Participant: Sasol? The youth.

Participant: Is the old people have to go to the ???. You grown up you go to Sasol. Its like... (laughing)

F: Al right- Anyone else. What is Sasol giving back to the future. How do you use ?? How do you

Participant: talking to*** do research ***hard work ***Work hand in hand with Sasol. Probability??

F: and if you do research, where would you do the research – or how would you find out more?

Participant: You must research more about the Petro Chemical through the internet and through the library and talking to other people who are also facing the same problem while living in different countries in the world.

F: Ok, yes – that’s very clever.

Participant : what she say is not so ingenious. We don’t work as*** community ***we should work

F: ***harder to connect to one another

Participant: They can’t say that we*** living right now

F: What do you think would help for you as a community to connect better

Participant: Like - Days like this

F: Having days like this? Getting to know people? Is there any place else where you would connect with people like maybe the church or your school or social media – does it help you

Participant: Ya

F: Ok

Participant: We have study groups

F: You have groups? And then on the groups – do you talk and motivate each other?

Group: Yes

F: alright – that’s very nice - good. And then – if I would to ask you if you could put this picture anywhere – where would it be? This picture of you – being unified.

Participant: Social media still

F: Social media? Do you think that would be the best?

Participant: That would be the best way because most of the teenagers they like social media – it is going to be the best display, I think

F: Sorry, I know it seems like I’m asking the same question – I just want to be clear with everything

F: Hello – welcome

Participant: My group is full of ***

F: *** what is that? What's your name?

Participant: Lou**

F: I'm Salomi

Participant: I'm called Louis

F: Louis – we were doing an activity where they would show with their bodies what makes it ok for them to live here even though they are affected in a negative way. So – would you also like to do that?

Louis: I'm already part of the group and already they did it

F: ok, ok – no that's fine – that's great. Alright, are you guys happy with that. Are there anything else that you would like to tell me about that unity picture

F: Ok – next one. Are you guys tired already?

Group: No

F: I'm going to give you a piece of paper and I also want you to answer or to draw what makes it ok for you to be here, to stay here even though you are affected in a negative way. So it's the same question, but you are going to answer it in a picture. So you can draw anything that makes it ok for you – that helps you even though you are affected negatively. Ok. Then also I have I have pencils so when you're done with your drawing you just write a few sentences about what does your drawing mean but I will also give you time to explain to me. Right.

Participant: [Native language]

F: So you will see on the paper the question what or who, it can be someone or something that makes it ok for young people (you guys) for the Petro Chemical Industry that affect your life negatively. Ok. And Remember, it doesn't matter how you draw, nobody is going to look at it, it's just for you to tell me. Ok – so no one is going to judge your drawing. And then at the top there is says participant. Finish you tea, then you come take a page, you write you name and you draw a picture and if you have any questions, please ask. And then the crayons are put here. I see that yes.

Participant: [Talking, native language]

F: You guys can start if you want - use a chair as a kind of table; place it in front of you.

Participant: [Talking in the background native language]

F: so just write your name, take pencils back here and draw your story.

Participant: [Talking in the background, drawing]

F: Thank you, thank you. Joyce, are you fine with what you need to do now?

Joyce: Yes, what should we do?

F: draw, it's the same question that we did last time; it's what is okay like for you guys to live here even though you are negatively affected. You can draw something it doesn't have to be** it can be anything it can just be simple. ** Remember what we saying**

Participant: [inaudible] [native language]

F: Joyce what makes it okay for you even though there is **

Participant: I got something in mind, joy

F: Explain to me so that I can help you

Participant: Sasol opens job opportunities and gives out **and also those people who is those who is least fortunate can come**so when what way do I draw?

F: I can't give you the answer otherwise you draw what I tell you and not really want you want to

Participant: can you give me a hint [laughing]

F: Maybe you can make a sign like for Sasol, make one for money or hand with logo. Oh ok. And then you can explain it.

Participant: [Native language]

F: Alright uhm, it doesn't have to be a lengthy discussion if you can just tell me** I just wanted you to share with me the most important answer for you to the group so you don't have to tell everything or read everything you can keep it short. If you want to read everything your can. I'm also going to pass this along –is it ok?- will you be willing to start. Yes – yes – you just need to say what your picture represent

Thulani: My picture is a boy playing soccer. Ok. Soccer has played a big role in our upbringing like sports. You know, it keeps us alive although the petrochemical is ** you are still alive you are still now exercising as young children as young people we are still healthy. Ya that's my picture.

F: Ok. Good.

Participant: My picture tells us that Sasol as I said before, it does provide us with jobs, our parents with opportunities to provide us with the things we really need such as proper education and proper housing.

F: So Sasol is for you the thing that actually helps you?

Participant: Yes

Participant: My picture, the first picture, shows a person with money in the pocket and the building is a school - because sometimes Sasol sponsor school to get new classes- sometimes they must sponsor a computer centre in a school.

Participant: Ok. I will choose family values. The family. To give me the correct path and help me to follow my heart.

F: Don't you want to say anything else about your other thing.

Participant: uh, the other thing I will say education. It helps me to communicate and the important of learning different things.

Participant: My drawing is about or my drawing is basically about a person smiling especially shows that I'm trying to show that when my parents are actually going to work thee actually enjoy and actually explore new things so shows us to how to move in life and plan new things.

F: So your parents going to work make you feel, it motivates you?

Participant: Ya, **as you can see guys this is a house, something that Sasol provides us with,**something that they provides for us houses that they **

F: So Sasol that is providing helps you, that the thing that keep you okay?

Participant: Yes, that is the thing that keeps me ok in all of this especial.

Participant: My drawing, this place where we at, Sasol club, it plays a huge role to us. We usually come here to do the sport of our choices. Some of us come here to exercise.

F: Okay good. Ok

Lelo: So in my picture there is a book. This book represent that Sasol donates library books to our schools and also build laboratories for science students to do their practices and there – and here I have a picture of a girl holding a key. This key shows that this girl has studies somewhere and has a bright future in a way because Sasol has provided with bursaries', leadership and old that thing. Here is a university, the University of Pretoria [Laughing] because Sasol gives us bursaries' to study at a University of our choice or stuff – and provide funding and also those things for people who want to start their businesses and all those things.

F: Okay good, thank you

Participant: Okay, I have two points. It's a positive and a negative about Sasol. Okay Sasol has opened many opportunities for young students – upcoming students, but unfortunately it's a negative one because it only chooses the ones that did Physics Maths only and in a positive one it also gives out food parcels, uniforms, school shoes to the less fortunate yeah that is a the positive one.

F: Okay so which one helps you to be ok

Participant: That it gives to the less fortunate the positive one

F: Okay great, thank you everyone.

Group 4

'Name' used in transcript	Sex	Age
Sibusiso	Male	23 years
Tshepo	Male	19 years
Carol Mcosi	Female	18 years
Lunga	Female	19 years
Quphza	Male	15 years
Lwande	Female	22 years
Brute	Male	16 years
Siyabonga	Male	18 years

Group 4, Activity D, Embalenhle, 26 August 2017

F:

I think finish your sentences, then we can start so long. Who wants to start? Just to explain what we wanted – how do you experience or how do you explain hope? I'm going to take the picture as well. Do you want to start? Just say your name before you start speaking.

Lwande:

This is Lwande. I drew a tunnel and a light bulb at the end of it. So basically what this means for me is, in life nothing goes on forever. Everything eventually comes to an end, so even if you go through a tunnel it's dark, it's long, but eventually it will end and then you'll see the light again. So for me that is hope, knowing that in life, whatever situation you're going through it will eventually come to an end – that's what hope basically is for me. And for me, living in a petro-chemical industry, well, I'm not going to dwell much on that because yes, I live in a petro-chemical affected industry, but it doesn't define me, so I look beyond it. Yes. So that's what gives me hope and that is how I explain hope.

F:

That's beautiful. Thank you very much. That's really, really beautiful. Who wants to go next? Lunga?

Lunga:

I'm Lunga. I draw the school because it is the one that gives me hope, because I find teachers there who gives out free advices, telling us education is the is the way to success and the keys that opens closed doors. At least when you're at school you know the good impact of going there and come out with good marks and that, I'll be able to get some bursaries and... yeah.

F:

It's about your future.

Lunga:

Yes.

Carol:

Okay, mine is similar to hers. Carol here. I drew a picture of a school. As one, what gives me hope is having a concrete education, relating to me having at least matric, followed by a diploma, a degree. At least when I have education I know I can be something in this world. Yeah.

