



UNIVERSITY OF <sup>TM</sup>  
KWAZULU-NATAL  
INYUVESI  
YAKWAZULU-NATALI

# Using Participatory Visual Methodology to Work with Young Women in Rural KwaZulu-Natal

Lisa Wiebesiek, Nkonzo Mkhize & Relebohile Moletsane

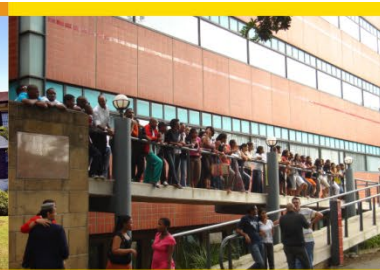
*24 May 2023*



EDGEWOOD CAMPUS



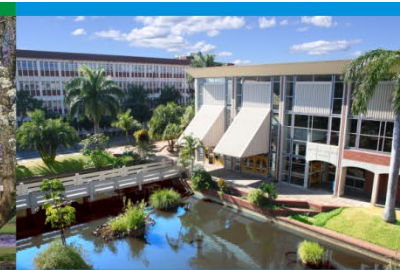
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WESTVILLE CAMPUS

UKZN INSPIRING GREATNESS

# Introducing Our Team

- Co-Researcher  
Participants (CRPs):  
Young Stars Fighters &  
Snemfundo Nokukhanya
- Youth Researcher:  
Thandeka Mazibuko
- Community Partner: Xoli  
Msimanga, Thembaletu  
Care Organisation



# Introducing Our Team

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- University-based research team
  - Prof Relebohile Moletsane
  - Mr Nkonzo Mkhize\*
  - Dr Lisa Wiebesiek
  - Ms Samkelisiwe Luthuli, Ms Silindile Myeza & Ms Khunjulwa Mhlungu



Centre for  
Visual Methodologies  
for Social Change

# WE-SAY in South Africa

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- Feminist post-colonial theory
- Post-colonial & post-apartheid context
- Mohanty (1984, p. 346): critique of approaches to research, particularly methodologies, reproduce & reinforce colonising power dynamics
- Neoliberalism & global politics of knowledge  
➡ Speaking from the global South

# Relationship with the Community & Introducing our CRPs

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- Working in this area & with Themba lethu Care Organisation since 2016
- Entry into the community & Permission from traditional leadership
- Participant recruitment
  - Two sites: Emangweni (6), Emampemvini (12)
  - Young women 16-23, isiZulu-speaking, all unemployed, none studying full-time

# Methodology, Methods, Activities

- **Participatory** approach to working *with* CRPs
  - **Collaborative**, foregrounding the voices of CRPs, co-producing knowledge, **decolonizing**
- PVM: Social Change **led by young women**
- 5 PVM Workshops – 5 methods:
  - drawing, photovoice, participatory community asset mapping, cellfilms, action briefs & policy posters
- Community Dialogues, Youth Summit
- Life history interviews

