

**Rural resilience and historically disadvantaged young  
women's negotiations for protection against gender-  
based violence**

**D de Villiers**

 [orcid.org/0000-0000-0000-000X](https://orcid.org/0000-0000-0000-000X)

Mini-dissertation submitted in partial fulfilment of the requirements  
for the degree *Magister Artium in Applied Positive Psychology* at the  
Vaal Triangle Campus of the North-West University

Supervisor: Prof L.C. Theron

Graduation: May 2018

Student number: 28164636

## ACKNOWLEDGMENTS



[Yahweh]

“I will glorify your name to time indefinite.” Ps. 86:12

I am filled with gratitude to my family for their unconditional support, love, patience, understanding, and encouragement. To my Mom and Sister, you clothed me daily with your prayers, thank you. To my children, Alethia, Carmen, Anaya and Jaden, thank you for being *my* miracles. Thank you for always sharing your laughter, stories of hope, love, hugs and little letters. Harry, I am thankful for your support.

My prayer is for goodness and mercy to follow each of you, all the days of your life.

Prof. Linda Theron, thank you for your patience, dedication and guidance. Having you as a supervisor is an honour and no words can ever contain the immense gratitude I feel towards you. You are an exemplary woman. Thank you for your unconditional support throughout my studies, I am blessed.

## PREFACE AND DECLARATION

The article format was chosen for the current study. The researcher Deidré de Villiers, conducted the research and wrote the manuscript which forms the central contribution of this study. Prof. Linda Theron was the supervisor and guided the conceptualisation of the study. The manuscript will be submitted for publication in the following journal:

***Youth and Society***

I, **Deidré de Villiers**, declare that

**Rural resilience and historically disadvantaged young women's negotiations for protection against gender-based violence**

is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

---

Name

---

Date

## **MINI-DISSERTATION FORMAT**

This mini-dissertation follows the article model. For this reason, it is comprised of an article (Chapter 2), followed by a concluding chapter (Chapter 3).

## SUMMARY

Research on gender-based violence proliferates. Yet there is little research on the resilience of young women faced with gender-based violence. The aim of my research study is to understand how social ecologies can best support the resilience of historically disadvantaged young women living in a rural area in South Africa and challenged by gender-based violence. My study foregrounds the voices of these young historically disadvantaged women regarding the protective mechanisms which their community can make available to provide better protection from gender-based violence. From a social ecological perspective, resilience, or the ability to function normatively despite risks (such as gender-based violence), is a co-constructed process between young historically disadvantaged women and their social ecology. This phenomenological study employed a participatory process that engaged multiple visual methods (draw and talk/write, no editing required video, collage). In particular, the video research process I used allowed these historically disadvantaged young women to identify and integrate contextually relevant and valuable information as they entered into dialogue with their community regarding protective mechanisms to gender-based violence. I used a participatory analysis process to analyse the visual and narrative data which the young women generated. In so doing, my study prioritises the voices of historically disadvantaged young women's own understanding of what they need in order to reduce the risk of gender-based violence. Results showed that in particular, the young women were unanimous in their belief that '*the community, they **can**...*'. In other words they believed that their community had the capacity to better protect them against gender-based violence. This capacity included that the community had capacity to safeguard, equip and support young women challenged by gender-based violence.

The negotiations, which occurred with members of the community identified by the historically disadvantaged women as being able to provide protective resources, provided a platform for dialogue between the young women and the community members in attendance. This led to the local police office inviting the young women to a screening of a video within the community regarding domestic violence. At this meeting the police (SAPS) introduced the young women to existing support networks within the community. The sense of empowerment the young women experienced as they engaged with the community echoes literatures that resilience occurs when both the individual and their social ecology partner to support protective mechanisms. These findings therefore suggest that community-based participatory video has the potential to facilitate contextually sensitive insights to what youth voices identify as resilience resources.

**Keywords**

Resilience; rural youth; historically disadvantaged young women; gender-based violence; community; community-based participatory video; qualitative research; positive psychology.

## Table of Contents

|                                                                                       |      |
|---------------------------------------------------------------------------------------|------|
| Title Page.....                                                                       | i    |
| Acknowledgements.....                                                                 | ii   |
| Preface.....                                                                          | iii  |
| Language Editor.....                                                                  | iv   |
| Format.....                                                                           | v    |
| Summary.....                                                                          | vi   |
| Table of Contents.....                                                                | viii |
| Keywords .....                                                                        | vii  |
| 1.1 Causes Of Gender-Based Violence.....                                              | 2    |
| 1.2 Gender-Based Violence, Resilience And Historically Disadvantaged Young Women..... | 4    |
| Table 1 .....                                                                         | 7    |
| 2. PROBLEM STATEMENT .....                                                            | 11   |
| 3. AIM .....                                                                          | 12   |
| 4. RESEARCH QUESTIONS .....                                                           | 13   |
| 5. CONCEPTUAL FRAMEWORK .....                                                         | 13   |
| 5.1 Concept Clarification .....                                                       | 14   |
| 5.1.1 Resilience .....                                                                | 14   |
| 5.1.2 Gender-based violence (GBV) .....                                               | 15   |
| 5.1.3 Rurality .....                                                                  | 15   |
| 5.1.4 Bitou Municipality .....                                                        | 16   |
| 6. CONTEXTUALISATION.....                                                             | 16   |
| 7. RESEARCH PARADIGM .....                                                            | 17   |
| 8. RESEARCH DESIGN .....                                                              | 18   |
| 9. STRATEGY OF INQUIRY .....                                                          | 18   |
| 10. PARTICIPANT SELECTION .....                                                       | 19   |
| 11. DATA COLLECTION STRATEGIES .....                                                  | 20   |
| 11.1 Draw And Talk/Write .....                                                        | 20   |
| 11.2 Community-Based Participatory Video (CBPV).....                                  | 21   |
| 11.3 Action Brief Posters.....                                                        | 24   |
| 11.4 Video Screening And Hand-Outs Of Action Briefs .....                             | 24   |

|                                                             |    |
|-------------------------------------------------------------|----|
| 11.5 One Month Follow Up – Making A Collage .....           | 25 |
| 12. DATA COLLECTION PROCESS .....                           | 25 |
| 13. ROLE OF THE RESEARCHER.....                             | 26 |
| 14. DATA ANALYSIS AND INTERPRETATION.....                   | 27 |
| 15. TRUSTWORTHINESS.....                                    | 29 |
| 16. ETHICAL CONSIDERATIONS .....                            | 30 |
| 17. CONCLUSION .....                                        | 31 |
| Chapter 2: Article.....                                     | 32 |
| Abstract.....                                               | 34 |
| Keywords .....                                              | 34 |
| BRIEF REVIEW OF THE RELEVANT LITERATURE .....               | 36 |
| RESILIENCE IN THE FACE OF GBV .....                         | 37 |
| Individual Resources .....                                  | 37 |
| Relational Support.....                                     | 38 |
| Contextual Support .....                                    | 38 |
| SOUTH AFRICAN/AFRICAN YOUNG WOMEN'S RESILIENCE TO GBV ..... | 39 |
| Individual Resources .....                                  | 40 |
| Relational Support.....                                     | 41 |
| Contextual Resources .....                                  | 41 |
| PROBLEM STATEMENT .....                                     | 41 |
| METHOD .....                                                | 42 |
| PARTICIPANTS.....                                           | 42 |
| DATA GENERATION AND RESEARCH PROCEDURE .....                | 43 |
| Initial Data Collection – Draw And Talk/Write .....         | 43 |
| Community-Based Participatory Video (CBPV).....             | 44 |
| Video Screening And Hand-Outs Of Action Brief.....          | 45 |
| One Month Follow-Up - Making Of A Collage.....              | 45 |
| DATA ANALYSIS.....                                          | 46 |
| TRUSTWORTHINESS.....                                        | 47 |
| ETHICAL CONSIDERATIONS.....                                 | 47 |
| FINDINGS.....                                               | 48 |