F:

Thank you very much. Who wants to go next? Tshepo? Do you want to? Or are you still busy? Okay Tshepo. How do you see hope?

Tshepo:

In my hope it's me and my family, we are together. We are happy and free and shall be together forever and forever. That's how I won't lose hope.

F:

Okay, so hope to you is your family.

Tshepo:

Hope to me is my family, to be free. A happy life. And also, we don't pretend, love each other – that's how we build hope. But if I shall say, it's me and my family, but at the same time I pretend as if I love them but I don't love them, which means I don't know what is hope; but what I hope for, I want to have a better future. It's what I hope for, but I don't know what hope.

F:

And if you say better future, can you maybe just give me an example, any example of a better future?

Tshepo:

A better future, neh, I want to find a better job. When I find that job, even though I get paid I can buy a house. After buying that house I buy a taxi. You know why I buy that taxi? It's because I'm not alone. I've got my own family. If maybe we're supposed to go to (*not clear #03:29:54*) I shall put them inside the taxi and go together and ride. I wouldn't hire something from (*not clear #-03:30:03*), as I'll do it myself. If I want that...

(Female voice:)

But in the papers.

Tshepo:

Yeah, I want to find a job and that job will satisfy my heart, is when I gain hope.

F:

Anything else?

Tshepo:

Okay.

F:

Thank you, Tshepo. Who wants to go next? You, Siya.

Siya:

What gives me hope is waking up every day, see my family, going to school, trying to make a better life for myself because one thing my grandfather told me, wake up every day and see that day as a new way to make your life better. That's why I keep going to school, learn whatever I have to learn to make my life better. The thing I'd like to do as myself, I'd just like to get a good job that satisfies - just like he said - take out my family from where they are right now, put them in a better place. Getting out of this petro-chemical environment – that's what gives me hope.

F:

Thank you very much Siya. Just say your name before you start.

Brute:

I'm Brute. What gives me hope is God. I believe God is hope.

F:

So to you it's your religion.

Brute:

Yes, yes.

F:

And can you give me an example? Just explain it a little bit more to me.

Brute:

I believe I can do anything, like hustle or just try hard to be the person I want to be, but without God I cannot succeed. So God is hope to me.

F:

Thank you very much. Sibusiso? What is hope to you, Sibusiso?

Sibusiso:

My hope is to find job so that I can provide my family.

F:

So, just provide your family with...

Sibusiso:

With anything they want.

F:
With all their need.

Sibusiso:
Yes.

F:
Thank you. Is there anything you think that... okay, let's do the next question rather. The next question...

(Female voice:)
Quphza.

F:
Oh sorry, I forgot about you.

Quphza:
No problem. Okay, firstly I would like to define hope according to my understanding. Hope is the light at the end of the tunnel when everything around you is dark. I get hope from education and the sponsorship from Sasol. Sasol sponsors scholarship and helps us with infrastructure, so at school I study hard so that I can be *(not clear #03:34:00)*.

F:
Thank you. Okay, thank you very much guys. The next question is another drawing and the next question is: What makes it hard for you to hope? What stands in the way of your hope? What is it that makes it really, really difficult to hope, to have hope? That is the second one – picture 2. So you must draw now what is it that stands in your way, what makes it difficult for you to hope? That hope that you just said you have, the hope you have. What is it that must stand in your way or makes it difficult for you to hope? You're hopeful, but then this happens and you're like, you don't have hope anymore. So what is it that makes it difficult to hope? And just again a picture please and then a couple of sentences.

(Participants do exercise.)

F:
Lwande, what makes it hard for you to hope?

Lwande:
I'm Lwande, and what makes it hard for me to hope is basically the obstacles thrown by life at me. Obstacles in the form of people, rejection and failure. You know, people tend when they see you go forth, they tend to come with those negative energy, telling you things just so you can quit – and all of that is what makes it difficult for me. I've drawn this person with person horns, so this person represent negative people in my life, which tend to be an obstacle that makes it difficult for me to hope. And this brick wall on the road, all of this space is the road that I've travelled, pushing this brick which is my obstacle in life, of which... to show that life is not easy and there'll always be obstacles to challenge you. So that's what makes it difficult for us.

F:
So you gave the example of negative people.

Lwande:

Yes.

F:

Do you have other examples of obstacles?

Lwande?

Other examples, it can be rejection. Yes, in terms of maybe when you're trying to get a job and you constantly keep trying and constantly being rejected – that brings doubt and makes it hard for you to hope even when you get another opportunity, yes.

F:

Thank you very much. Who wants to go next? Lunga. What makes it difficult for you to hope?

Lunga:

To me it's teachers, because they were the one who pops in my head, yeah. Your teachers, because when you make a (silly? #03:47:06) mistake, one of the teachers will tell you, you'll remain here, you will not pass, next year it will be your 11 A squared, which makes it hard so that, yeah, to think that next year I'll be doing Grade 12 and she's telling me that I'll be doing 11 A Squared next year. Yeah.

F:

Do you think it would make a difference for you if you had more positive teachers then, you know, encouraging you? Would that make you more hopeful if you get encouragement instead of...?

Lunga:

Yes, it will help if I get encouragement, yes.

F:

Okay. Thank you. Do you want to go next? Carol?

Carol:

Well, having no money to fund my studies may give me a lack of confidence, lack of faith, lack of hope. And another thing, it's negative people around us because they can't do this, choose another thing blah-blah-blah. And also failure (*not clear 03:48:43*) in a very bad way because as I fail my Grade 12 today I'll be like, even if I go next year I'm still going to fail because there'll be less information, I won't be going to school to try and build (*not clear 03:49:01*) which we... I have to do it on my own. So yeah, that's all.

F:

School funds. Okay. And who wants to go next? Siya. What makes hope difficult for you?

Siya:

I'd say the people around me, because some can say bad things to you and you end up looking back and seeing is what they said true? And if you find out that that's true, you end up losing your confidence instead of trying to build your motivation like no, this is not going to defeat me. But you look back and say, no it's true, then you lose your confidence. Like failure – you fail now and then you keep trying, then you fail again and then you say, I can

get it the next time, sure. But what if next time you try and you're going to succeed? So yeah, the people around you ruins your hope.

F:

Do you have an example of a person that maybe be a bit negative, takes your hope away?

Siya:

Yeah, the teachers at school. For example, you put up your hand in class to answer a question, then you get it wrong, the whole class laughs. Then the teacher also joins the class and tells you that you're stupid, you can't do this, you cannot do that, then you end up losing your confidence.

F:

I can't believe that there are teachers like that. Okay yeah. And other people, the family?

Siya:

No, family encourages you.

F:

Who wants to go next? Quphza, what makes you lose hope?

Quphza:

The only thing that makes me lose hope is when I think of getting the report with a bad mark, yeah.

F:

Why does that make you lose hope?

Quphza:

It makes me lose hope because I think I might be in the same grade next year.

F:

In other words, not going forward. Yeah.

Quphza:

And it affects me because I always think that how my parents look at me by telling me to study harder.

F:

Okay, so you don't want to disappoint them. Does that take your hope away?

Quphza:

Yes.

F:

Anything else? You want to go, Tshepo? Let's take a picture of your picture. Okay, Tshepo, what is it that makes your hope become less?

Tshepo:

What makes you lose hope, neh?

F:

Yeah.

Tshepo:

Smoking, drinking. Drinking in public might ruin your hope. Talking too much might make your hope hard.

F:

Okay, explain that to me, Tshepo. How does talking too much takes your hope away? Just explain it to me.

Tshepo:

Sometimes, neh, as we are writing right now, they're asking us about our hopes and what we hope for. You might write it, you might find some ideas you thought, okay, I'll put these and say this is what I hope for. What you are talking you say, I hope for this. But when the times goes on, what you said you'll find a better idea than that one you said. So by talking, sometimes you're going to talk – my dad told, you won't reach your dream. So, to have hope you mustn't stay with people who talk too much and talk foolish things – they'll make you lose your hope and forget who you are and where you're from. Those people can make you lose yourself, and stay away from people who gossip. And also, this one will make you lose your hope, make you gossip, you understand?

F:

Yeah.

Tshepo:

Instead of having hope you lose hope, you're gossiping, you understand? Because for example, you and your friend, you say, hey friend, my friend he did this and this and this. But this one they're going to say to you, friend, you heard somewhere, somehow they're giving learnership – that person brings back your hope and this one...