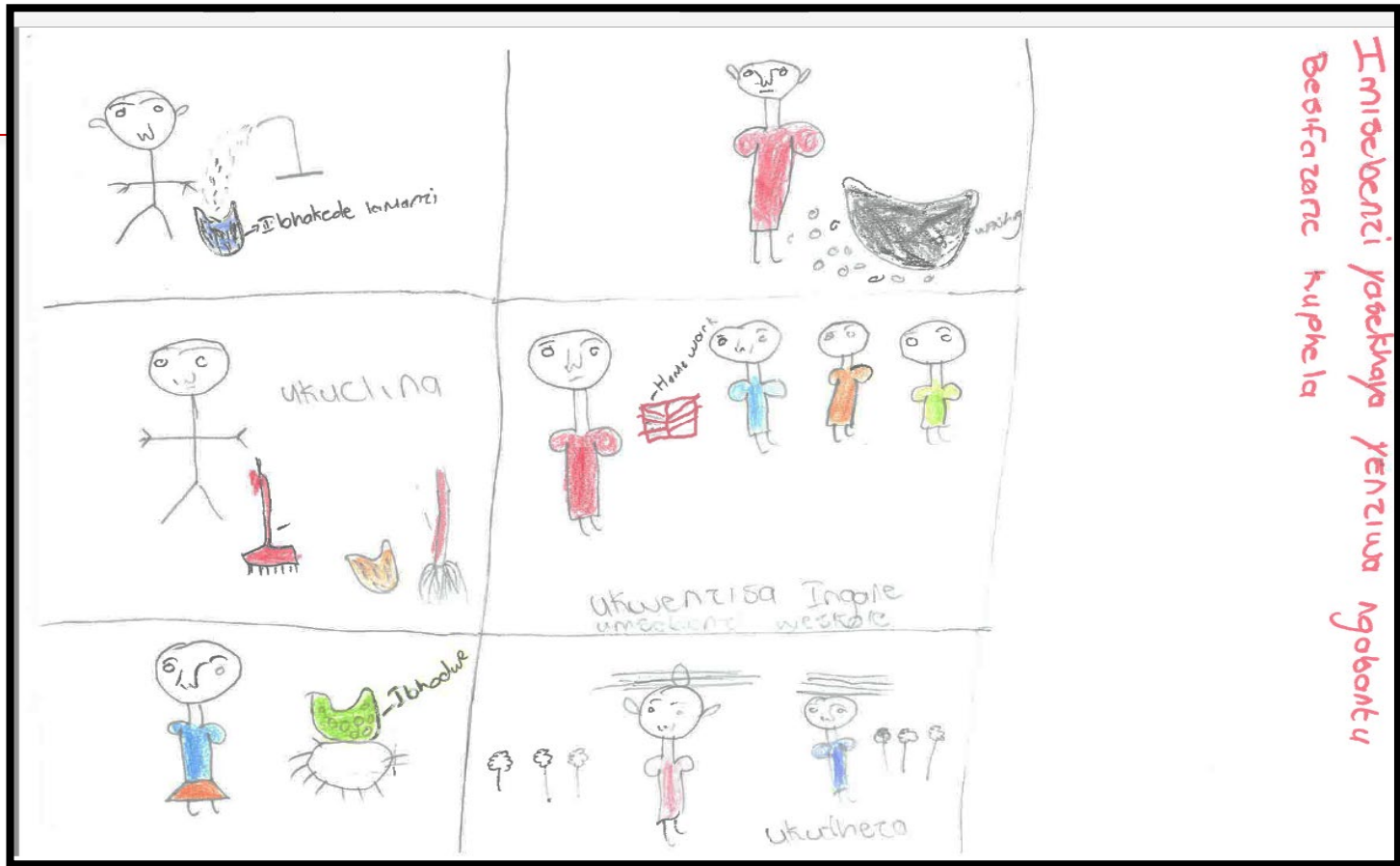
# Drawing Workshop

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**Aim:** to uncover co-researcher participants' current understandings of 'work' & what significance it has within their lives & imagined futures

**Prompt:** Uyini umsebenzi la kulendawo yakini? (What is work in your community?)





Imisebenzi yasemakhaya yenziwa ngabantu besifazane kuphela  
 [All of the domestic work at home is done only by females]

