


Khazimula: A resilience-strategy to promote thriving youth

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Overview

1. Brief introduction to the Pathways to Resilience Study
2. Khazimula explained
3. Khazimula applied:
 - i. Method
 - ii. Findings
 - iii. Tentative conclusions



Pathways to Resilience: 5 country study



Members of International team in Colombia, 2011



Prof Dr
Michael
Ungar



Resilience
Research
Centre



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**Formal Service and
Informal Support Use
Patterns among Youth in
Challenging Social
Ecologies
2009-2014**

Social ecological understanding of positive adaptation



- Person \leftrightarrow context transaction
- Partnership between children and their social ecologies

AIM

To learn
 what **patterns of formal service**
 and **informal support** work best in **varied**
cultural contexts
 to **mitigate risk** and
promote well-being and
to use this knowledge to influence policy
and practice in participating communities.

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5

Pathways to Resilience: Findings

- In SA: findings co-generated by
 - 1209 Sesotho-speaking youths
 - 14 AP members
- Various publications
- Focus today:
transformation of findings



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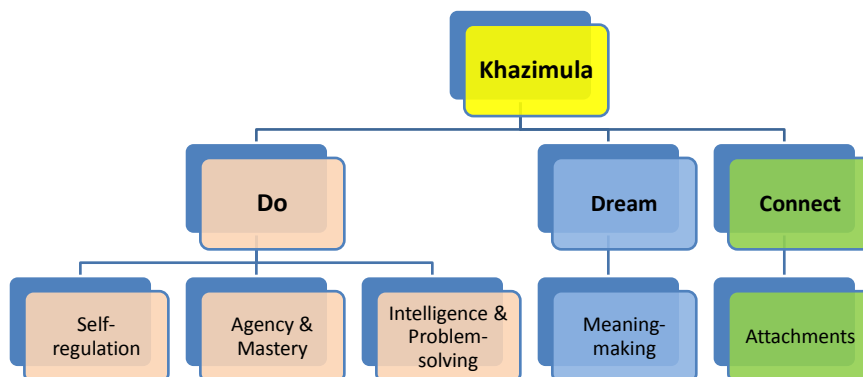
Khazimula

"To shine"



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Core components of Khazimula



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Research Question

**How does Khazimula
support thriving in youth?**

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Research Design

- Exploratory qualitative evaluation
- Pre-test and post-test *pilot* evaluation
- Evaluation is on-going

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Participants

Participants were ethically recruited via gatekeepers:

- Social workers,
- Auxiliary social workers,
- Professional caregivers,
- Youth leaders

Total of 45 participants

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Research Methods

Draw-and-write method

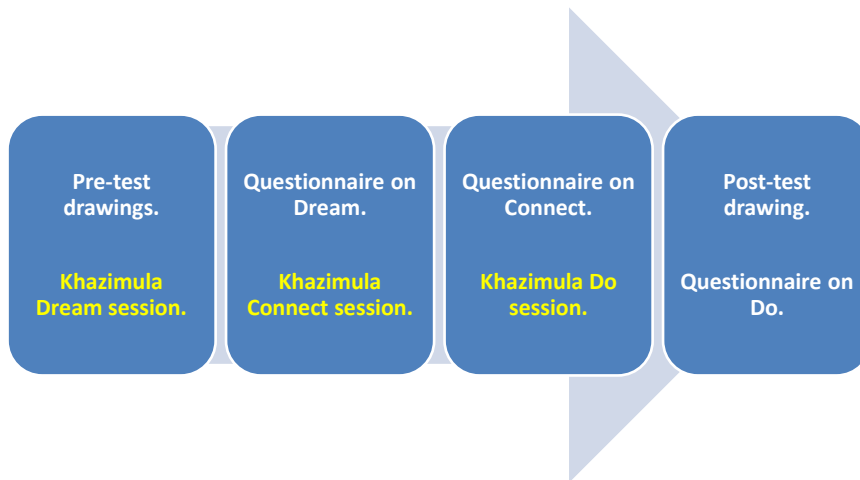
- Participatory method
- Prompt to draw
- Written explanation

Open ended questionnaires

- Written explanations
- What was **most** helpful about?
- What was **least** helpful about?