F:

Takes it away.

Tshepo:

Takes it away. That's how life it is.

F:

And the drinking and the...

Tshepo:

When you drink, neh, your hope... how can I say it? Other people they've got hope... how will I put it? No-one knows what is hope, but what I say is this: if you have money, money can bring back your hope, but that money for that particular time you have it, you're going to misuse it by doing what? By drinking. When you drink is when you lose and when that money's gone and the hope is gone. When you still have got that money your hope is still alive, you understand? So by drinking it's not good, because when you drink you lose control. You also forgot still who you are, where you're from. You only lose by drinking. By smoking you kill your hope by killing your lungs, by killing your mind-set, by killing your brain cells. Because what is important, when you lose your brain cells is when you lose who you are.

F:

Thank you very much, Tshepo. Anything else, Tshepo? Nothing else. Who didn't go? Sibusiso. What makes you...?

Sibusiso:

Because some of my friends tell me that I cannot work because I have epilepsy. What if I collapse at work or get injured?

F:

So it's people discouraging you.

Sibusiso:

Yes.

F:

Thank you very much. That's everybody, hey?

(Female voice:)

Brute.

F:

Oh no.

Brute:

What makes you lose hope is negative thoughts.

F:

Yes? Negative thoughts?

Brute:

Yes.

F:

Like, just give me an example.

Brute:

Like when you think about maybe you want to be a doctor and think again and you're like (*sighs*), ah, being a doctor doesn't suit me – negative thoughts. Negative thoughts make you lose hope.

F:

Thank you very much. Okay guys, our last question, the last picture. Picture 3. The question is basically, what makes your hope more? We spoke about what takes your hope away and now I just want to know, what makes your hope more? What gives you more hope?

(Participants doing exercise.)

F:

I think we're going to star here and then just go around. It's just quicker, and then you just pass the recorder on. Is it okay? What is it that makes your hope stronger?

Tshepo:

My family makes my hope stronger because they always encourage me to look forward to my future and they always tell me that I have a bright future ahead of me. Then they make sure that they give everything (*not clear #04:05:28*).

F:

They have to (*too soft #04:05:27*) Thank you very much. Lwande, what is it that makes your hope stronger?

Lwande:

Yeah, I'm Lwande. What makes my hope stronger is the people around me. Basically they encourage me. I'm this person, when I grow up I was always praised at home for being a good girl. So, that grew in me. So, the more people encourage me, the more I do more and uhm, what makes my hope stronger is the fact that when I do something I'm rewarded for it and actually reaping the fruits of what I do also makes my hope stronger, to the fact that I am able to do even better than our dad. Yes.

F:

Thank you. Sibusiso, what makes your hope stronger?

Sibusiso:

Because my family give me the thought that I can do everything, that's how I want for my life, for my friend.

F:

(*Too soft #04:07:14*) Family encourages you, keeps you happy. Thank you. Lunga, what makes your hope stronger?

Lunga:

I'm Lunga. My dad he makes my hope go stronger, because he grew up in a family where they had no money, but he went to school and made things possible without money. If he can make things possible without money, I can also make things possible, because he learnt with a bursary because of his skills.

F:

Okay. Carol, what makes your hope stronger?

Carol:

Well, it's God. I understand one thing about me being on this earth; so according to God's Word I came to this earth for a purpose, so I'm here to serve a purpose. God's love keeps me going and the quote from what I'm saying that I came for a purpose here, it's in Jeremiah 29:11.

F:

What does that say?

Carol:

It says, "For I alone know the plans I have for you, plans to bring you prosperity and not disaster."

F:

Thank you. (*Name not clear/ too soft - #04:09:00*) what makes your hope stronger?

?:

What makes my hope stronger, ama dreams. When I think about my dreams, my hope keeps on getting stronger.

F:

Okay, and is that picture your dreams? Does it represent your dreams, the picture you draw?

?:

Yes.

F:

And can you tell me more about your dreams? What kind of dreams makes you happy?

?:

Like, I want to be a (rep? #04:09:34)

F:

Dreams of the future?

?:

Dreams of the future. Okay, I see myself as your (rep?) but that's only dreams.

F:

Thank you very much. Siya, and you, what makes your hope stronger?

Siya:

What makes my hope stronger is my friends, family and pastor, because they give me advice, they help me build my confidence and self-esteem. They help me become a better person, you know. They tell me not to give up on my dreams, and I don't. I keep pushing forward.

F:

Your pastor, like in your church?

Siya:

Yes, pastor.

F:

What kinds of things would they say?

Siya:

They tell me, stay away from bad people, stay away from smoking, drinking, everything bad. They tell me to keep on my studies and study hard and try to build a better life for myself.

F:

So that makes you hope more.

Siya:

Yes.

F:

Thank you very much. Tshepo, what makes your hope stronger?

Tshepo:

To repeat me, who shall guide you from doing bad things, who shall teach you to live with people?

F:

So it's mostly (*too soft #04:11:02*), encouraging you. Give me an example of something that someone would say.

Tshepo:

In life you've got your own mistake, but yet there is someone who shall tell you this is wrong, you mustn't do it and if you do this you lose. That person has already saved you. But if you don't listen to him, you're already dead by not paying attention. On the other side, if your future, neh, (*not clear #04:11:45*) is to know who you are, what you want. Don't dream of fancy things, just want only one thing, that one that makes you smile.

F:

Thank you very much Tshepo. I appreciate it. Thank you. We've got... it's not an activity for data collection, it's just to end off our afternoon. I'm just waiting for them to come back. We're just going to do one small activity, but that's... Just to end off, we initially said we want you to make up a song that's nothing about today and what you did. But it's not necessary if you don't want to, but if you want to. Otherwise (*too soft #0:4:13:10*) just what did you experience today? What was good or the bad for you? What did you enjoy, what didn't you enjoy, what was good, what sums up? (*Too soft 04:13:30*) can I start with you?

(Female voice:)

Well, for me, what I learnt that some of the questions that you were asking I've been worried about, I never took time and think about how does it affect me and how do I manage to stay (*too soft and noisy #04:13:53-56*) but now I got to learn a couple of things about myself that I never paid attention to. Yes. (*#04:14:08*)

F:

Thank you. And you? (Quphza?), what it makes about the day for you? What did you enjoy, what didn't you enjoy?

Quphza?

(*Inaudible 04:14:28 to 31*)

F:

What did you learn?

Quphza?

Okay, I learnt (*too soft #04:14:35 to 42*)

F:

You Sibusiso, what did you enjoy about today and what did you learn? Did you learn anything? Was it good?

Sibusiso:

(*Inaudible from here onwards to the end - very noisy, no-one speaking into recorder.*)

APPENDIX D - TRANSCRIPTION ANALYSIS

3	Group 4, Activity D, Embalenhle, 26 August 2017	
4	F:	
5	I think finish your sentences, then we can start so long. Who wants to start?	
6	Just to explain what we wanted – how do you experience or how do you	
7	explain hope? I'm going to take the picture as well. Do you want to start? Just	
8	say your name before you start speaking.	
9	Lwande:	
10	This is Lwande. I drew a tunnel and a light bulb at the end of it. So basically	
11	what this means for me is, in life nothing goes on forever. Everything	
12	eventually comes to an end, so even if you go through a tunnel it's dark, it's	
13	long, but eventually it will end and then you'll see the light again. So for me	
14	that is hope, knowing that in life, whatever situation you're going through it	→ Positive mindset
15	will eventually come to an end – that's what hope basically is for me. And for	* Future-orientated
16	me, living in a petro-chemical industry, well, I'm not going to dwell much on	optimism
17	that because yes, I live in a petro-chemical affected industry, but it doesn't	
18	define me, so I look beyond it. Yes. So that's what gives me hope and that is	
19	how I explain hope.	
20	F:	
21	That's beautiful. Thank you very much. That's really, really beautiful. Who	
22	wants to go next? Lunga?	
23	Lunga:	
24	I'm Lunga. I draw the school because it is the one that gives me hope, because	
25	I find teachers there who gives out free advices, telling us education is the is	→ Education
26	the way to success and the keys that opens closed doors. At least when you're	* Teachers
27	at school you know the good impact of going there and come out with good	
28	marks and that, I'll be able to get some bursaries and... yeah.	
29	F:	
30	It's about your future.	
31	Lunga:	
32	Yes.	