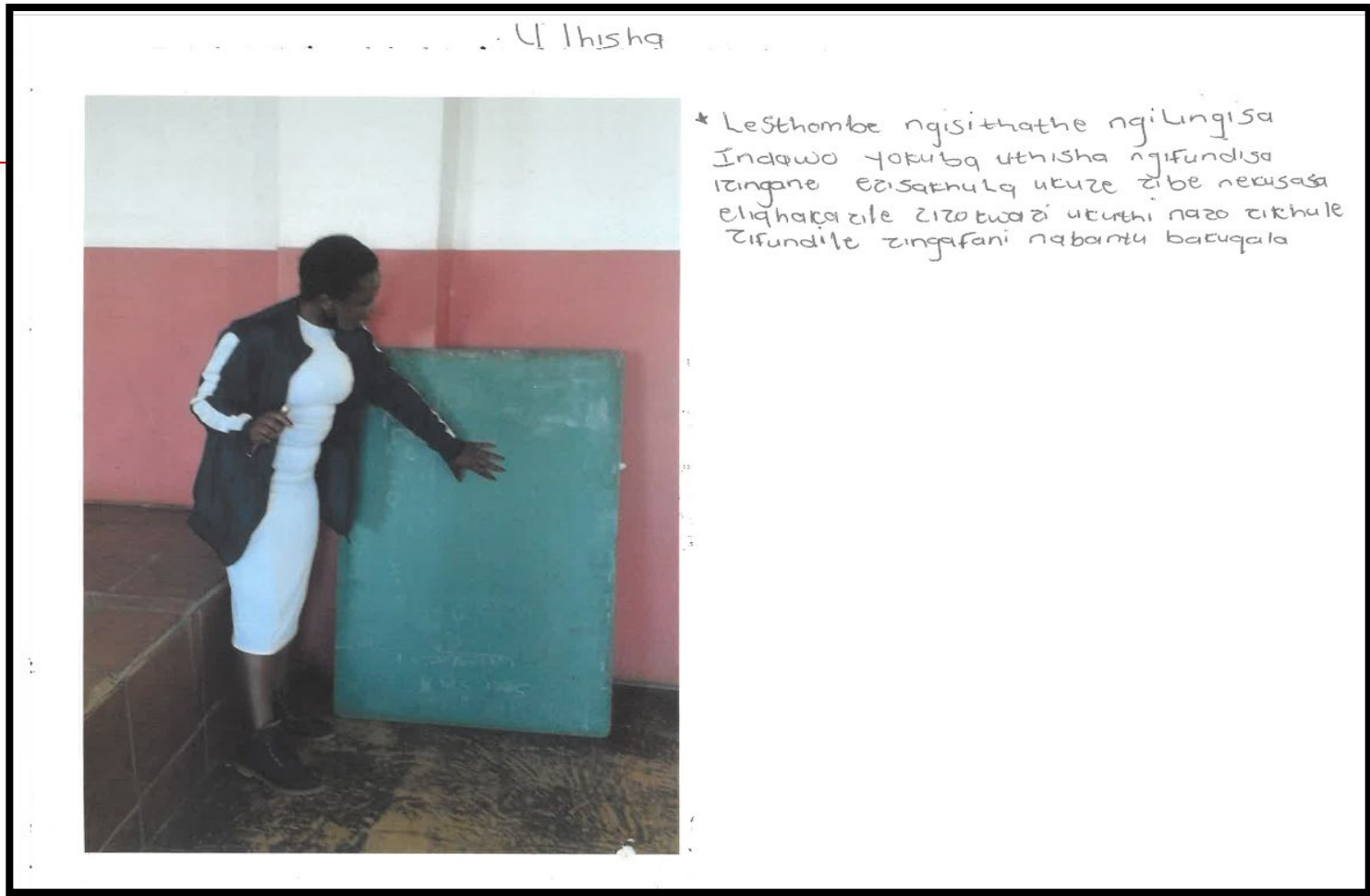


# Photovoice Workshop

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- **Aim:** explore what work looks like for CRPs; how they experience work
- **Prompt:** Njengoba sibone imidwebo kanye ne 'exhibition', manje thatha isithombe esikhombisa ukuthi uwuqonda kanjani umsebenzi empilweni yakho

[Having looked at your drawings and the exhibition you curated, take 2 photographs to show how you now understand 'work' in your lives]



This picture shows me teaching children so that they can have a better future, grow up educated and not be like their parents

# Cellphilm Workshop

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- **Aim:** have a deeper understanding of how young women in Loskop deal with the demands work and education
- **Prompt:** How do young women deal with education and work?
- Groups (4-6)
- Storyboarding, filming tutorial



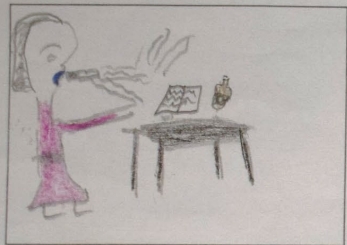
Left: Reviewing Drawings & discussing prompt