|                                                                                                |     |
|------------------------------------------------------------------------------------------------|-----|
| YOUNG WOMEN'S UNDERSTANDING OF HOW THEIR COMMUNITY CAN BETTER PROTECT THEM.....                | 48  |
| 'The Community, They Can...Safeguard' .....                                                    | 49  |
| 'The Community, They Can...Equip' .....                                                        | 52  |
| 'The Community, They Can...Support' .....                                                      | 54  |
| WHEN HISTORICALLY DISADVANTAGED YOUNG WOMEN COMMUNICATED THEIR INSIGHTS: DIFFERENCES MADE..... | 55  |
| COMMUNITY CONNECTEDNESS.....                                                                   | 56  |
| PERSONAL AGENCY .....                                                                          | 58  |
| LIMITATIONS .....                                                                              | 63  |
| CONCLUSION.....                                                                                | 63  |
| REFERENCES .....                                                                               | 65  |
| CHAPTER 3: CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS .....                                 | 78  |
| 1. RESILIENCE - A POSITIVE PSYCHOLOGY UNDERSTANDING .....                                      | 78  |
| 2. RESEARCH QUESTIONS RECONSIDERED.....                                                        | 78  |
| 3. CONCLUSIONS FROM THE STUDY .....                                                            | 80  |
| 3.1 Conclusion From My Literature Review .....                                                 | 80  |
| 3.2 Conclusions From My Empirical Work .....                                                   | 81  |
| 4. PERSONAL REFLECTIONS.....                                                                   | 82  |
| 5. LIMITATIONS .....                                                                           | 84  |
| 6. RECOMMENDATIONS .....                                                                       | 86  |
| 7. CONTRIBUTIONS MADE BY MY STUDY .....                                                        | 87  |
| 8. FINAL CONCLUSION .....                                                                      | 87  |
| COMBINED REFERENCE LIST .....                                                                  | 89  |
| APPENDIX A.....                                                                                | 109 |
| APPENDIX B.....                                                                                | 110 |
| APPENDIX C .....                                                                               | 111 |
| APPENDIX D .....                                                                               | 114 |
| APPENDIX E.....                                                                                | 117 |
| APPENDIX F.....                                                                                | 119 |
| APPENDIX G .....                                                                               | 121 |
| APPENDIX H .....                                                                               | 136 |

|                  |     |
|------------------|-----|
| APPENDIX I ..... | 138 |
|------------------|-----|

## 1. INTRODUCTION

Gender-based violence (GBV) continues to be recognised both nationally and internationally as a human rights issue (Freedman, 2012). Gender advances made both legislatively and procedurally in South Africa, are still being overshadowed by the insidious prevalence of GBV (Jewkes, Sikweyiya, Morrell, & Dunkle, 2010; Norman, Matzoupolos, Groenewald, & Bradshaw, 2007; Seedat, Van Niekerk, Jewkes, Suffla, & Ratele, 2009), which is more pronounced for historically disadvantaged young people in rural areas in South Africa (Goodman, Smyth, Borges, & Singer, 2009; Snodgrass & Bodisch, 2015). For the purposes of this study, 'historically disadvantaged' refers to anyone self-identifying with the racial constructs coloured or black, used under apartheid to discriminate against people designated as such.

GBV is a personal, lived experience and a form of adversity that challenges the physical, mental and emotional health of women (Mokwena & Adeoti, 2014). When adversity such as GBV does not produce these negative outcomes, resilience or the capacity to do well, is inferred (Theron, 2015; Van Rensburg, 2015). Research on GBV worldwide is prolific (Jewkes, Dunkle, Koss, Levin, Nduna, Jama, & Sikweyiya, 2006; Seedat et al., 2009), whilst research on resilience predominates in the Global North amongst minority youth (i.e., American-European youth) (Ungar, 2012). For this reason, urgency exists for research on resilience which addresses the high incidence of GBV, particularly in the rural communities of South Africa. It ought to include the processes that support positive adjustment in the face of adversities (such as GBV) with historically disadvantaged young women.

My study adopts the definition of GBV put forward by The United Nations Declaration on the Elimination of Violence Against Women (Article 1, WHO, 1993),

which infers that GBV occurs at multiple levels, and within multiple contexts.

Physical violence, for example, includes battery, whilst sexual violence refers to rape, as well as sexual abuse. GBV in more subtle psychological or emotional form is also included in this understanding of GBV, and refers to sexual harassment and intimidation in various settings, including violence condoned and/or perpetrated by the state. Violence against women according to this definition also addresses *inter alia* prostitution, genital mutilation and acts specifically aimed at women due to their gender. It furthermore highlights the historical power relations that speak to women as inferior and dependent in relation to men. True's (2010) description of GBV is of violence directed against a woman because of her gender, or as a form of violence in which women are over-represented as victims. Thus, socialisation practices make it harder to address GBV. The fact that historically disadvantaged young women's voices remain side-lined in policy-making and implementation further obstructs a meaningful response to GBV (Theron, 2016b).

To explain the rationale for the focus described above, I provide a brief background to the complex causes of GBV, before reviewing resilience to GBV.

**1.1 Causes Of Gender-Based Violence.** The World Health Organisation reports the global prevalence of GBV statistics indicating that one in every three women worldwide have experienced either physical and/or sexual violence in their lifetime (WHO, 2016). In a study by the UBS Optimus Foundation (Burton, Leoschuts, Lloyd, Phyfer, Artz, Ward, & Kassanjee, 2016), it was found that a third of young South Africans have suffered some form of sexual abuse, estimating over 350 000 cases of sexual abuse in 2015 alone. Furthermore, according to this study, by the age of 17, a staggering 784 967 young people in South Africa are likely to have been victims of sexual abuse. Clearly, the causes of GBV are complex. Many

young and powerless women in South Africa are often targeted, and have little recourse due to a relatively risk-free judicial context, which is plagued by dire inadequacies specifically pertaining to sexual violence (Du Toit, 2014). Snodgrass and Bodisch (2015) report that rural South African communities are 80% more likely to be victims of violent crime, and according to the Centre for the Study of Violence and Reconciliation (2007-2009 report), the top two crimes identified are domestic violence and sexual assault, including rape. This report furthermore cites the causes of these crimes, *inter alia*, as the criminal justice system, patriarchal attitudes, and alcohol and substance abuse.

Threats of sexual violence due to gender or sexual identity take place within – and cannot be separated from – a broader context of high levels of sexual violence and violence against women (Matebeni, 2013). The WHO Report (2015) ascribes factors associated with an increased risk of experiencing sexual violence to low education, exposure to violence between parents, abuse during childhood, and attitudes accepting violence and gender inequality. South Africa still experiences oppressive patriarchal hegemonies, which make sexual violence a lived reality for many women, particularly those in the rural communities where violent crimes are more pronounced (Shefer, Kruger, MacLeod, Baxen, & Vincent, 2015; Snodgrass & Bodisch, 2015). Sexual violence is also a lived reality for many lesbians in townships where a patriarchal social structure is entrenched in settings rife with multiple vulnerabilities in terms of race, class and gender (Forbes-Mewett & McCulloch, 2016; Swarr, 2012). Within these social structures and unequal power relations, many young people's sexual practices are shaped by how young, rural and township women negotiate their environments in order to address these vulnerabilities (Shefer et al., 2015; Swarr & Nagar, 2003). Transactional sex

(defined as transacting sex in exchange for money and or gifts; Magni, Christofides, Johnson, & Weiner, 2015) is considered a common feature of sexual relationships in South Africa, and a currency available to young, historically disadvantaged women within a patriarchal context (Jewkes, Dunkle, Koss, Levin, Nduna, Jama, & Sikweyiya, 2006; Van der Heijden & Swartz, 2014). Snodgrass and Bodisch (2015) posit that at this juncture of patriarchy and race historically disadvantaged women suffer the brunt of discrimination and risk. It appears that in South Africa violence is both socially acceptable, and entrenched in everyday life (Snodgrass & Bodisch, 2015). The social perspective therefore includes and highlights poverty and substance abuse as part of the context of GBV (Jewkes, 2002).

Of particular significance is the impact of GBV on young historically disadvantaged women, with reports suggesting that “educational facilities, which can be critical spaces for engaging in the prevailing discourse regarding GBV, are also not safe spaces but in fact, sites of gendered violence” (Jefthas & Artz, 2007, p.47). This violence typically involves attacks on historically disadvantaged female learners, perpetrated by male teachers and male learners (Jewkes, Levin, Mbananga, & Bradshaw, 2002; Niehaus, 2000). Thus, even though South Africa boasts progressive legislation protecting women and children, the high incidences of GBV in the country highlight the need to transform the policy and programmatic landscape for historically disadvantaged young women’s safety and security.

**1.2 Gender-Based Violence, Resilience And Historically Disadvantaged Young Women.** Even though GBV puts many historically disadvantaged young women in rural and urban South African areas at risk of negative outcomes, there are young women who continue to function normatively, despite GBV (Haffejee & Theron, 2017; Jefferis & Theron, 2015; Theron, 2014). Resilience is a process that

is transactional in nature, and foregrounds an individual's ability to use buffering behaviour and other protective resources to facilitate positive adaptation (Cicchetti, 2012; Harvey, 2007; Masten, 2011). From a social ecological perspective, as is put forward in the Social Ecology of Resilience Theory (SERT, Ungar, 2011), resilience is not only an individual characteristic, but is understood and influenced by the social context within which an individual lives, and the interactions which occur within and arise from this enlarged context. To understand resilience within a social ecological framework, it is therefore important to consider the wider context, which may support (and sometimes hinder) how an individual functions, despite experience/s of GBV (Ungar, 2012). According to Ungar (2012), a social ecological approach to resilience therefore first characterises resilience as a quality of the broader social and physical ecology, and then, as an individual quality. Nevertheless, as can be deduced from Table 1, a review of the South African resilience-focused literature shows that there is very little current understanding of how social ecologies support the resilience of historically disadvantaged young women placed at risk by GBV. The inclusion criteria for this review were: (1) peer reviewed articles and/or book chapters; (2) with titles, keywords, or abstracts that included: 'resilience/resiliency/resilient'; South Africa; and black/indigenous/historically disadvantaged. The databases included EBSCOhost, JSTOR, ScienceDirect, Google Scholar and SAePublications for the period 2000-2017. I only included literature post-2000, due to scant conceptualisations of the socio-ecological resilience theory prior to this period (Masten, 2014). I conducted this search between October 2016 and February 2017.