33 Carol:
34 Okay, mine is similar to hers. Carol here. I drew a picture of a school. As one,
35 what gives me hope is having a concrete education, relating to me having at
36 least matric, followed by a diploma, a degree. At least when I have education I
37 know I can be something in this world. Yeah.

38 F:
39 Thank you very much. Who wants to go next? Tshepo? Do you want to? Or
40 are you still busy? Okay Tshepo. How do you see hope?

41 Tshepo:
42 In my hope it's me and my family, we are together. We are happy and free and
43 shall be together forever and forever. That's how I won't lose hope.

44 F:
45 Okay, so hope to you is your family.

46 Tshepo:
47 Hope to me is my family, to be free. A happy life. And also, we don't
48 pretend, love each other – that's how we build hope. But if I shall say, it's me
49 and my family, but at the same time I pretend as if I love them but I don't love
50 them, which means I don't know what is hope; but what I hope for, I want to
51 have a better future. It's what I hope for, but I don't know what hope.

52 F:
53 And if you say better future, can you maybe just give me an example, any
54 example of a better future?

55 Tshepo:
56 A better future, neh, I want to find a better job. When I find that job, even
57 though I get paid I can buy a house. After buying that house I buy a taxi. You
58 know why I buy that taxi? It's because I'm not alone. I've got my own
59 family. If maybe we're supposed to go to (not clear #03:29:54) I shall put
60 them inside the taxi and go together and ride. I wouldn't hire something from
61 (not clear #-03:30:03), as I'll do it myself. If I want that...

62 (Female voice:)
63 But in the papers.

64 Tshepo:
65 Yeah, I want to find a job and that job will satisfy my heart, is when I gain
66 hope.

67 F:
68 Anything else?

69 Tshepo:
70 Okay.

71 F:
72 Thank you, Tshepo. Who wants to go next? You, Siya.

→ Education

→ Family

? Family

73 Siya:
74 What gives me hope is waking up every day, see my family, going to school,
75 trying to make a better life for myself because one thing my grandfather told
76 me, wake up every day and see that day as a new way to make your life better.
77 That's why I keep going to school, learn whatever I have to learn to make my
78 life better. The thing I'd like to do as myself, I'd just like to get a good job
79 that satisfies - just like he said - take out my family from where they are right
80 now, put them in a better place. Getting out of this petro-chemical environment
81 - that's what gives me hope.

Family

Education

Future-oriented
optimism

82 F:
83 Thank you very much Siya. Just say your name before you start.

84 Brute:
85 I'm Brute. What gives me hope is God. I believe God is hope.

Religion

86 F:
87 So to you it's your religion.

88 Brute:
89 Yes, yes.

90 F:
91 And can you give me an example? Just explain it a little bit more to me.

92 Brute:
93 I believe I can do anything, like hustle or just try hard to be the person I want
94 to be, but without God I cannot succeed. So God is hope to me.

Religion

95 F:
96 Thank you very much. Sibusiso? What is hope to you, Sibusiso?

97 Sibusiso:
98 My hope is to find job so that I can provide my family.

Employment

99 F:
100 So, just provide your family with...

101 Sibusiso:
102 With anything they want.

103 F:
104 With all their need.

105 Sibusiso:
106 Yes.

107 F:
108 Thank you. Is there anything you think that... okay, let's do the next question
109 rather. The next question...

110 (Female voice):
111 Quphza.

112 F:
113 Oh sorry, I forgot about you.

114 Quphza:
115 No problem. Okay, firstly I would like to define hope according to my
116 understanding. Hope is the light at the end of the tunnel when everything
117 around you is dark. I get hope from education and the sponsorship from Sasol.
118 Sasol sponsors scholarship and helps us with infrastructure, so at school I
119 study hard so that I can be (not clear #03:34:00).

→ Sasol
→ Education

120 F:
121 Thank you. Okay, thank you very much guys. The next question is another
122 drawing and the next question is: What makes it hard for you to hope? What
123 stands in the way of your hope? What is it that makes it really, really difficult
124 to hope, to have hope? That is the second one – picture 2. So you must draw
125 now what is it that stands in your way, what makes it difficult for you to hope?
126 That hope that you just said you have, the hope you have. What is it that must
127 stand in your way or makes it difficult for you to hope? You're hopeful, but
128 then this happens and you're like, you don't have hope anymore. So what is it
129 that makes it difficult to hope? And just again a picture please and then a
130 couple of sentences.

131 (Participants do exercise.)

p.6 132 F:
133 Lwande, what makes it hard for you to hope?

134 Lwande:
p.6 135 I'm Lwande, and what makes it hard for me to hope is basically the obstacles
136 thrown by life at me. Obstacles in the form of people, rejection and failure.
137 You know, people tend when they see you go forth, they tend to come with
138 those negative energy, telling you things just so you can quit – and all of that is
139 what makes it difficult for me. I've drawn this person with person horns, so
140 this person represent negative people in my life, which tend to be an obstacle
141 that makes it difficult for me to hope. And this brick wall on the road, all of
142 this space is the road that I've travelled, pushing this brick which is my
143 obstacle in life, of which... to show that life is not easy and there'll always be
144 obstacles to challenge you. So that's what makes it difficult for us.

→ Other people

145 F:
146 So you gave the example of negative people.

147 Lwande:
148 Yes.

149 F:
150 Do you have other examples of obstacles?

p.6 151 Lwande?
152 Other examples, it can be rejection. Yes, in terms of maybe when you're
153 trying to get a job and you constantly keep trying and constantly being rejected

→ Other people
(rejection)

154 — that brings doubt and makes it hard for you to hope even when you get
 155 another opportunity, yes.

156 F:
 157 Thank you very much. Who wants to go next? Lunga. What makes it difficult
 158 for you to hope?

159 Lunga:
 160 To me it's teachers, because they were the one who pops in my head, yeah.
 161 Your teachers, because when you make a (silly? #03:47:06) mistake, one of
 162 the teachers will tell you, you'll remain here, you will not pass, next year it
 163 will be your 11 A squared, which makes it hard so that, yeah, to think that next
 164 year I'll be doing Grade 12 and she's telling me that I'll be doing 11 A
 165 Squared next year. Yeah.

166 F:
 167 Do you think it would make a difference for you if you had more positive
 168 teachers then, you know, encouraging you? Would that make you more
 169 hopeful if you get encouragement instead of...?

170 Lunga:
 171 Yes, it will help if I get encouragement, yes.

172 F:
 173 Okay. Thank you. Do you want to go next? Carol?

174 Carol:
 175 Well, having no money to fund my studies may give me a lack of confidence,
 176 lack of faith, lack of hope. And another thing, it's negative people around us
 177 because they can't do this, choose another thing blah-blah-blah. And also
 178 failure (not clear 03:48:43) in a very bad way because as I fail my Grade 12
 179 today I'll be like, even if I go next year I'm still going to fail because there'll
 180 be less information, I won't be going to school to try and build (not clear
 181 03:49:01) which we... I have to do it on my own. So yeah, that's all.

182 F:
 183 School funds. Okay. And who wants to go next? Siya. What makes hope
 184 difficult for you?

185 Siya:
 186 I'd say the people around me, because some can say bad things to you and you
 187 end up looking back and seeing is what they said true? And if you find out
 188 that that's true, you end up losing your confidence instead of trying to build
 189 your motivation like no, this is not going to defeat me. But you look back and
 190 say, no it's true, then you lose your confidence. Like failure — you fail now
 191 and then you keep trying, then you fail again and then you say, I can get it the
 192 next time, sure. But what if next time you try and you're going to succeed?
 193 So yeah, the people around you ruins your hope.

p.4

p.3

p.8

Self-doubt

Other people (Teachers)

Funding

Other people

Self-doubt

Other people

Self-confidence

194 F:
195 Do you have an example of a person that maybe be a bit negative, takes your
196 hope away?

p.8 197 Siya:
198 Yeah, the teachers at school. For example, you put up your hand in class to
199 answer a question, then you get it wrong, the whole class laughs. Then the
200 teacher also joins the class and tells you that you're stupid, you can't do this,
201 you cannot do that, then you end up losing your confidence.

→ Other people
→ Self-confidence

202 F:
203 I can't believe that there are teachers like that. Okay yeah. And other people,
204 the family?

205 Siya:
206 No, family encourages you.

207 F:
208 Who wants to go next? Quphza, what makes you lose hope?

p.5 209 Quphza:
210 The only thing that makes me lose hope is when I think of getting the report
211 with a bad mark, yeah.