Right: Brainstorming their story



Group Members: Mncube Zandile, Mduli Nomfundo, Mazibuko Thandeka

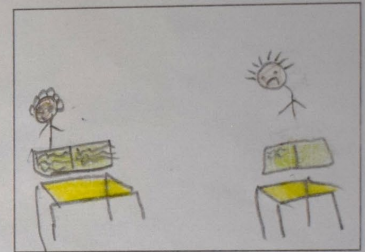
Story Board  
Date:



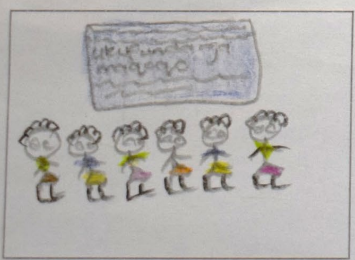
Scene 1  
uThandi kufanele ngabe  
uyafunda kodwa ubhizi  
nezidakamizwa. ngenxa  
yokucindezeleka eKhaya.



Scene 2  
uAbhiwe uzama ukumbanisa  
njengamngani wakhe amu-  
khathelelayo. Kodwa uwashaya  
Indiva amazwi akhe.



Scene 3  
uThandi uncenga uAbhiwe  
ukuthi amkabelise eplekteni  
lestivivinyo Sokubheki kompleki.  
keba uAbhiwe uyala.



Scene 4  
Kunomsiza uAbhiwe ukufunda  
nanje usekwazi ukusiza  
abanye abantwana ngakwazi  
okuthalile.



Scene 5  
uAbhiwe usebhumelele Embuzeni  
akubho akuswekayo. UThandi  
ekhushwa Zingane Impilo  
yabone ihlangahlanyene je.



Scene 6  
uAbhiwe wakhe iCarter  
ukwazi kusizakale Umphakathi  
wafaka raThandi  
Emsebenzini. Usezakale