My search criteria as per the preceding paragraph did not include girls/women or GBV and resilience. I thus searched for articles/chapters according to the search parameters above to determine which articles/chapters fitted the main foci of my

study, namely a rural context; participants who were girls/young women (girls aged 10-18); and young adults (young women aged 18-29) challenged by GBV.

**Table 1**

*Summary Of Studies On Resilience And Historically Disadvantaged Young South African Women*

| <b>Year</b> | <b>Author/s</b>                                                                                     | <b>Definition of resilience</b>                                                             | <b>Sample</b>                                                                                                      | <b>Method</b>                                                                       | <b>Findings relating to what enables resilience</b>                                                                                                                     |
|-------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2016        | Botha, A. & Van den Berg, H.                                                                        | Innate qualities and the ability of the individual to ask for help                          | 366 participants with a mean age of 13,9 and 63,2% female. (Educational environment)                               | Questionnaires (Quantitative)                                                       | Resources are of paramount importance, interventions suggested to target specific areas such as development of strengths and family involvement                         |
| 2016        | Hall, A. & Theron, L.C.                                                                             | Social ecological process between individual and environment                                | 24 learners with intellectual disabilities aged 12-19, both genders                                                | Secondary data analysis (case study) and qualitative methods                        | SERT resilience supported by positive school ecologies                                                                                                                  |
| 2016        | Hills, F., Meyer-Weitz, A., & Kwaku-Oppong, A.                                                      | SERT – Ungar, 2008, 2011<br>Protective factor definition – Hawkins, Catalano & Miller, 1992 | 10 participants, 6 males, 4 females between the ages of 14-18 years and living on the streets in Durban (homeless) | In-depth semi-structured interviews - Qualitative                                   | Resilience contributed to:<br>Personal and emotional strengths, cultural values, religious beliefs, supportive peer relationships and participation in sport activities |
| 2016        | Liebenberg, L., Theron, L.C., Sanders, J., Munford, R., Van Rensburg, A., Rothmann, S., & Ungar, M. | Socio-ecological transaction                                                                | 728 in SA, age 12-19 years and 53,2% female                                                                        | Validated questionnaires – PRYM & CYRM-28 (Quantitative)                            | Socio-ecologies, in this study particularly, supportive and empowering school environments moderate risk and support resilience                                         |
| 2016        | Theron, L.C.                                                                                        | Socio-ecological phenomenon                                                                 | 188 adolescent youth with a mean age of 16 years and the majority (55%) female                                     | Mixed method study– semi-structured interviews, draw and write and the mmogo method | The findings support the SERT theory whilst including culturally relevant factors such as social justice and control/efficacy and                                       |

|      |                                             |                                                                                                               |                                                                                          | and survey                                               | tolerant meaning making                                                                                                                                                     |
|------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2015 | Jefferis, T.C. & Theron, L.C.               | SERT theory                                                                                                   | 28 black female participants, aged between 13-19 years                                   | Qualitative using visual participatory methodology       | Aligned with SERT model of understanding resilience as a product of both the individual and the environment                                                                 |
| 2015 | Soli, Z., Pretorius, B., & Bak, M.          | Socio-ecological transaction                                                                                  | Six participants – details not specified                                                 | Narratives, essay writing and focus groups (Qualitative) | Various factors, processes and structures at community (e.g. surrounding environments), family (e.g. dynamics) and personal (e.g., agency) levels facilitate resilience     |
| 2015 | Theron, L.C. & Phasha, N.                   | Basic human adaptive systems of attachment, meaning-making, mastery, agency, self-regulation and intelligence | Two participants, female and between the ages of 16-23                                   | Qualitative study (two cases)                            | SERT theory with particular emphasis on the importance of culture in resilient behaviours (e.g. constructive network to other individuals, education and agency)            |
| 2014 | Mampane, M.R.                               | Socio ecological factors (contextual and normative)                                                           | 291 participants, grade 9 pupils of which 101 female                                     | Mixed method study                                       | Socio ecological factors (e.g. social support, toughness and commitment, confidence and an internal locus of control, ability to identify and utilise resources)            |
| 2014 | Theron, L.C., Liebenberg, L., & Malindi, M. | Socio-ecological theory                                                                                       | 951 participants with a mean age of 13,9 years and 53,8% female. Rural and low SES       | Mixed methods study                                      | When schooling experiences are supportive of children's' right, resilience is enhanced (e.g. educators respect, opportunities to exercise personal agency)                  |
| 2013 | Lethale, P.S. & Pillay, J.                  | Characteristics of individual and the quality of the individuals environment                                  | Four participants, between 14 and 18 years of age, two of which were female participants | Individual and focus group interviews (Qualitative)      | Various factors identified as supportive, both the innate resources and socio ecological environment - particularly schools as this was focussed on educational environment |

|      |                                                                                |                                                    |                                                                                   |                                                                                      |                                                                                                                                                                                                                                                                           |
|------|--------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2013 | Theron, L.C.                                                                   | Socio-cultural transaction                         | Two participants – aged between 21 – 43, one female                               | Narrative enquiry                                                                    | Resilience processes are underpinned by socio-cultural ecologies (e.g. meaning-making, self-regulation, agency, religion)                                                                                                                                                 |
| 2013 | Veliswase, G.                                                                  | Socio ecological transaction                       | 19 participants, aged 18-25 of which 10 female                                    | Qualitative methods and semi-structured questionnaire                                | Participants identified socio ecological factors as protective                                                                                                                                                                                                            |
| 2013 | Wild, L.G., Flisher, A.J., & Robertson, A.J.                                   | Main affects model of Resilience                   | 159 participants between 10-19 years of age and 87% of these participants, female | Questionnaires measuring self-esteem, anxiety and depression (Quantitative)          | Family regulation and respect for individuality, peer connection, and community connection and regulation were significantly associated with greater emotional resilience                                                                                                 |
| 2012 | Bloemhoff, H.J.                                                                | None given                                         | 29 at-risk female participants, average age 17.2 years                            | Quantitative method (shortened protective factor scale)                              | Socio ecological transaction with particular emphasis on outdoor adventure based physical activity (ROPES course)                                                                                                                                                         |
| 2011 | Mampane, R. & Bouwer, C.                                                       | Resilience is a product of systemic/social systems | 16 participants, eight boys and eight girls in Grade Nine (middle adolescence)    | Interactive Qualitative Analysis                                                     | Participants varied in the weight of resilient influences provided by the school, i.e. Resources, rules of conduct, school curriculum and ensuring the achievement of goals. Responses were directed at how the school can or do influence the resilience of its learners |
| 2011 | Theron, L.C., Cameron, C., Didkowsky, N., Lau, C., Liebenberg, L., & Ungar, M. | Socio ecological transaction                       | 2 participants, 1 male, 1 female, aged between 14 – 16                            | Qualitative design using photo elicitation, interviews, observations and videotaping | Socio ecological theory of resilience with particular emphasis on the traditional cultural conventions (e.g. beliefs, practices and relationships)                                                                                                                        |
| 2010 | Theron, L.C. & Malindi,                                                        | Resilience is a socio-cultural                     | 20 participants, 17 boys and three                                                | Qualitative, phenomenological                                                        | Resilience processes are socio-cultural                                                                                                                                                                                                                                   |

|      |                                                       |                                                                                                                           |                                                                                                            |                                                                    |                                                                                                                                                                                   |
|------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | M.J.                                                  | phenomenon                                                                                                                | girls between the ages of 10 and 17                                                                        | study using individual and focus group interviews                  | aligned (e.g.: local role-models, enabling adults, schooling, and cultural heritage representing Socio-cultural factors and a sense of agency as experienced by the street child) |
| 2009 | Fincham, D.S., Altes, L.K., Stein, D.J., & Seedat, S. | Dynamic process involving interaction between both risk and protection processes, internal and external to the individual | 787 participants from Cape Town. Low SES, Grade 8 – 12, Female – 56,5%, Mixed race – 20,6% and Black 49,9% | Various questionnaires: PTSD checklist, CECV, CTQ, PSS and CD-RISC | Positive adaptation by adolescents in the face of abuse and neglect but mitigated by high levels of everyday stress and discrete trauma in the form of community violence         |
| 2008 | Ebersöhn, L.                                          | Asset-focused                                                                                                             | 1200 girls and 1191 boys ranging in age between 3-21                                                       | Qualitative, Quantitative and Participatory action research        | Individual emotional aspects, community involvement, availability of resources and facilitation of learning in schools                                                            |
| 2007 | Theron, L.C.                                          | Person ecological                                                                                                         | 80 participants, both genders, Educational focus                                                           | Qualitative interviews and validated scales                        | Resilience is a product of socio-cultural and interactive processes                                                                                                               |
| 2005 | Dalls-Brailsford, P.                                  | Socio-ecological transaction                                                                                              | 16 participants, eight females between the ages of 18-30 years and university students                     | Qualitative including narratives                                   | Relationship with community and others as well as strong personal agency, initiative and goal-directed behaviour                                                                  |
| 2003 | Collings, S.J.                                        | Individual trait                                                                                                          | 223 – female students at University                                                                        | Quantitative using validated questionnaires                        | Individuals ability to adapt as well as the absence of psychopathology                                                                                                            |