→ Self-doubt

212 F:
213 Why does that make you lose hope?

p.5 214 Quphza:
215 It makes me lose hope because I think I might be in the same grade next year.

→ Self-doubt

216 F:
217 In other words, not going forward. Yeah.

p.5 218 Quphza:
219 And it affects me because I always think that how my parents look at me by
220 telling me to study harder.

→ Self-image

221 F:
222 Okay, so you don't want to disappoint them. Does that take your hope away?

223 Quphza:
224 Yes.

225 F:
226 Anything else? You want to go, Tshepo? Let's take a picture of your picture.
227 Okay, Tshepo, what is it that makes your hope become less?

228 Tshepo:
229 What makes you lose hope, neh?

230 F:
231 Yeah.

p-2 232 Tshepo:
 233 Smoking, drinking. Drinking in public might ruin your hope. Talking too
 234 much might make your hope hard.

235 F:
 236 Okay, explain that to me, Tshepo. How does talking too much takes your hope
 237 away? Just explain it to me.

p-2 238 Tshepo:
 239 Sometimes, neh, as we are writing right now, they're asking us about our
 240 hopes and what we hope for. You might write it, you might find some ideas
 241 you thought, okay, I'll put these and say this is what I hope for. What you are
 242 talking you say, I hope for this. But when the times goes on, what you said
 243 you'll find a better idea than that one you said. So by talking, sometimes
 244 you're going to talk – my dad told, you won't reach your dream. So, to have
 245 hope you mustn't stay with people who talk too much and talk foolish things –
 246 they'll make you lose your hope and forget who you are and where you're
 247 from. Those people can make you lose yourself, and stay away from people
 248 who gossip. And also, this one will make you lose your hope, make you
 249 gossip, you understand?

250 F:
 251 Yeah.

p-2 252 Tshepo:
 253 Instead of having hope you lose hope, you're gossiping, you understand?
 254 Because for example, you and your friend, you say, hey friend, my friend he
 255 did this and this and this. But this one they're going to say to you, friend, you
 256 heard somewhere, somehow they're giving learnership – that person brings
 257 back your hope and this one...

258 F:
 259 Takes it away.

260 Tshepo:
 261 Takes it away. That's how life it is.

262 F:
 263 And the drinking and the...

264 Tshepo:
 265 When you drink, neh, your hope... how can I say it? Other people they've got
 266 hope... how will I put it? No-one knows what is hope, but what I say is this: if
 267 you have money, money can bring back your hope, but that money for that
 268 particular time you have it, you're going to misuse it by doing what? By
 269 drinking. When you drink is when you lose and when that money's gone and
 270 the hope is gone. When you still have got that money your hope is still alive,
 271 you understand? So by drinking it's not good, because when you drink you
 272 lose control. You also forgot still who you are, where you're from. You only
 273 lose by drinking. By smoking you kill your hope by killing your lungs, by

→ Self
(substance
abuse)

→ Other people
Negativity

→ Funding &
resources

→ Self (substance
abuse)

274 killing your mind-set, by killing your brain cells. Because what is important,
275 when you lose your brain cells is when you lose who you are.

276 F:
277 Thank you very much, Tshepo. Anything else, Tshepo? Nothing else. Who
278 didn't go? Sibusiso. What makes you...?

279 Sibusiso:

p.1 280 Because some of my friends tell me that I cannot work because I have
281 epilepsy. What if I collapse at work or get injured?

282 F:
283 So it's people discouraging you.

284 Sibusiso:
285 Yes.

286 F:
287 Thank you very much. That's everybody, hey?

288 (Female voice:)
289 Brute.

290 F:
291 Oh no.

292 Brute:
293 What makes you lose hope is negative thoughts.

294 F:
295 Yes? Negative thoughts?

296 Brute:
297 Yes.

298 F:
299 Like, just give me an example.

p.7 300 Brute:
301 Like when you think about maybe you want to be a doctor and think again and
302 you're like (sighs), ah, being a doctor doesn't suit me -- negative thoughts.
303 Negative thoughts make you lose hope.

304 F:
305 Thank you very much. Okay guys, our last question, the last picture. Picture
306 3. The question is basically, what makes your hope more? We spoke about
307 what takes your hope away and now I just want to know, what makes your
308 hope more? What gives you more hope?

309 (Participants doing exercise.)

310 F:
311 I think we're going to star here and then just go around. It's just quicker, and

Other people
Health

Self-doubt

APPENDIX E - THEMES AND SUBTHEMES AND DATA

Theme	Subtheme	Quote/Data	Where to find it
Community influence	Society	Okay what makes it difficult for me is how people think and not trying to break the cycle or discourage people hoping for a better future because people have this thing to go to school be an artisan and go back to Sasol. Your children will do that, your mother does that, your great grandchildren will do that. That kills my hope for me. This brick wall represents people not moving from their comfort zone because they know I have to do.	2, 1, 4, 111 - 115
		Okay what makes it difficult to hope is that um the society around us, they have a negative influence on our perception on how they think. Rather than motivating us to actually have a brighter future, do better, they create a barrier for us not to have the brighter future that influences us in a negative way.	4, 1, 4, 123 - 126
		Basically, it's the people who are around you that basically affect you. For example you may hope or believe that you are going somewhere, what you are doing now is pushing yourself to something bigger and better and then the people who are around you or next to you or actually on the same journey as you don't actually have the same vision, they actually believe there are others who are on the same journey you are on that have not made it. So, what makes you different. So that's what makes it difficult to hope.	6, 1, 5, 146 - 151
		Its society.	7, 1, 5, 160
		Its people who accepted failure and now they try to influence the future to also fail and not achieve their goals in a certain way.	4, 1, 5, 161 - 162
		ok here is my drawing...what makes it difficult to hope are the people that we live with. Other people that we live with have given up. And if you have a big vision it must start with you and then people will say what do you have that's special and we are from	4, 2, 4, 134 - 138

	here at Embalenhle so the dreams that we have, ya impossible to happen here, so ya	
	uhm here there is no one who wants to sponsor us, everyone is thinking for themselves. Like people with business, one person owns business alone, and if you go to find a place you do not find it.	4, 2, 4, 140 - 142
	like as she has said, people have negative attitudes, when you, like tell them what you want in the future, or what you wanna be they question you about how are you going to do it, like what do you have that makes you better. They always have something bad to say.	2, 2, 5, 151 - 154
	people around the community	2, 2, 4, 162
	mostly its other business people who are already in business, like older people.	1, 2, 6, 185 - 186
	And then I also wrote other people, the people that discourage you. It can be family members, friends and peers	1, 2, 6, 196 - 197
	Ya it's a village. What makes it hard to have hope is to have uh bad friends and bad families	9, 2, 7, 228 - 229
	I'm Lwande, and what makes it hard for me to hope is basically the obstacles thrown by life at me. Obstacles in the form of people, rejection and failure. You know, people tend when they see you go forth, they tend to come with those negative energy, telling you things just so you can quit – and all of that is what makes it difficult for me. I've drawn this person with person horns, so this person represents negative people in my life, which tend to be an obstacle that makes it difficult for me to hope.	6, 4, 4, 135 - 141
	To me it's teachers, because they were the one who pops in my head, yeah. Your teachers, because when you make a silly mistake, one of the teachers will tell you, you'll remain here, you will not pass,	4, 4, 5, 160 - 162
	And another thing, it's negative people around us	3, 4, 5, 176
	I'd say the people around me, because some can say bad things to you and you end up looking back and seeing is what they said true	8, 4, 5, 186 - 187