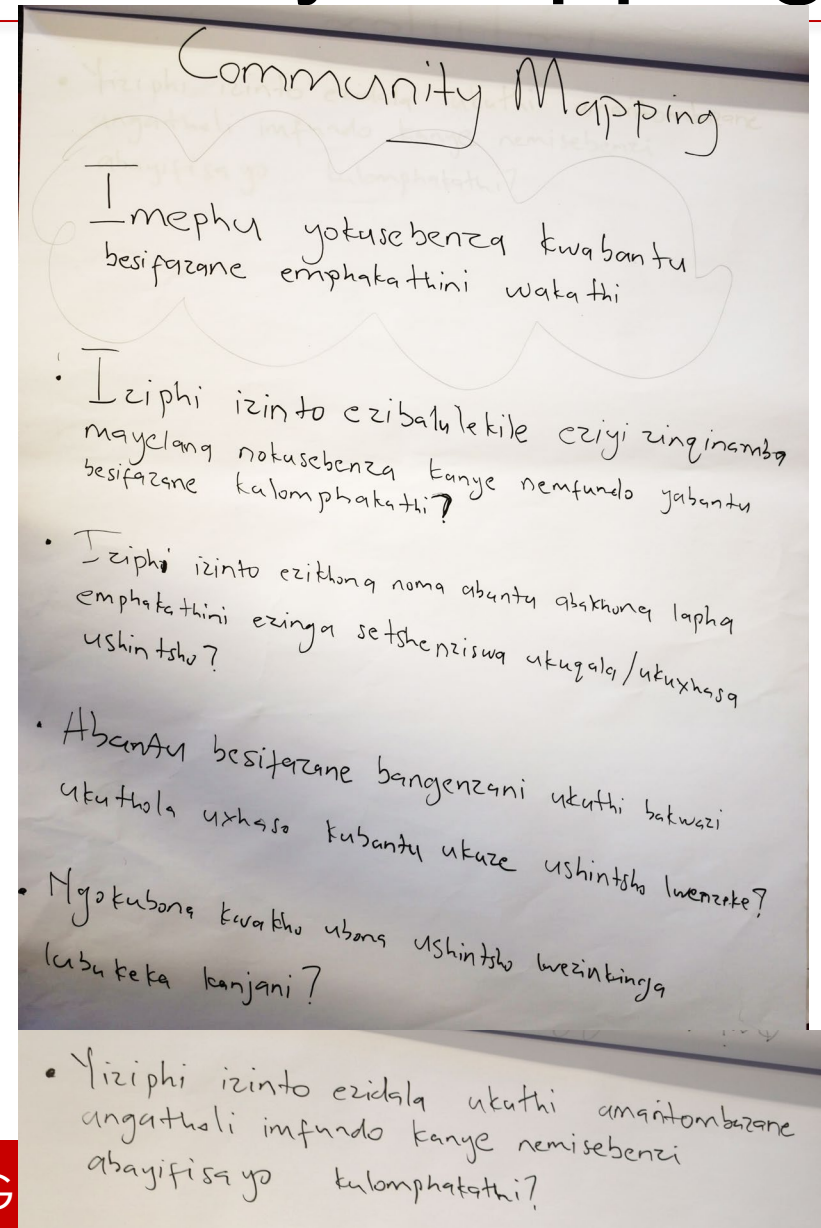
# Example of a Cellphilm Storyboard



# Participatory Community Mapping

- One-day workshop
- Prompt = 5 questions translated into isiZulu

**Aim:** For CRPs to identify & locate the