The above summary in Table 1 indicates 23 results, and after careful study, none of the identified studies focused on black/historically disadvantaged young women's resilience in context of GBV. All studies focused on resilience in other contexts of adversity (e.g. AIDS, orphanhood, structural disadvantage, migrancy). Although GBV was possibly associated with the aforementioned, none of these studies

focused on how social ecologies may be able to champion resilience to GBV. Thus, it appears that there is a gap in the literature relating to the resilience of historically disadvantaged young women challenged by GBV. Subsequent to my 2016 review, Haffejee and Theron (2017) published a study confirming the resilience of historically disadvantaged South African young women who are challenged by GBV to be under-researched.

## **2. PROBLEM STATEMENT**

GBV remains a scourge (Jewkes et al., 2010; Norman, Matzoupolos, Groenewald, & Bradshaw, 2007; Seedat et al., 2009). As previously noted, studies on GBV proliferate worldwide (Jewkes et al., 2006; Seedat et al., 2009), yet studies regarding resilience to GBV remain scant, and over-represent minority youth in the Global North (Haffejee & Theron, 2017; Ungar, 2012). South African rural communities are particularly vulnerable to GBV (Lamb & Snodgrass, 2013; Snodgrass & Bodisch, 2015), and sexual violence continues to be a lived reality for many young, historically disadvantaged women, whose voices remain faint in the growing archive of research (Shefer, Kruger, MacLeod, Baxen, & Vincent, 2015; Snodgrass & Bodisch, 2015). There is, therefore, a need for research pertaining to the protective mechanisms young historically disadvantaged women in rural areas believe their communities might employ, so that these young women could be better protected from GBV. Addressing this gap in the resilience literature provides an opportunity to identify protective resources and mechanisms that will serve to better protect historically disadvantaged young women from GBV, and privilege their voices.

### **3. AIM**

Given the above gap in the literature, my research aims to foreground a deeper understanding of how the social ecology of historically disadvantaged young women in the Bitou Municipal Area can better protect these young women against GBV, and in doing so, support their resilience.

The primary focus of my study is on historically disadvantaged young women from a rural district, telling their community by means of visual participatory methods what it is they need the community to do to help them enable and/or maintain their personal safety from violence aimed at young women. I specifically focus on the processes and interactions arising from significant others, and the wider social context in order to explore the interactive resilience-enabling processes of historically disadvantaged young women in the Bitou Municipal Area. Schratz and Walker (2005) posit that research can prompt social change, where a grassroots focus gives potential agency to young historically disadvantaged women in the Bitou Area. This takes place in helping to define what is contextually meaningful and supportive to young women in their struggle against GBV. I thereby hope to contribute to research which foregrounds how social ecologies could facilitate processes of resilience among young, historically disadvantaged women faced with GBV (Ungar, 2012).

Beyond the aim to champion the voices of the young historically disadvantaged women regarding what they need from their community to be better protected against GBV, my research aims to create a platform as a genesis for dialogue within the community, among community leaders and vulnerable young women. My study further explores whether and how these messages, once communicated, enable changes or protective mechanisms that these young women need in order to both be and feel safe within their community.

#### **4. RESEARCH QUESTIONS**

The broad purpose explained in the preceding section translates into two guiding questions:

- Which protective mechanisms do young historically disadvantaged women in a rural area identify as potentially helpful for their communities to better protect young women from GBV?
- What difference does communicating these insights make to the historically disadvantaged young women in a rural municipality?

#### **5. CONCEPTUAL FRAMEWORK**

The conceptual framework for my research follows Ungar's Social Ecology of Resilience Theory (SERT) (2011). SERT defines resilience as the capacity of individuals to identify, navigate and negotiate for cultural, social, psychological and physically meaningful resources and furthermore, the ability of communities to co-negotiate for and provide the resources required, sustains well-being (Ungar, 2012). The framework thus calls for an understanding of the context in which an individual experiences adversity, and more importantly implies that resilience draws on both individual agency and a social ecology. Therefore, individual and ecological resources, such as community, family, and governmental structures, have the responsibility to support resilience and resilience-enabling resources in order to moderate the effects of adversity (Malindi, 2014). Masten (2014) posits that positive development is supported when the individual's physical and social ecology potentiate positive development under stress by assisting the individual to navigate through adverse environments over time. Ungar (2012) furthermore asserts that the social ecology may in fact be more important as a meaning-making system than any contribution that the individual makes. There is therefore an obligation for

researchers to refrain from focussing only on the individual, but rather to focus on both the individual and their social ecology, and the co-creation of resilience which occurs when social ecologies facilitate and support the protective mechanisms required to enable resilience.

### **5.1 Concept Clarification**

The primary concepts of my study are **resilience** and **gender-based violence** as explained by young historically disadvantaged women in/from a **rural** community in the **Bitou Municipal Area**.

**5.1.1 Resilience.** Resilience is defined as unexpected competence despite adversity (Cicchetti & Blender, 2006; Masten, 2014, 2015; Rutter, 1991, 2012; Ungar, 2012). Resilience is furthermore considered to be one of the four dimensions of psychological capital, and a strong focus in positive psychological research, as it encompasses both individual and broader contexts, as well as an awareness of the lived realities of the participants (Csikszentmihalyi & Donaldson, 2011; Wissing, 2013). In my study, I use the SERT definition of resilience, which emphasises that resilience is an interaction between an individual and the social ecology (Ungar, 2011). Resilience draws on an individual's ability to identify, access, and negotiate for contextually meaningful resources within their environment, so as to assist them to do well in the context of significant life challenges such as GBV. At the same time, a given social ecology has the responsibility to make meaningful resources available (Theron, 2017). These resources include physical, psychological, cultural and social resources (Ungar, 2008). It has been demonstrated that risk, resilience and protective factors are context-specific, rather than universal (Ungar, 2006), and so a better understanding of the socio-cultural resources in a defined context proves to be an important research agenda (Ebersöhn, 2017).

**5.1.2 Gender-based violence (GBV).** GBV is understood as any of the various harmful behaviours directed towards girls and women due to their sex. These behaviours include wife abuse, sexual assault, marital rape, forced prostitution, sexual abuse of female children, and female genital mutilation. GBV furthermore includes any act of force, be it verbal or physical, including coercion or deprivation directed at women or girls, which causes physical or psychological harm, humiliation, or inhibits freedom and perpetuates female subordination (Heise, Ellsberg, & Gottmoeller, 2002).

**5.1.3 Rurality.** Rurality has, to a large extent in the research, been understood from Western epistemologies and ontologies. According to Balfour, Mitchell, and Moletsane (2008) and Moletsane (2012), a common-sense understanding of rurality tends to involve a set of typical associations of poverty, disease, depopulation, racism, backwardness, isolation, neglect, marginalisation, corruption, entropy, and exclusion; and focuses on the space itself, rather than the people. Rurality however, extends beyond the contexts of the Western epistemologies that give rise to such associations, where as African scholars, we are challenged to privilege the voices of community as they shape their lives actively and independently of urban influence (Balfour et al., 2008). Balfour et al. extend their argument to say that rural identity is therefore an “actively constituted constellation of forces, agency and resources and an inter-active, dynamic and generative variable” (2008, p.8). Rurality in my research will furthermore be considered as part of the physical ecology of the young historically disadvantaged women, which may or may not facilitate the expression of strength (Cicchetti, 2013; Masten, 2014). The rural context will thus be represented by community members and participants in this study. Particular to this study, the municipal area of Bitou is considered a rural area,

as re-defined by Census 2001 (2003), and consists of commercial farms, smallholdings, hostels, rural recreational areas, and settlements or villages (Census 2001, 2003).