		So yeah, the people around you ruins your hope.	8, 4, 5, 193
		Yeah, the teachers at school. For example, you put up your hand in class to answer a question, then you get it wrong, the whole class laughs. Then the teacher also joins the class and tells you that you're stupid, you can't do this, you cannot do that, then you end up losing your confidence.	8, 4, 6, 198 - 201
		So, to have hope you mustn't stay with people who talk too much and talk foolish things – they'll make you lose your hope and forget who you are and where you're from. Those people can make you lose yourself, and stay away from people who gossip.	2, 4, 7, 244 - 248
	Friends and peers	ok here is my drawing...what makes it difficult to hope are the people that we live with. Other people that we live with have given up.	4, 2, 4, 134 - 135
		there are family members who do not want to see you succeed, without even knowing what you have done. Even the peers, when you are doing something good, they start to also what does she have.	2, 2, 5, 166 - 168
		And then I also wrote other people, the people that discourage you. It can be family members, friends and peers.	1, 2, 6, 196 - 197
		Eh also what makes it difficult is to hope is your family and your peers.	9, 2, 6, 219
		what makes it hard to have hope is to have uh bad friends and bad families	7, 2, 7, 228 - 229
		peer pressure...friends control us we drop school at a young age, start smoking drugs, drink alcohol all those things	5, 2, 7, 238 - 239
		Yeah, the teachers at school. For example, you put up your hand in class to answer a question, then you get it wrong, the whole class laughs.	8, 4, 6, 198 - 199
		Because some of my friends tell me that I cannot work because I have epilepsy.	1, 4, 8, 280 - 281
	Family	ok here is my drawing...what makes it difficult to hope are the people that we live with. Other people that we live with have given up. And if you have a big vision it must start with you and then people will say what do you have that's special and we are from	4, 2, 4, 134 - 138

		here at Embalenhle so the dreams that we have, ya impossible to happen here, so ya	
		And then I also wrote other people, the people that discourage you. It can be family members, friends and peers	1, 2, 6, 196 - 197
		Ya it's a village. What makes it hard to have hope is to have uh bad friends and bad families	9, 2, 7, 228 - 229
		there are family members who do not want to see you succeed, without even knowing what you have done. Even the peers, when you are doing something good, they start to also what does she have.	2, 2, 5, 166 - 168
		Eh also what makes it difficult is to hope is your family and your peers.	9, 2, 6, 219
		Negative thoughts makes it hard for me. Because hope tells me what is going to happen. And negative thoughts argues or disagrees with what hope tells me.	7, 1, 4, 108 - 109
Self	Self-image and self-confidence	They say if for an example myself, I get good marks, when I study whatever society tells us. You a nerd you are not living life. They have that negative influence on us and if you have a rather weak mind you will get influenced by it.	4, 1, 4, 130 - 131
		I wrote under age, money and other people. Under-age, I think many people do not take me seriously because I am under age, I am not under age but then I am young	1, 2, 5, 171 - 173
		It can be family members, friends and peers. They don't necessarily discourage you with your career but they discourage you by your self-image, they kill you inside... it can be guys, the girls mostly they make it hard for other girls to to you see.	1, 2, 6, 197 - 200
		I'm Lwande, and what makes it hard for me to hope is basically the obstacles thrown by life at me. Obstacles in the form of people, rejection and failure.	6, 4, 8, 135 - 136
		Other examples, it can be rejection. Yes, in terms of maybe when you're trying to get a job and you constantly keep trying and constantly being rejected – that brings doubt and makes it hard for you to hope even when you get another opportunity, yes.	6, 4, 4 -5, 152 - 155
		And also, failure in a very bad way because as I fail my Grade 12 today, I'll be like, even if I go next year I'm still going to fail because there'll be less information, I won't be going	3, 4, 5, 177 - 181

		to school to try and build which we... I have to do it on my own. So yeah, that's all.	
		you end up losing your confidence instead of trying to build your motivation like no, this is not going to defeat me. But you look back and say, no it's true, then you lose your confidence.	8, 4, 5, 188 - 190
		Then the teacher also joins the class and tells you that you're stupid, you can't do this, you cannot do that, then you end up losing your confidence.	8, 4, 6, 199 - 201
		The only thing that makes me lose hope is when I think of getting the report with a bad mark, yeah.	5, 4, 6, 210 - 211
		And it affects me because I always think that how my parents look at me by telling me to study harder.	5, 4, 6, 219 - 220
		Like when you think about maybe you want to be a doctor and think again and you're like, ah, being a doctor doesn't suit me – negative thoughts. Negative thoughts make you lose hope.	7, 4, 8, 301 - 303
	Self-inflicted health issues	I have a friend, you know my friend will come and say its Saturday lets go and have some, some drink, ya alcohol...ya...we still going there but you know mos. The next morning, I wake up with a headache and no money.	7, 2, 7, 232 - 236
		peer pressure...friends control us we drop school at a young age, start smoking drugs, drink alcohol all those things	5, 2, 7, 238 - 239
		Smoking, drinking. Drinking in public might ruin your hope. Talking too much might make your hope hard.	2, 4, 7, 233 - 234
		By drinking. When you drink is when you lose and when that money's gone and the hope is gone. When you still have got that money your hope is still alive, you understand? So, by drinking it's not good, because when you drink you lose control. You also forgot still who you are, where you're from. You only lose by drinking. By smoking you kill your hope by killing your lungs, by killing your mind-set, by killing your brain cells. Because what is important, when you lose your brain cells is when you lose who you are.	2, 4, 7 - 8, 268 - 275
		Because some of my friends tell me that I cannot work because I have epilepsy. What if I collapse at work or get injured?	1, 4, 8, 280 - 281

Effect of the petro-chemical industry	Self-motivation	And if you find out that that's true, you end up losing your confidence instead of trying to build your motivation like no, this is not going to defeat me. But you look back and say, no it's true, then you lose your confidence. Like failure – you fail now and then you keep trying, then you fail again and then you say, I can get it the next time, sure. But what if next time you try and you're going to succeed?	8, 4, 5, 187 - 192
	Health issues due to the industry	What makes it difficult to hope, is to see people on a daily basis who are sick because of the Sasol industry	2, 1, 4, 118 - 119
		Yeah so basically what makes it hard to hope with the thought that the ozone layer is being depleted every day	3, 1, 5, 142 - 143
		What makes it hard for me to have hope is that emissions that the gasses that they do they make the ozone layer weaker and for that reason that cannot be replaced and for that reason it makes it hard for me to have hope.	2, 3, 3 -4, 85 - 87
		Yes, if you are unhealthy, they don't want you to work there	3, 3, 4, 114
		basically, what makes it hard for me to hope is that our parent's works for retail and at the same time they risk their lives for us and Sasol does not give them enough money.	2, 3, 4, 116 - 118
		I think that makes it difficult for us to have hope is that that all the chemicals that comes out there is affects us deeply and Sasol don't pay any compensation for the people affected they just leave it to that that's why	2, 4, 5, 119 - 121
		I also draw the petrol and the things coming out and is affecting us really a lot because of health and stuff	7, 3, 5, 147 - 148
	Money and funding	uhm here there is no one who wants to sponsor us , everyone is thinking for themselves.	4, 2, 4, 140 - 141
		I wrote under age, money and other people.	1, 2, 5, 171 - 172
And then the other one I wrote money... not having money it makes it hard for you to hope, because somethings... they say money makes the world go round sometimes when you don't have money you can't do certain things so it makes it hard for you to cope , so sometimes you need to work first before you can do what you want to do.		1, 2, 6, 192 - 196	

		and another thing is people has been underpaid so that makes it hard for me to have hope.	2, 3, 4, 90 - 91	
		basically, what makes it hard for me to hope is that our parent's works for retail and at the same time they risk their lives for us and Sasol does not give them enough money.	2, 3, 4, 117 - 118	
		Well, having no money to fund my studies may give me a lack of confidence, lack of faith, lack of hope.	3, 4, 5, 175 - 176	
	Employment and job opportunities		And another thing that makes it difficult to hope is when on a daily basis I keep seeing many people who are unemployed but to have an industry which can employ thousands and thousands of people. So that one which makes it, yeah	1, 1, 4, 119 - 121
			And another thing the industry is mostly dominated by male and people say it's because they need physical strength so it's going hard for me as female to find a job in that industry as a woman	2, 3, 4, 88 - 90
			the other thing is that Sasol cannot hire people for around here but they do hire from other places and what is hard for us	3, 3, 4, 101 - 102
			it's the way the dominate male in that industry, they forget there are other females who is wishing or willing to be in that industrial firm, so they don't consider women actually they just consider only man in that industry and that really- really gives us less hope.	4, 3, 5, 125 - 129
	Poverty	Lack of money for further education	my picture present there is not enough money. The reason why I've draw this is because in my first picture I've talked about education is the hope the reason why I've drawn this is because there is not money to invest in education that's why it's hard.	5, 3, 4, 93 - 96
			Well, having no money to fund my studies may give me a lack of confidence, lack of faith, lack of hope	3, 4, 5, 175 - 176
uhm here there is no one who wants to sponsor us, everyone is thinking for themselves.			4, 2, 4, 140 - 141	
Lack of resources		it's when I do not have enough resources. That makes me loss hope because I believe that hope only comes from people to learn from and gain more knowledge... if you read more about what you want to do you can see that ok its actually possible	3, 2, 6, 205 - 208	

		For me I've draw a school – what I can say is that there is a lack of information and that's why it's hard for many people	3, 3, 4, 98 - 99
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APPENDIX F – CONSENT FORMS

PARTICIPANT INVITATION AND CONSENT FORM – Activity 2 (Young Adults)

We invite you to participate in a project called: *Patterns of Resilience among Youth in Communities that Depend on Oil and Gas Production and Those Coping with Climate Change*.