challenges, & the resources & assets in their community in relation to work

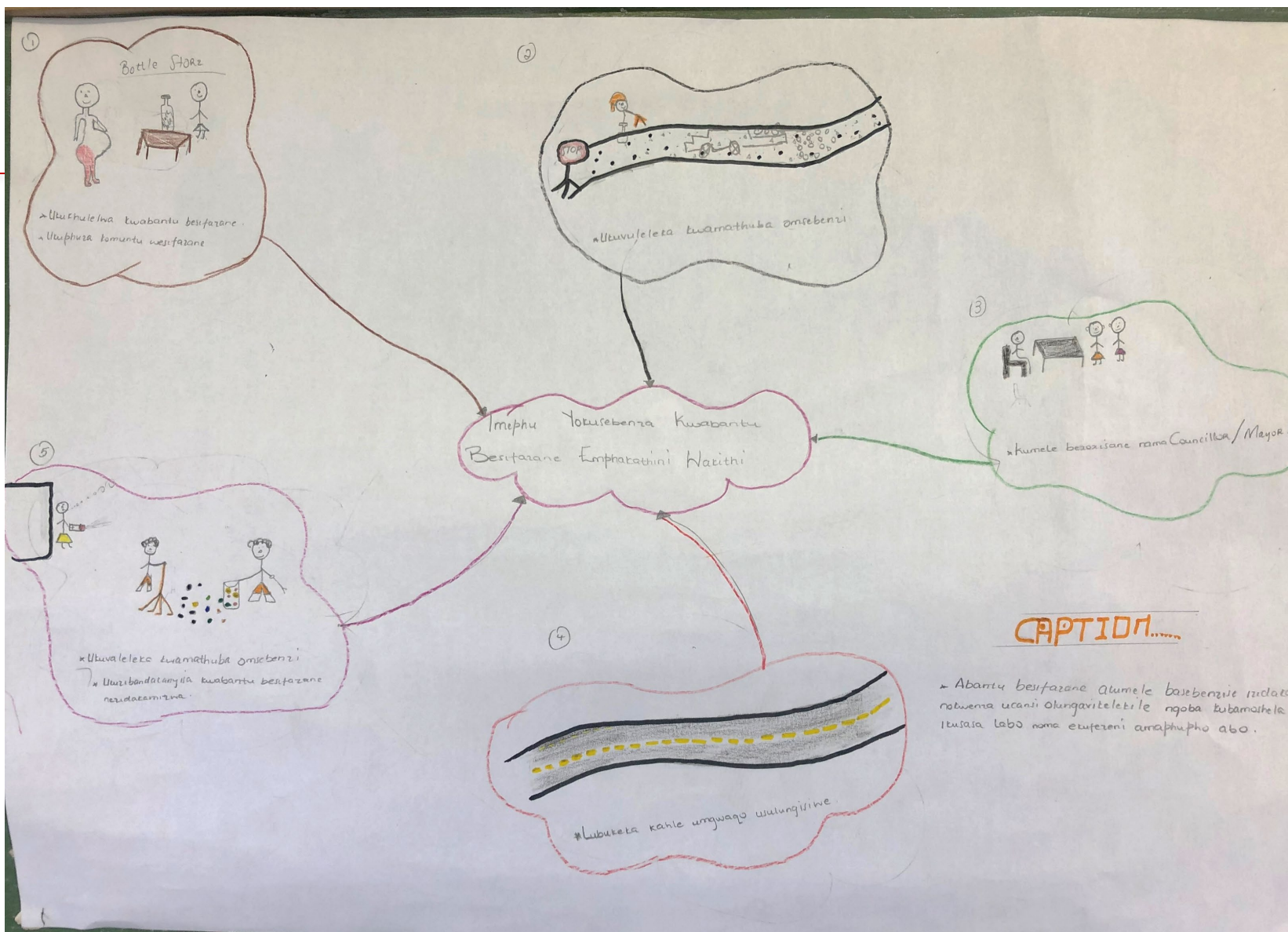


Discussed the prompt questions & process



- CRPs worked in pairs
- Each pair presented their map
- Discussion!