**5.1.4 Bitou Municipality.** Bitou Municipality was established in 1779, and comprises an area of approximately 39, 7 square kilometres. The area comprises the mountain range known as the Outeniqua Mountains, and stretches to the coast. Census 2011, the most recent report, calculated the Bitou population to be at 49 162. The municipal area is ranked 175 by population size, and a total of 81, 9% of its residents are historically disadvantaged. The majority are isiXhosa-speaking, with more than 20% from mixed race origin. According to the census consulted, 23 599 people were economically active (employed or unemployed but looking for work), and of these, 30, 1% were unemployed. Of the 11 929 economically active youth (15-34 years) in the area, 37, 9% were unemployed (Stats SA; 2011), which can be ascribed to the town being highly dependent on seasonal tourism.

## **6. CONTEXTUALISATION**

My study forms part of a larger, ethically approved research project entitled: *Networks for Change and Well-being: Girl-led 'from the ground up' policy-making to address sexual violence in Canada and South Africa* (NWU-HS-2016-0062) (Appendix A). The objective of the project is to build the capacity of girl-focused community structures to combat sexual violence. The primary aims of the principal project are:

- a. to learn about sexual violence (effects and solutions) from the use of participatory visual and other media and arts-based work with historically disadvantaged girls;

- b. to test models for affirming those whose voices are typically left out of policy dialogue; and
- c. to consider and research the impact this work can have on changing the policy landscape for girls in relation to safety and security.

The outcome of my study contributes to the first objective identified in the principle project, with special emphasis on identifying solutions.

In particular, I chose to conduct my study in the Bitou Municipal Area of Plettenberg Bay. The Bitou (Plettenberg Bay) and Eden (George) District reported a total of 609 cases of sexual offences against minors for the period 1 April 2015 to 31 March 2016, of which only 326 were referred to Court (G. Marx, personal email communication, 9 May 2016).

## **7. RESEARCH PARADIGM**

A research paradigm refers to a basic set of beliefs, assumptions or world views that guide a researcher's inquiry and constitutes the researcher's preferred ways of understanding reality, building knowledge, and gathering information about the world (Creswell, 2013; Tracy, 2013). My research is grounded in a critical paradigm, concerned with empowering human beings to transcend the constraints placed on them by race, class and gender (Asghar, 2013; Creswell, 2013). A critical paradigm furthermore challenges the assumptions within society to address, inter alia, the issue of violence against young women in/from rural communities. It provides a baseline for change in order to promote their safety, and to ensure change within the community. This approach prioritises the ethical obligations of, and is essentially focused on the empowerment of undermined groups, in order to ensure balance and democracy within society, and to ensure that action is taken to foreground change within the community regarding the problem (Tracy, 2013). Literature draws

particular attention to the need of historically disadvantaged young women in rural areas for a substantial voice, such that their social ecologies may understand how to better support their resilience (Mitchell & de Lange, 2012; Moletsane, De Lange, Mitchell, Stuart, Buthelezi, & Taylor, 2007). Thus, my research, from a critical paradigm asks not only “what is?” but “what could be?” (Tracy, 2013, p.43).

## **8. RESEARCH DESIGN**

My study makes use of a qualitative design in order to capture the historically disadvantaged young women’s perceptions regarding the way in which communities can better promote their safety in the face of GBV. Qualitative research as an inductive method of enquiry, aims to capture an in-depth understanding of social phenomena, by studying individual experiences and/or perspectives within a specific context, and addresses the meaning individuals or groups ascribe to social or human problems in a natural setting sensitive to the people and places under study (Creswell, 2013; Malterud, 2001). Furthermore, qualitative research requires the researcher to use purposefully broad methods, encompassing several means of inquiry and methods that elicit description in words rather than numbers, allowing for subjectivity (Creswell, 2013; Malterud, 2001; Tracy, 2013). Essentially, qualitative research locates the researcher in the world of the researched, which in my research, allows these young, historically disadvantaged women to make known what they believe their community might do to better protect them against GBV.

## **9. STRATEGY OF INQUIRY**

Inquiry is a process or strategy used to connect a researcher to a specific approach or method of collecting and analysing data collected from participants (Creswell, 2013; Denzin & Lincoln, 2005). The strategy of inquiry for this study is a phenomenological approach, which focuses on the lived experiences of individuals

(Creswell, 2013; Tracy, 2013). I am particularly interested in young women's lived experiences of how their community protects them from GBV, and based on this, what they believe their community can do to better protect them. A phenomenological approach is particularly appropriate to this research study, as meaning is created and reinforced in relationship and the discourse between individuals. As such, these young, historically disadvantaged women can share their lived experiences as they negotiate for better protection from GBV (Creswell, 2013). A phenomenological study furthermore provides in-depth and rich data from the participants as it amplifies the subjective discourse of the community and young, historically disadvantaged women. I am aware that a phenomenological design has limitations, including that my interaction with the participants could be influenced by the personal bias I bring to the study. I detail this later when I discuss my role as the researcher.

## **10. PARTICIPANT SELECTION**

My study used a purposive sampling method to select the participants and to honour the focus of the research study with a marginalised population (young, historically disadvantaged rural women) whose perspectives offer something that is currently missing from the mainstream discourse on resilience (Mitchell & de Lange, 2012). The participants (10 in number) were invited to partake in the research study. The invitation was communicated using on-campus posters at an FET College within the Bitou Municipal Area. The criteria making the sampling purposive were as follows:

- i. The participants needed to be women between the ages of 18-24 years;
- ii. historically disadvantaged (i.e. black or coloured – as specified by the greater Girlhood Project);

- iii. living in/originally from the Bitou Municipal Area or surrounds (rural community);
- iv. comfortable in reading and participating in English; whilst
- v. participants involved in a legal case or in a therapeutic process pertaining to GBV were excluded.

The gatekeeper and college counsellor initially provided access to those participants who responded to the posters with the information pertaining to the research project (I provide greater detail about the recruitment and sampling in Chapter Two).

## **11. DATA COLLECTION STRATEGIES**

I used visual participatory methods, namely draw and talk/write, participatory video (and associated activities including story boards and action briefs), and collages. Participatory methods provided a deeper form of engagement and communication, and offered greater agency to these young, historically disadvantaged women regarding the social problems experienced within their community (Mitchell & de Lange, 2012).

### **11.1 Draw And Talk/Write**

The first activity, draw-and-talk, is used as a method to facilitate thoughtful explanations and discussions (De Lange, Mitchell, & Moletsane, 2015). Following Mitchell and De Lange (2012), the participants were invited to draw a response to a particular prompt: “please make a drawing that shows what you think your community does to keep young women safe against violence.” Art stationery, such as colouring pencils, pastels and crayons and paper were supplied to the participants. After all the participants completed their drawing, they were asked to share in writing and or verbally, their thoughts, feelings and the meaning of their drawing. The participants were also invited to share their drawings and the

meanings ascribed thereto with the other participating students, in order to have a group discussion about current actions in their community that protect historically disadvantaged young women against GBV. The participants all agreed to the activity being audio-recorded, which I then did. After completing this activity, the participants were given a refreshment break.

After a refreshment break, participants were asked to again participate in another draw-and-talk/write activity that lasted about one hour. This activity was guided by the first draw-and-talk activity, but with a different prompt: “please make a drawing that shows what you think your community **can do better** to keep young women safe against violence.” In other words, I elicited what additional resilience resources the young women might seek to negotiate for, in order to reduce the risk of violence against them within their community. Once again, this activity was audio-recorded, with permission. I asked the participants if I could keep their drawings. All the participants agreed for me to keep their drawings.

### **11.2 Community-Based Participatory Video (CBPV)**

According to Mitchell and De Lange (2012), participatory video research fundamentally blurs the distinction between research and community development. CBPV is furthermore a source of rich qualitative data, which can impact communities under study as the methods problematise traditional social relations of power. Participatory video also aims to redress the participants’ role, as well as the experience of participating. By doing so, it is predicted that a shift in traditional power relations can be experienced, together with an increase in a sense of empowerment by the participants, as they recasts this traditional relationship, and integrate local norms and understandings in the process of producing a video (Mitchell & De Lange, 2012). The social capital, or in this study, the community as a

network of relations, is valuable in providing resources and action to the participatory process.

During the second phase of research, I asked the participants to engage in a community-based participatory video (CBPV) activity, which took about four hours (Mitchell & De Lange, 2011). At this time, I asked the participants to divide into two small groups (five people in each group). I then revisited what the second drawing activity focused on by asking: “what can your community do to better protect historically disadvantaged young women against violence aimed at them?” At this point, I asked the participants to collectively record as many ideas as they can, based on this prompt. Once the participants had exhausted all ideas collectively regarding the prompt, I asked them to vote individually and in private for the idea that each felt to be most critical to ensuring their safety in the Bitou Municipal Area. The idea that proved to be most popular was the idea that each group used as the basis for a video, which would communicate how the community could better protect young women against GBV. I then asked the groups to plan a storyboard around the most popular idea.