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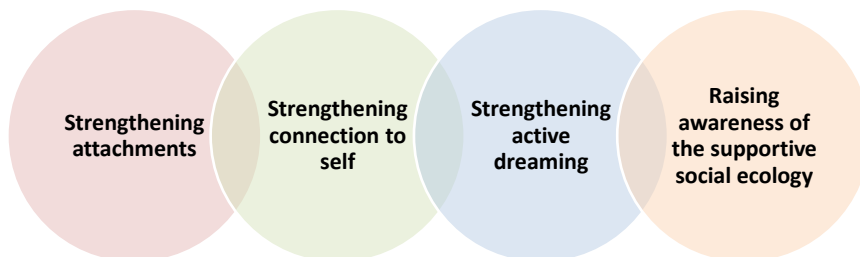
Process



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Findings

Khazimula supported thriving by:



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Khazimula strengthened attachment/connection to supportive others

- Raised awareness of the importance of *reciprocal* relationships

“The activities instil the spirit of ubuntu and togetherness”		
“It helped me to realise that the people that surround us are very important”	“taught me how to take care of people who always support me”	“You realise your most important relationships, and it helps you to feel you are not alone”

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Khazimula strengthened self-confidence

“It was dark before but **now the sun is shining bright, I've gained some confidence**”



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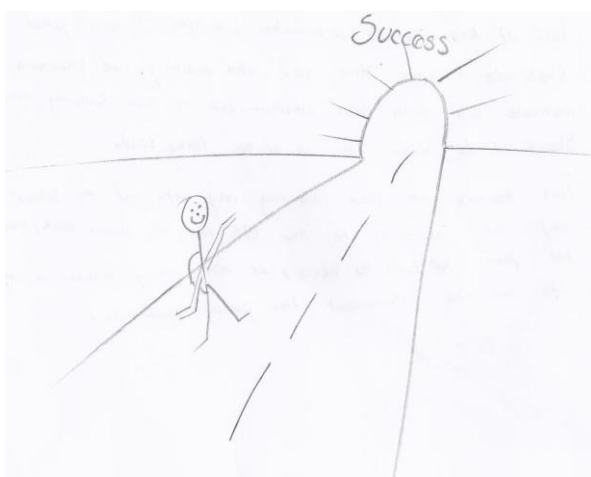
**Khazimula
strengthened
self-belief**

**“helped
me to
believe in
myself”**



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**Khazimula strengthened *active*
dreaming**



**“I now
know how
to follow my
dreams in
life”**

**“Now I
know what
to do for the
future”**

**“we now
know how
to reach our
goals in life”**

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Khazimula raised awareness of the supportive social ecology

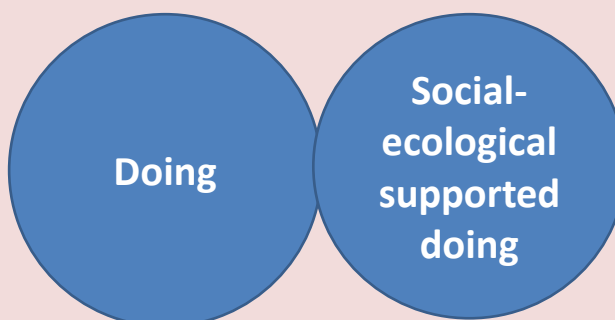
“the eco-map shows **there are people we can rely on** when things are tough”

“it helped me to know that **people can help me** during difficulties”

“the youth **will realise which resources are available** in the community and **how they can use these resources**”

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Thriving was less well supported by:



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Doing

- Some statements of willingness to do, but no robust evidence

“I **now know what I should do** when I’m on a rocky road”

“I’m **now balancing my life and my school work[s]** and I’m improving in my life”

“They help you to **do something** about the dream”

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Un-supported doing

- Some evidence of an un-supportive social ecology when youth tried to engage the ecology

“because **some learners they don’t want to participate**...because they don’t know what they want in future for their lives”

“because when I tell my school mates about those things...**their behaviour to me...it’s like I’m telling them lies**”

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Tentative Conclusions

- Intervening to support resilience is meaningful
- Stronger emphasis on doing
- Stronger emphasis on teaching social ecologies to be supportive

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Questions and comments

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**KEEP
CALM
AND
Khazimula
ON**

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