Who are we?

We are researchers from the University of Pretoria (South Africa), Dalhousie University (Canada), Royal Roads University (Canada) and Khulisa Social Solutions (South Africa). Our contact details are at the end of this letter if you need them.

What are we doing in this project?

Broadly, we want to learn from you (and other people from the Secunda area) what makes it possible for people to be OK in life when they live in communities which are involved in the oil and gas (petrochemical) industry. We will do the same with people living in North American communities which are involved in and challenged by the petrochemical industry. We will use this information to better understand what makes it possible for people to be healthy and to feel good. We want to use this understanding to make it possible for more people who live in communities involved in the petrochemical industry to be healthy and feel good.

The Research Ethics Committee of the Faculty of Education, University of Pretoria has said it is OK for us to do this study (UP 17/05/01). They know we will work carefully using South Africa's and international ethical rules (this is actually called the guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the National Health Research Ethics Council). The committee will maybe want to look at the forms you sign (if you say yes to being in this study) to check that we did everything in the right way.

Why are we asking you to be part of this project?

Because you

1. Are 18-24 years old, *and*
2. Are OK speaking English and can read and write in English, *and*
3. Live in the Secunda area, Mpumalanga, *and*
4. Have been affected (negatively or positively) by the petrochemical industry,
5. Were recommended as a participant for this project by someone working at Khulisa or by a member of the project's Community Advisory Panel.

What do you need to know?

- You can say no. If you say no, there will be no problem, you don't need to give a reason. Even if you say yes now, it is OK for you to change your mind later and stop taking part.

- If something (like drug use) makes it hard for you to understand clearly what this project is about, we will not be able to let you take part.

If you say yes, what will you be asked to do?

You will be asked to participate in a research activity

Date and time	Place	Description
Date: <hr/> Time: <hr/>	Embalenhle Sasol Club	We will ask you (and the other young people in your group) to use an artistic activity (we will give you everything you need to do this) that will help answer the following questions: <ul style="list-style-type: none"> – How does the petrochemical industry affect your life? – Are young men and women affected differently and if so how? – What does it mean for a young person to be OK when the petrochemical industry affects their life in a negative way? – What/who makes it possible for young people to be OK when the petrochemical industry affects their life in a negative way? – Are there differences in what/who makes it possible for young men and women to be OK when the petrochemical industry affects their life in a negative way, and if so how?

We will ask your permission to audio record the above so that we can write down what you say. We will also use video cameras to record what you are saying and doing during the research. We will also take photos of you during the research; we will ask your permission to use your pictures in on social media and on our websites.

What do you get out of this?

We would like to offer you R100 as a token of our appreciation. At the end of this study, a copy of the findings will be made available to you if you would like to have them.

We don't think that you can get hurt physically, but there are some other risks. We explain them below and what we will do to manage them.

Can you get hurt by taking part?

Possible / Probable risks/discomforts	Strategies to minimise risk/discomfort
Speaking English could be tiring or difficult.	If you prefer, you can speak in your home language. We will ask members of the research team or others in your group to translate into English so that the researchers who speak English can also understand.
You will complete the activities on [date] in a group.	Because you will be part of a group, other people will know that you participated and what you said. To try and minimize outsiders knowing what you said, we will agree on group rules (e.g., treating one another respectfully; not talking to others about what specific participants said/did).
If your group chooses to use a video-activity and this video is made public, your community and many other people will know that you participated in the study.	You do not have to take part in the video. Alternatively, if you do want to take part but you don't want other people to identify you, then we can find ways of hiding your face (e.g., by wearing a mask). You can also choose whether your name is added to the credits or list of people who are in the video.

What will happen to what you write or draw or make or say during the study?

We will ask a person/people to listen to the audio-recordings of the activity that you did and type what you and the other participants have said. This person/these people will sign a form in which they promise to keep the recording private (meaning they can't tell anyone anything about what they listen to and type up). Once everything is typed up, the researchers from the University of Pretoria will delete (erase/wipe out) what was recorded.

We (the South African and Canadian researchers working in the project) will study the typed-up version of what you and others said. We will use the information you gave us to finalize a questionnaire that we will ask about 300 young people from the Secunda area to complete. We will also use it to write about what makes it harder and easier for young people to do well in life. We will probably quote what you said/wrote or show the drawings you made when we write about what we learnt from you or when we tell others about what we learnt from you (e.g., at a conference or when we teach students). We will also compare what you tell us with what we have learnt from young people living in Canadian communities which are involved in the petrochemical industry and use this comparison to better understand how young people think about health and about feeling good.

We will keep a copy of what you said in a safe place at the University of Pretoria. We will keep the copies for 10 years. Your name will not be on any of these copies. We will allow university students who have to complete research projects about resilience, adolescents, climate change or communities dependent on petrochemical producing companies to use these copies for their research projects.

Who will see the forms you sign and what happens to them?

Only the researchers from the University of Pretoria will have access to the forms that you sign. They will store these forms for 10 years.

Will it cost you anything to take part in this study?

No, it will not cost you anything. We will pay the cost of the local bus/local taxi that you use to participate in the research activities on _____

Do you have questions to ask? _____

If you have questions you can email Linda Theron at Linda.theron@up.ac.za or phone her at 012 420 6211. You can also contact Mosna Khaile at 0767756180 or email her at Khaile.mosna@up.ac.za

You can contact the chair of the Research Ethics Committee, Prof Liesel Ebersohn on (012 422 2337) if you have any concerns or complaints that have not been adequately addressed by the researcher.

You will receive a copy of this information and consent form for your own records.

Thank you very much for considering our invitation!

Linda and Mosna

Declaration by participant

By signing below, I [full name] agree to take part in a research study named: *Patterns of Resilience Among Youth in Communities that Depend on Oil and Gas Production and Those Coping with Climate Change.*

I say that:

- I have read and understood this information and consent form and it is written in a language with which I am fluent enough and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** (I can say no) and I have not been pressurised to take part.
- I understand that what I contribute (what I say/write/draw) could be reproduced publicly and/or quoted.
- I reserve the right to decide whether or not my actual name or a made-up one will be used in the research. I will decide this at the end of my participation once I have a better understanding of what is involved, and once I have talked through what that would mean with the university researchers.
- I understand that I may choose to leave the study at any time and that will not be a problem. I also understand that once the findings of the study are in the process of publication I cannot withdraw what I contributed to the study.

- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests.
- I agree that photos/videos of me engaging in research activities can be put up on social media and on research websites and be used in research-related publications/conference papers.

Signed at (*place*) on (*date*) 2017

.....
Signature of participant

.....
Signature of witness

You may contact me again	Yes	No
I would like a summary of findings	Yes	No

My contact details are:

Name & Surname: _____

Age: _____

Male / Female: _____

Postal Address: _____

Email: _____

Phone Number: _____

Cell Phone Number: _____

In case the above details change, please contact the following person who knows me well and who does not live with me and who will help you to contact me:

Name & Surname:

Phone/ Cell Phone Number /Email:

Declaration by person obtaining consent

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above.
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 2017

.....
Signature of person obtaining consent

.....
Signature of witness

Declaration by researcher

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 2017

.....
Signature of researcher

.....
Signature of witness

PARTICIPANT INVITATION AND ASSENT FORM – Activity 2 (Adolescents)

We invite you to participate in a project called: *Patterns of Resilience among Youth in Communities that Depend on Oil and Gas Production and Those Coping with Climate Change*.

Who are we?

We are researchers from the University of Pretoria (South Africa), Dalhousie University (Canada), Royal Roads University (Canada) and Khulisa Social Solutions (South Africa). Our contact details are at the end of this letter if you need them.

What are we doing in this project?

Broadly, we want to learn from you (and other people from the Secunda area) what makes it possible for people to be OK in life when they live in communities which are involved in the oil and gas industry. We will do the same with people living in North American communities which are involved in and challenged by the oil and gas industry. We will use this information to better understand what makes it possible for people to be healthy and to feel good. We want to use this understanding to make it possible for more people who live in communities involved in the oil and gas industry to be healthy and feel good.