A storyboard is a planning tool or device that creates a visual outline or narrative skeleton for the video which will be made. The storyboard is made up of drawings, sketches or words, each representing a scene in the narrative of a visual production, communicating the focus or intention of the project (Mitchell & De Lange, 2011; Moletsane, Mitchell, De Lange, Stuart, Buthelezi, & Taylor, 2009). The completed storyboard communicates the end product visually, and in the case of this study, allowed the participants to describe, plan, modify, add or delete parts of the story prior to recording the narrative onto video format. At this point in the project,

each group were given paper and pencils in order to conceptualise a storyboard about the issue for which they voted.

When the participants completed their storyboards, I provided the participants with Samsung tablets and showed them how to use the tablet to record their video message. I encouraged them to follow the no-editing required approach that focuses on the message rather than on the form it takes (Mitchell, 2011). The participants then video-recorded their message (what their community can do to better protect young historically disadvantaged women against violence), according to the visual outline in their storyboards. The group could choose to make the video in their mother tongue, and add English subtitles. The participants however chose to do their video in English (See CD-DVD's).

The participants were invited to watch their videos together as a whole group, and to discuss and reflect on the meaning of their messages. To guide this reflection, I used some/all of the following questions:

- What is the message your video communicates?
- What are the main points you would like viewers of this video to understand?
- How do you think this video may help your community understand how to better protect young women against violence aimed at them in your community?
- With whom would you like to show the video?
- Who do you think needs to see a video like this? How can I as a researcher support you to bring your videos to the attention of the people you identified?
- What part did you enjoy most about making the video? What do you particularly like about your video?
- If you were to make another video, what would the focus be on? Why?

(Mitchell & De Lange, 2011).

I provided the participants with a copy of their video for their own use as none of the content of their videos could put them or other group members at risk.

### **11.3 Action Brief Posters**

After completing the participatory video activity, participants were asked to make a short, clear and convincing action brief poster that summarised the message in their video. The action-brief was given as handouts to the audience members (chosen by the participants), who attended the meeting where the screening of the videos was scheduled. These handouts first drew attention to GBV as a problematic, lived reality for historically disadvantaged young women within their community, and offered their own proposed solutions. The action brief poster furthermore identified and suggested who in their community might best address and implement the suggested changes to reduce the risk of GBV. The materials needed for this activity were provided to the participants.

The participants discussed who should view the video within their community at large. I helped them to set a time for their videos to be shown, and for their action briefs to be handed out to their chosen audience. All of the aforementioned took about two hours. Regular refreshment breaks were given during this phase in the research process, and the participants received lunch in-between the video activity and the action-brief activity. The activity was audio-recorded.

### **11.4 Video Screening And Hand-Outs Of Action Briefs**

The next phase (Phase Three) in the research process was the screening of the participants' videos to their chosen audience and to hand out their action briefs. The screening of the video would provide an opportunity for the chosen community members / leaders to learn from the historically disadvantaged young women about what the community can do to better protect these young women against violence.

Mitchell (as cited in De Lange et al., 2015) infers that participatory videos screened within community settings can stimulate richer dialogue regarding the identified social concern. Minutes before the screening of the video was scheduled to start, the area experienced an electrical outage due to foul weather. The meeting continued as scheduled, however without screening the video (the outage was protracted). The participants handed out the action briefs and engaged in dialogue with the audience (See Appendix B). This meeting therefore allowed the young women to start a conversation regarding the reduction of GBV and to navigate towards the identified resilience resources.

### **11.5 One Month Follow Up – Making A Collage**

The fourth phase occurred a month after the meeting with the invited community members. At this meeting, the participants were asked to divide into two small groups (3-5 people) and to make a collage by sticking words, shapes and pictures from magazines onto a piece of cardboard to show what changes, if any, were made by their communities to better protect historically disadvantaged young women in the Bitou Municipal Area against GBV. When this activity was completed, the participants were invited to discuss and reflect on the meaning of their group's collage in the main group with other students. This took about two hours. I provided the magazines, cardboard, glue, and scissors. Once again, this activity was audio-recorded. I asked permission from the participants to keep the group's collage, they all agreed.

## **12. DATA COLLECTION PROCESS**

Data collection took place from October 2016 to February 2017. I followed a respectful data collection process with the participants, which included providing them with the know-how to make their own 'no-editing-required' video. I furthermore

remained respectful of their time, by scheduling our time together for this research at a time convenient to all parties. The college offered a classroom for this process, such that the participants were not inconvenienced.

I ensured that the participants understood what is required of them at all times, obtained their permission to use voice recorders during the data collection process, and made clear how the information would be used. I assured them that there is nothing to fear, and that there is no right or wrong response during the data collection process. With the drawings and collage, I supplied the participants with a variety of art stationery from which to choose, as I assumed that a limited choice of stationery might cause anxiety (Mitchell & De Lange, 2011; Prosser, 2011). Furthermore, I assured them that the quality of their artefacts (e.g. drawings, collages) was less important than what their artefacts communicated (i.e. the message was relevant to the research) (Mitchell & De Lange, 2011).

### **13. ROLE OF THE RESEARCHER**

Qualitative research endeavours to place the researcher in the world of the participant, and consists of a set of interpretive, material practices that make this world visible and understandable (Creswell, 2013). In so doing, the researcher cannot be eliminated, and is seen as a research instrument (Nieuwenhuis, 2007). Because the researcher is key to the process, the researcher can influence the process via assumptions and/or bias, and so it is important for the researcher to reflect on his/her positioning and how this positioning can shape the research process (Creswell, 2013).

I am a mature, privileged white woman working as a counsellor in a child and youth care centre. I endorse a critical stance, and actively support a changed society in my research and work with young victims of sexual, physical and

emotional abuse. I acknowledge that my work may influence my perceptions, interactions and interpretations about society and community at large and their ability, as well as desire to protect and esteem the most vulnerable. My work may result in my having preconceived ideas about victims of GBV. I may furthermore have an unconscious understanding of the social constructs of race and gender due to my work. With this awareness, I made every effort to limit the effect of my subjectivity. I frequently used peer debriefing sessions with a fellow master's student, who also partook in the *Networks for Change and Well-being* study, as well as my supervisor, Prof. Theron. This debriefing helped me to remain aware of and limit my subjectivity, so as not to allow my own assumptions to pollute the data collection or interpretation.

#### **14. DATA ANALYSIS AND INTERPRETATION**

Participatory analysis was used when the participants explained their drawings, written work, videos, handouts and collages. This means the data was first explained by the participants themselves (See Appendix C) (Theron, 2016b). The meaning historically disadvantaged young women gave about how their communities are protecting them against GBV, as well as what further measures can be put in place in order to reduce the risk of GBV in their specific communities, were prioritised. In so doing, this study follows the recommendation made by Van Rensburg, Theron, and Rothman (2015) to give voice to young people's (including young women's) own understanding of what they need in order to reduce the risk of falling prey to GBV.

The data was then further analysed by me using a resilience-focused, inductive, thematic analysis (Creswell, 2013; Theron, 2015). The inductive content

analysis required organising the data into increasingly more abstract units of information and comprises of:

Step 1: *Immersion of self in data:* (reading/organising).

This step required me to intimately know the data and reflect on the overall meaning.

Step 2: *Data is identified into different segments:* attention is directed at one segment of data. This meant I focussed on one data section (e.g. one participant's transcript) and searched for relevant segments to code.

- Preliminary coding was done by initially identifying significant statements or meaning units that answered the research question/s, and then assigning words or phrases to capture the essence of the statement (called open coding), thereby creating overall meaning of the relevant data (See Appendix D) (Tracy, 2013). Open coding is a reflexive and circular process or cycle, and marks qualitative data analysis (Creswell, 2013; Tracy, 2013).
- Grouping of similar codes was done thereafter (axial coding). This process required the systematic grouping of similar codes, which allowed interpretive concepts to emerge that served as a preliminary basis for how I later explained and theorised the data (See Appendix E) (Creswell, 2013; Tracy, 2013).

Step 3: *A repeat of Step 1 and 2:* until all data had been analysed.

Step 4: *Compare all axial codes from the data analysed:* I compared all axial codes by using a constant comparative method. A comparative method of analysis compares the data in each axial code to limit overlapping codes, and modifies or adapts the code definitions as new data emerges (Creswell, 2013;

Tracy, 2013). In other words I made sure my axial codes were not repetitive or redundant.

Step 5: *Kept repeating Steps 1-4*: until all data was coded and compared.

Step 6: *Identify themes/patterns/outliers*: I considered which themes had emerged from the axial codes (i.e. I grouped axial codes into themes and sub-themes that accounted for the data and answered my research questions). I looked for outliers (i.e. potential themes that did not fit with the other themes), and considered whether these outliers proved contradictory to the narrative emerging from the data. I reconsidered the data to find more evidence in support of outliers.

Step 7: *Consensus discussion*: Once the above had been done, I discussed the emerging themes with a fellow master's student and my supervisor, and when some were found to overlap, they were grouped together to form stronger themes (Saldana, 2009).