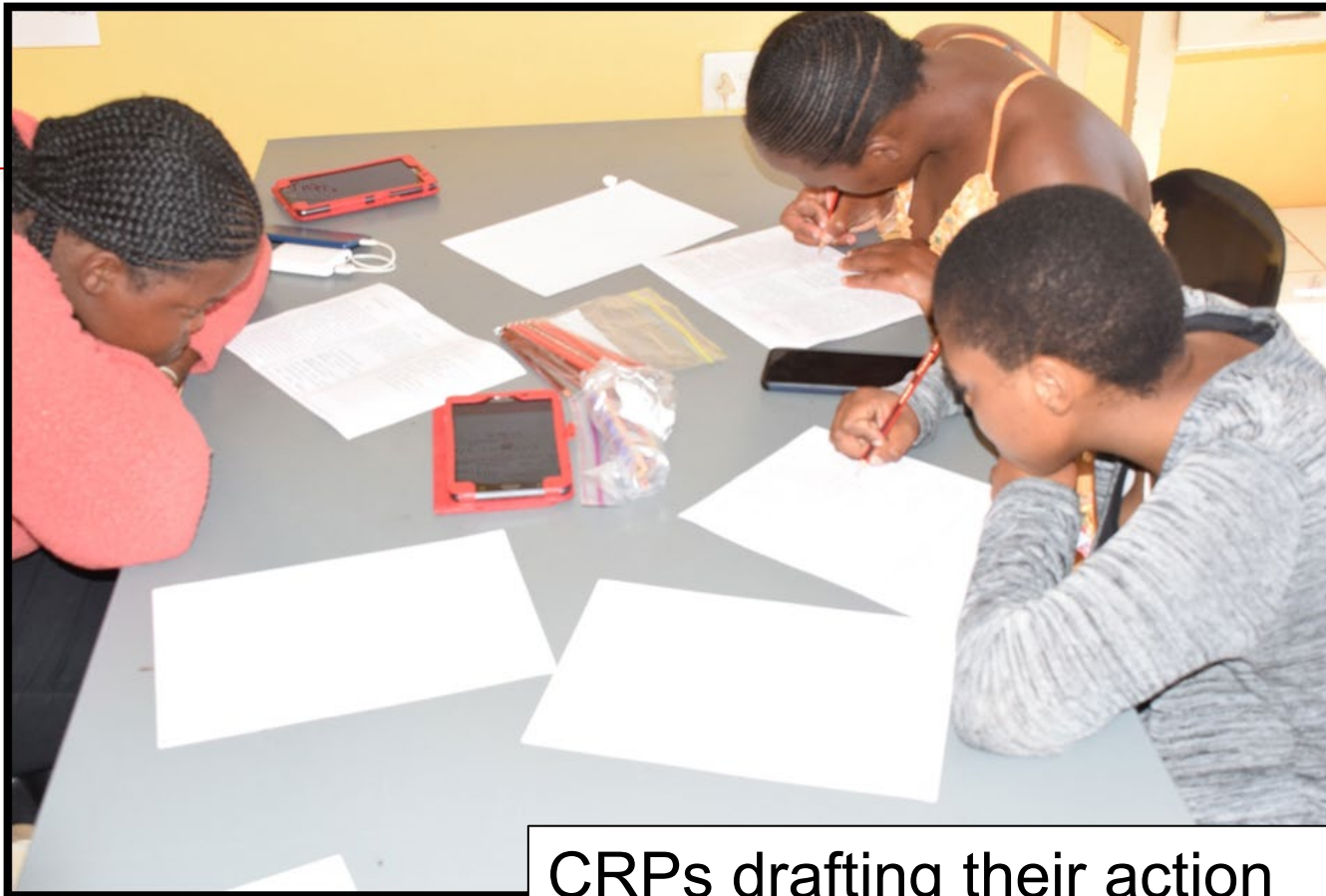


# Imephu Yokusebenza kwabantu Besifazane Emphakathini

# Action Brief & Policy Poster Workshop

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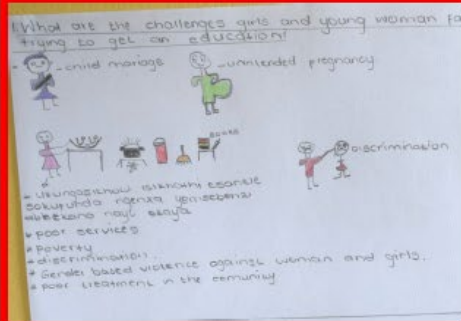
- One-day workshop
- Prompt
- Aim: create PPs & ABs be used as tools for awareness-raising and critical dialogue towards social/policy change
- Review artefacts, discuss themes, decide on focus areas
- Each AB has a PP
- The situation; the problem; What should be done?



CRPs drafting their action brief

- Then:
  - We create digital versions
  - review &/or revise; finalise, print, distribute

**We are All Equal**



**Let's work together; do not discriminate against girls and women because together we can make a difference**

**Partners**



**Snemfundo Nokukhanya**

**2022**

## **We Are All Equal**

### **The Situation**

In our community we are socialised to believe that a woman needs a man, but young women have no one and nothing else to rely on except themselves, especially men. Women are oppressed at home and in the community; we are not (considered) decision-makers. Women in the community face many challenges, including being unable to leave to seek opportunities outside of the community for work and education. Women are silenced. We are not allowed to express our opinion. Men have the final (only) say. Women cannot imagine an alternative future outside of the home, because other options seem impossible, so they get married. Because of gender norms and expectations, young men feel pressured to leave school to take care of the home; to be “The man of the house.”

## **The Problem**

The problem is our beliefs, that there are jobs that are meant for men and others are for women. “The head of the house” is the one who speaks and the woman does not speak what is inside them. This influences decision making including consent.

### **What should be done?**

- We need to work together and support each other as men and women.
- Parents need to raise and treat us equally.
- If there is something we do not have at home, everyone should try, not just the women alone.
- Teachers should encourage men and women that we are all human beings and we are equal.

- The Nduna needs to call community meetings so that we can teach each other that we are all equal and the rights that we all have, so that we do not discriminate against one another.
- Women should fight for their rights.
- Social workers need to be called into the community to teach men how to treat women in the community.
- Ward councillors must play a huge role in helping the community with getting service delivery and helping young people get jobs. The counsellor must not only assist a man or with different opportunities for women. We must all get the opportunity to showcase our skills and knowledge.
- Councillors should also teach parents to raise their children based on principles of equality in order to change the beliefs in the community.

# Community Dialogues

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- CRPs: Programme design, invitations, MCing, presentations
- Exhibition of visual artefacts & presentation of policy posters & action briefs
- The groups attended each others' dialogues to support
- Well-attended including the Ward Councillor
- Positive feedback from community



# Youth Summit

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- Aim:
- Revisit visual artefacts as a complete data set, refine themes
- Create Digital Vision Boards
  - Create a vision board collage that represents your vision for what life should be like for girls and young women in your community in relation to education, work and gender equality





Left: Reflecting on changes



Above: Reviewing visual data, refining themes



Right: Developing Vision & Goal & Digital Vision Board