The Research Ethics Committee of the Faculty of Education, University of Pretoria has said it is OK for us to do this study (UP 17/05/01). They know we will work carefully using South Africa's and international ethical rules (this is actually called the guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the National Health Research Ethics Council). The committee will maybe want to look at the forms you sign (if you say yes to being in this study) to check that we did everything in the right way.

Why are we asking you to be part of this project?

Because you

1. Are 15-17 years old, *and*
2. Are OK speaking English and can read and write in English, *and*
3. Live in the Secunda area, Mpumalanga, and
4. Have been affected (negatively or positively) by the petrochemical industry,
5. Were recommended as a participant for this project by someone working at Khulisa or by a member of the project's Community Advisory Panel.

What do you need to know?

- You can say no. If you say no, there will be no problem, you don't need to give a reason. Even if you say yes now, it is OK for you to change your mind later and stop taking part.
- If you want to participate, then you must ask your parents/caregivers to agree that you can participate. If they say no, then we unfortunately cannot let you participate. If they say yes, but you say no, then there will be no problem: nobody can force you to say yes. If they say

yes and you say yes, then you and your parents/caregivers must complete and sign **pages 5 - 6.**

- If something (like drug use) makes it hard for you to understand clearly what this project is about, we will not be able to let you take part.

If you say yes, what will you be asked to do?

You will be asked to participate in a research activity

Date and time	Place	Description
Date: <hr/> Time: <hr/>	Embalenhle Sasol Club	We will ask you (and the other young people in your group) to use an artistic activity (e.g., a drawing or clay model or video; we will lend you everything you need to do this) that will help answer the following questions: <ul style="list-style-type: none"> – How does the petrochemical industry affect your life? – Are boys and girls affected differently and if so how? – What does it mean for a young person to be OK when the petrochemical industry affects their life in a negative way? – What/who makes it possible for young people to be OK when the petrochemical industry affects their life in a negative way? – Are there differences in what/who makes it possible for boys and girls to be OK when the petrochemical industry affects their life in a negative way, and if so how?

We will ask your permission to audio record the above so that we can write down what you say. We will also use video cameras to record what you are saying and doing during the research. We will also take photos of you during the research; we will ask your permission to use your pictures in on social media and on our websites.

Can you get hurt by taking part?

We don't think that you can get hurt physically, but there are some other risks. We explain them below and what we will do to manage them.

Possible / Probable risks/discomforts	Strategies to minimise risk/discomfort
Speaking English could be tiring or difficult.	If you prefer, you can speak in your home language. We will ask members of the research team or others in your group to translate into English so that the researchers who speak English can also understand.
You will complete the activities on [date] in a group.	Because you will be part of a group, other people will know that you participated and what you said. To try and minimize outsiders knowing what you said, we will agree on group rules (e.g., treating one another respectfully; not talking to others about what specific participants said/did).
If your group chooses to use a video-activity and this video is made public, your community and many other people will know that you participated in the study.	You do not have to take part in the video. Alternatively, if you do want to take part but you don't want other people to identify you, then we can find ways of hiding your face (e.g., by wearing a mask). You can also choose whether your name is added to the credits or list of people who are in the video.

There is one other thing that you must know: If you tell us, while we are doing the research with you that you are planning to hurt someone or that someone is abusing you, then we must tell people (including the police) who can help.

What will happen to what you write or draw or make or say during the study?

We will ask a person/people to listen to the audio-recordings of the activity that you did and type what you and the other participants have said. This person/these people will sign a form in which they promise to keep the recording private (meaning they can't tell anyone anything about what they listen to and type up). Once everything is typed up, the researchers from the University of Pretoria will delete (erase/wipe out) what was recorded.

We (the South African and Canadian researchers working in the project) will study the typed-up version of what you and others said. We will use the information you gave us to finalize a questionnaire that we will ask about 300 young people from the Secunda area to complete. We will also use it to write about what makes it harder and easier for young people to do well in life. We will probably quote what you said/wrote or show the drawings you made when we write about what we learnt from you or when we tell others about what we learnt from you (e.g., at a conference or when we teach students). We will also compare what you tell us with what we have learnt from young people living in Canadian communities which are involved in the oil and gas industry and use this comparison to better understand how young people think about health and about feeling good.

We will keep a copy of what you said in a safe place at the University of Pretoria. We will keep the copies for 10 years. Your name will not be on any of these copies. We will allow university students who have to complete research projects about resilience, adolescents, climate change or communities dependent on oil and gas producing companies to use these copies for their research projects.

Who will see the forms you sign and what happens to them?

Only the researchers from the University of Pretoria will have access to the forms that you sign. They will store these forms for 10 years.

Will it cost you anything to take part in this study?

No, it will not cost you anything. We will pay the cost of the local bus/local taxi that you use to participate in the research activities on _____

Do you have questions to ask?

If you have questions you can email Linda Theron at Linda.theron@up.ac.za or phone her at 012 420 6211. You can also contact Mosna Khaile on 0767756180 or email her at Khaile.mosna@up.ac.za

You can contact the chair of the Research Ethics Committee, Prof Liesel Ebersohn on (012 422 2337) if you have any concerns or complaints that have not been adequately addressed by the researcher.

You will receive a copy of this information and consent form for your own records.

Thank you very much for considering our invitation!

Linda and Mosna

Declaration by participant

By signing below, I [full name] agree to take part in a research study named: *Patterns of Resilience Among Youth in Communities that Depend on Oil and Gas Production and Those Coping with Climate Change.*

I say that:

- I have read and understood this information and consent form and it is written in a language with which I am fluent enough and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** (I can say no) and I have not been pressurised to take part.
- I understand that my parents/legal caregiver must also say yes (in writing) before I can participate
- I understand that what I contribute (what I say/write/draw) could be reproduced publicly and/or quoted.

- I reserve the right to decide whether or not my actual name or a made-up one will be used in the research. I will decide this at the end of my participation once I have a better understanding of what is involved, and once I have talked through what that would mean with the university researchers.
- I understand that I may choose to leave the study at any time and that will not be a problem. I also understand that once the findings of the study are in the process of publication I cannot withdraw what I contributed to the study.
- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests.
- I agree that photos/videos of me engaging in research activities can be put up on social media and on research websites and be used in research-related publications/conference papers.

Signed at (*place*) on (*date*) 2017

.....
Signature of participant

.....
Signature of witness

You may contact me again	Yes	No
I would like a summary of findings	Yes	No

My contact details are:

Name & Surname: _____

Age: _____

Male / Female: _____

Postal Address: _____

Email: _____

Cell Phone Number: _____

In case the above details change, please contact the following person who knows me well and who does not live with me and who will help you to contact me:

Name & Surname:

Phone/ Cell Phone Number /Email:

Declaration by Parent/Legal Guardian

By signing below, I [full name] agree to allow my child/the child I

legally care for [child's full name:] to take part in a research study entitled:

Patterns of Resilience Among Youth in Communities that Depend on Oil and Gas Production and Those

Coping with Climate Change.

I declare that:

- My child asked me to read the information about this study. I have read and understood this information and consent form and it is written in a language with which I am fluent enough and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.
- I understand that my child's participation in this study is **voluntary** (I can say no and my child can too) and I have not been pressurised to allow him/her to take part.
- I understand that what he/she contributes will be shared with international researchers.
- I understand that what he/she contributes (says/writes/draws) could be reproduced publicly and/or quoted.
- I understand that my child has the right to decide whether or not his/her actual name or a made-up one will be used in the research and that this decision will be made at the end of the study once my child has a better understanding of what is involved, and once he/she have talked through what that would mean with the university researchers.
- My child may be asked to leave the study before it has finished, if the researcher feels it is in his/her best interests.
- I understand that researchers will not be asking questions about abuse/harm, but that they have will have to report abuse/harm to child protection services if they should become aware that your child is being abused/harmed.
- I agree that photos/videos of my child engaging in the research activities can be put up on social media and on research websites and be used in research-related publications/conference papers.

Signed at (*place*) on (*date*) 2017

.....
Signature of parent/legal guardian

.....
Signature of witness

Declaration by person obtaining consent

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above.
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 2017

.....
Signature of person obtaining consent

.....
Signature of witness

Declaration by researcher

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 2017

.....
Signature of researcher

.....
Signature of witness