Step 8: *Structured the findings*: In order to structure the findings, I defined the themes and sub-themes, provided a description of the themes found and any interconnectedness between the themes (Tracy, 2013).

Step 9: *Interpreted the data*: Finally, I interpreted how the emerged themes fit with the extant literature (Tracy, 2013).

## **15. TRUSTWORTHINESS**

Qualitative research is rarely value-free, and I have endeavoured to ensure trustworthiness and credibility by using various procedures to ensure the accuracy of the findings (Creswell, 2009). This included using multiple methods of data collection, participant validation, rich and full description of findings and triangulation. Prof. L.C. Theron, a principal researcher for the project *Networks for Change* and a

researcher on resilience, together with fellow academics of the *Networks for Change and Wellbeing* project both in South Africa and Canada, assessed the project regularly, and provided guidance that further enhanced the trustworthiness of the findings (Creswell, 2009).

The following specific steps were taken to ensure the trustworthiness of the findings:

- Triangulating by using multiple data sources such as drawings, storyboards, action briefs, collages and participatory video, thereby building a coherent perspective and theme. Furthermore, I regularly checked with stakeholders such as peers, participants and my supervisor.
- I verified the data and findings by asking the participants to determine whether the findings were accurate. I added an audit trail of my axial codes (See Appendix F).
- The findings were also subjected to peer review so as to ensure accuracy and clarity of the study prior to submission to the journals noted below for possible publication. For example, I presented my study's findings at the Pan African Psychology Conference, 2017.

## **16. ETHICAL CONSIDERATIONS**

The project *Networks for Change and Well-being* received ethical clearance from North West University (ethical clearance number: NWU-HS-2016-0062; see Appendix A). This overall clearance covered my study too.

The core ethical principles of respect, scientific merit and integrity, distributive justice and beneficence, as described in the Guidelines by the Department of Health (Ethics in Health Research, 2015), guided my dealings with the participants, allowing for responsible and enabling research to be done. For instance, multiple methods of data collection were used, such as draw and talk/write, NER videos and collages. In

so doing, as suggested by Mitchell and de Lange (2011), I endeavoured to do the most good, reasoning that these activities positioned young women as authoritative knowledge producers.

In the informed consent (see Appendix G), the participants were alerted to the limited confidentiality and lack of anonymity, as well as their right to withdraw. I explain this in more detail in Chapter Two.

All data were stored electronically. The confidentiality of the electronic data is protected on a secure network, which is both encrypted and password protected. The data is furthermore stored on a portable data storage device. The hard copies were securely stored in a locked filing cabinet in a locked storage room. The coded data and master list are securely stored, separate from the hardcopies. I put measures in place to protect and support the historically disadvantaged young women participating in the research by identifying and securing counselling support from FAMSA Plettenberg Bay. One participant made use of the service whilst partaking in the research.

## **17. CONCLUSION**

This chapter introduces this article-based mini-dissertation. In Chapter Two, I present the article I wrote in response to the research questions I formulated and have detailed here.

## Chapter 2: Article

The manuscript was prepared for *Youth and Society*.<sup>1</sup> This journal only accepts health-focused qualitative studies (that is, physical health and well-being, including resilience, coping, and related subjects). There is a word limit of 7000. The word count exceeds the limit prescribed due to it being a qualitative study, where I will appeal for the word count to be accommodated by the journal's editor. Should this not be granted, I will submit an abbreviated version of the manuscript instead. The full guidelines for authors are included in Appendix H.

---

<sup>1</sup> For the purposes of this dissertation and ease of reading, I have placed the figures and tables in the text. When this article is submitted, I will append the figures and tables in accordance with journal guidelines.

**Rural resilience and historically disadvantaged young women's negotiations  
for protection against gender-based violence**

Deidré de Villiers

North-West University, Vanderbijlpark, Gauteng, South Africa

**Corresponding Author**

Deidré de Villiers, P.O. Box 2563, Plettenberg Bay, Western Cape, 6600, South  
Africa

Email: deidremapp@gmail.com

**Author's note**

Portions of this article were presented:

- a) as a poster presentation at the *Pathways to Resilience Conference: Global South Perspectives*, Cape Town, South Africa, 14-16 June 2017; and
- b) as a paper presentation at the PAPU (Pan African Psychology Union) conference in Durban, South Africa on the 19<sup>th</sup> of September 2017.

## **Abstract**

Resilience, or the ability to function normatively, despite risks (such as gender-based violence), is a co-constructed process between young historically disadvantaged women and their social ecology. Resilience infers the ability to negotiate for, and navigate towards protective resources made available by the social ecology (Ungar, 2011). Research on gender-based violence proliferates. Yet there is little research on the resilience of young women faced with GBV. Historically disadvantaged young women in rural areas of South Africa are particularly at risk. This article foregrounds the voices of young historically disadvantaged women in a rural area in South Africa, as they negotiate for protective resources from their community using a community-based participatory video process. The findings suggest that the community-based participatory video-facilitated process assisted the young women's expression of protective resources in contextually meaningful ways.

## **Keywords**

Resilience; rural youth; historically disadvantaged young women; gender-based violence; community; community-based participatory video; qualitative research; positive psychology.

There is a proliferation of research on gender-based violence (GBV) worldwide (Jewkes, Dunkle, Koss, Levin, Nduna, Jama, & Sikweyiya, 2006; Seedat, Van Niekerk, Jewkes, Suffla, & Ratele, 2009), defined as any harmful behaviour or act of force, be it verbal or physical, directed towards girls or women, which causes physical or psychological harm, humiliation, or inhibits freedom and perpetuates female subordination (Heise, Ellsberg, & Gottmoeller, 2002; WHO, 2015). GBV remains extraordinarily high in South Africa, regardless of the many legislative and procedural advances made (Jewkes, Sikweyiya, Morrell, & Dunkle, 2010; Norman, Matzoupolos, Groenewald, & Bradshaw, 2007; Seedat et al., 2009). Historically disadvantaged South African young women (identified as young women who by virtue of their race experienced economical, structural and societal hardships and marginalisation) (Cross & Atinde, 2015) are disproportionately affected by GBV.

Similarly, whilst there is a preponderance of research on resilience in the Global North amongst minority youth (i.e. American-European youth) (Ungar, 2012), the resilience of young women in the Global South is not well understood (Jefferis, 2016). The resilience of historically disadvantaged young South African women is particularly neglected (Haffejee & Theron, 2017). Resilience is the process which supports systems (e.g. an individual; a community) to function normatively, despite risks, such as GBV, to system viability and wellbeing (Masten, 2014). The Social Ecology of Resilience Theory (SERT) (Ungar, 2011) defines resilience as an individual's ability to negotiate for, and navigate towards contextually meaningful resources within their environment. Furthermore, these resources must be made available by their social ecology in contextually meaningful ways.

Taken together, the above calls for an understanding of how social ecologies can best support the resilience of historically disadvantaged young South African

women, whose wellbeing is challenged by GBV (Jefferis & Theron, 2015). Such an understanding is necessary in order to transform the policy and programmatic landscape for young historically disadvantaged women at risk of GBV. In particular, this article foregrounds the voices of historically disadvantaged young women living in a rural community in South Africa. It does so by reporting a phenomenological study, which employed community-based participatory video (CBPV) (Mitchell & De Lange, 2013). The study aimed to answer the following research questions: (i) which protective mechanisms do young historically disadvantaged rural women identify as potentially helpful for their communities to better protect young women from GBV? and (ii) what difference does communicating these insights make? The perspectives of the young women included in this study offer insight into what a community can do to better protect young women from GBV. This and how their community responded ought to be of interest to service providers, mental health practitioners and policy makers.

## **BRIEF REVIEW OF THE RELEVANT LITERATURE**

As mentioned, resilience infers the presence of risk such as GBV, and good outcomes, despite such risk (Masten, 2011; 2014; Ungar, 2011). As also mentioned, SERT the theoretical framework informing this article, defines resilience as an individual's ability to find their way to resources (psychological, social, cultural and physical), which maintain their wellbeing, and the ability of the individual and/or community to bargain for these resources so as to enable positive changes in the context of significant life challenges such as GBV (Ungar, 2011). SERT therefore places resilience in context of individual gains as a result of social (relational aspects) and structural environments (such as service providers), which make

resources available and thus facilitate wellbeing for the individual (Theron, 2016b; Ungar, 2008, 2011).

## **RESILIENCE IN THE FACE OF GBV**

A search for articles documenting resilience to GBV produced several non-African studies, which juxtapose violence – often intimate partner violence (IPV), violence within families, or violence against children and young people (including girls and young women) – with the protective factors moderating the effects of violence (Bowen, 2015; Gerwitz & Edleson, 2007; Howell, 2014; Kassis, Artz, Scambor, Scambor, & Modenhauer, 2013; Newland, 2014; Sanders, Munford, Liebenberg, & Ungar, 2013; Stark & Landis, 2016; Suzuki, Geffner, & Bucky, 2008; Swartz & Proctor, 2000; Ungar, 2005, 2008; Wortham, 2014). These studies demonstrate that protective factors can be identified in three broad areas, namely individual factors (Lopez-Fuentes & Calvete, 2015; Suzuki et al., 2008), family and interpersonal factors (Gerwitz & Edleson, 2007; Suzuki et al., 2008; Wekerle & Kerig, 2017), and community-based factors (Gerwitz & Edleson, 2007; Suzuki et al., 2008), which include cultural and spiritual beliefs (Drumm, Popescu, Cooper, Trecartin, Seifert, Foster, & Kilcher, 2014; Fischer, Lamis, Peterson-Coleman, Moore, Zhang, & Kaslow, 2016; Gerwitz & Edleson, 2007; Suzuki et al., 2008; Ungar, 2013). Each is briefly explained next.

### **Individual Resources**

Masten (2014) summarised the individual resources that enable resilience as the Five C's (confidence, competence, character, connection, caring). Being confident and competent includes a positive orientation (e.g. towards education) (Burnette & Hefflinger, 2016; Reid, 2014; Suzuki et al., 2008). It also includes displaying a positive and affirming affect of self-regard and having an internal locus of control

(Lopez-Fuentes & Calvete, 2015; Munoz, Bradys, & Brown, 2017; Suzuki et al., 2008), as well as the capacity for social competence and caring for others (Burnette & Hefflinger, 2016; Gerwitz & Edleson, 2007; Lopez-Fuentes & Calvete, 2015; Suzuki et al., 2008). These individual resources are meaningful, and serve as protective resources also when youth apply themselves to changing their social environment (Cohen, Davis, & Realini, 2016; Shepherd, Reynolds, & Moran, 2010).

### **Relational Support**

Various role players offer relational support. These include primary caregivers and significant caring adults (Gerwitz & Edleson, 2007; Harper, Riplinger, Neubauer, Murphy, Velcoff, & Bangi, 2014; Masten, 2015; Rasmus, Allen, & Ford, 2014; Sanders et al., 2013; Suzuki et al., 2008; Ungar, 2015; Wainer & Chesters, 2000; Wekerle & Kerig, 2017; Wortham, 2014), and individual community members, such as peers, neighbours, sport coaches, and teachers (Heugten & Wilson, 2008; Munoz et al., 2017; Suzuki et al., 2008). Supportive adults project acceptance and challenge the belief that young voices have no value in the context of violence, whilst providing opportunities for youth to experience mastery and advocacy, which serves to further support their resilience (Wekerle & Kerig, 2017).

### **Contextual Support**

Contextual support for youth refers to resources which facilitate connection to community and culture. This includes existential beliefs and activities such as bible reading, prayer and active community involvement (Drumm et al., 2014; Fischer et al., 2016), and education (Sanders et al., 2013). Youth demonstrate their navigation towards and reliance on their social ecology, for instance, when they endorse shared norms and values, and behaviours that provide a sense of belonging (Gerwitz & Edleson, 2007; Suzuki et al., 2008; Wortham, 2014; Ungar, 2013). Contextual

support furthermore includes youth embracing existential (spiritual) beliefs and activities, which support their resilience (bible reading and prayer, spiritual group activities) (Drumm et al., 2014; Fischer et al., 2016; Laye & Makota, 2014; Suzuki et al., 2008). Within safe and supportive ecologies youth have the opportunity to build strong social networks (Burnette & Hefflinger, 2016; Drumm et al., 2014; Fischer et al., 2016; Lopez-Fuentes & Calvete, 2015), trust (Cohen et al., 2016), self-efficacy (Drumm et al., 2014) and enduring support structures (Fischer et al., 2016). The community as an external support structure also represents formal social support systems such as police, mental health, judicial and educational services (Gerwitz & Edleson, 2007; Lopez-Fuentes & Calvete, 2015). Wekerle and Kerig (2017) posit that there is a need for political structures to address resilience resources available to youth, such as access to cultural practices, and supporting advocacy on behalf of the youth. In contrast to the many studies citing contextual resources (Drumm et al., 2014; Fischer et al., 2016; Gerwitz & Edleson, 2007; Suzuki et al., 2008; Ungar, 2013), Heugten and Wilson (2008), who worked with a youth cohort facing violence in New Zealand, reported that resilience to GBV is sometimes displayed in maladaptive (albeit popular group-endorsed) behaviour, such as substance abuse, self-injury, and sexual risk-taking.

### **SOUTH AFRICAN/AFRICAN YOUNG WOMEN'S RESILIENCE TO GBV**

There is burgeoning interest in the resilience of South African/African youth, with particular foci on youth with experiences of adversities such as marginalisation (Theron & Theron, 2013), structural adversity, and poverty (Theron, 2013a; Theron & Malindi, 2010), rape and sexual abuse (Hills, Meyer-Weitz, & Kwaku-Oppong, 2016; Lamb & Snodgrass, 2013; Malindi, 2014; Phasha, 2010), violence (Clark, 2012; Lamb & Snodgrass, 2013), HIV/AIDS (Ebersöhn, 2007; Jansen van Rensburg, 2007;

Pienaar, van Rensburg, Heunis, & Swanepoel, 2011; Theron & Malindi, 2010) and IPV (Jansen van Rensburg, 2007; Lamb & Snodgrass, 2013). What is evident in these studies is that most authors agree that resilience is supported when youth and the different role players in their social ecology co-create an environment conducive to positive functioning (Jefferis & Theron, 2015; Lamb & Snodgrass, 2013; Theron & Malindi, 2010; Ward, Martin, Theron, & Distiller, 2007). However, the resilience of young (18-24) historically disadvantaged women to GBV is sidelined in this body of work. The notable exceptions are in the works of Hills et al. (2016), Jansen van Rensburg (2007), Lamb and Snodgrass (2013), and Phasha (2010). I detail these below.

### **Individual Resources**

Individual protective mechanisms were strongly cited in a cohort of 304 HIV positive South African women aged 20-24, vulnerable to GBV (Jansen van Rensburg, 2007). These women demonstrated resilience as they negotiated for condom use and navigated toward resources such as social services. Although individual actions were employed to avoid GBV (e.g. avoiding environments and conditions presenting a high risk to GBV, leaving/reporting abusive partners), these changes in behaviour impacted negatively on the women's ability to socialise, and they reported "locking themselves in their homes" (Jansen van Rensburg, 2007, p. 6). In contrast, Stark et al. (2016) found that young (13-17 year old) female sexual survivors in Uganda often mediated for pathways to justice and access to formal services, in an attempt to influence the social networks which excludes survivors of sexual trauma.

A study with South African street children (which included young women facing GBV) observed the presence of individual resources as protective mechanisms (such as being assertive, hopeful, and possessing physical prowess)

(Hills et al., 2016). Hopefulness was also reported by Phasha (2010). Her study demonstrated that a future orientation and a determination to succeed supported the resilience of young women survivors of child sexual abuse (CSA).

### **Relational Support**

South African studies recognise supportive peers as a protective resource (Hills et al., 2016; Lamb & Snodgrass, 2013; Phasha, 2010). However, both Phasha (2010) and Stark et al. (2016) found that families and communities (neighbours, close and extended family) can either promote or impede resilience processes in young women. On the street, however, children rely extensively on peers for emotional support and survival (Hills et al., 2016).

### **Contextual Resources**

Phasha (2010) infers that religion and spiritual convictions are tightly woven into an African philosophy of culture. Accordingly both traditional African culture and religion provide a sense of identity and belonging to young women (Phasha, 2010).

However, some street children reject traditional culture in lieu of a 'street culture' (Hills et al., 2016). Hills et al. (2016) furthermore found that street children (including young women) actively identified and navigated towards resources which provide opportunities to participate in sport (such as NGOs and drop-in centres).

### **PROBLEM STATEMENT**

GBV remains a scourge (Jewkes et al., 2010; Norman, Matzoupolos, Groenewald, & Bradshaw, 2007; Seedat et al., 2009). As previously noted, studies on GBV proliferate worldwide (Jewkes et al., 2006; Seedat et al., 2009), yet studies regarding resilience to GBV remain scant, and over-represent minority youth in the Global North (Haffejee & Theron, 2017; Ungar, 2012). South African rural communities are particularly vulnerable to GBV (Lamb & Snodgrass, 2013; Snodgrass & Bodisch,

2015), and sexual violence continues to be a lived reality for many young, historically disadvantaged women, whose voices remain faint in the growing archive of research (Shefer, Kruger, MacCleod, Baxen, & Vincent, 2015; Snodgrass & Bodisch, 2015). There is, therefore, a need for research pertaining to the protective mechanisms young historically disadvantaged women in rural areas believe their communities might employ, so that these young women could be better protected from GBV. Addressing this gap in the resilience literature provides an opportunity to identify protective resources and mechanisms that will serve to better protect historically disadvantaged young women from GBV, and privilege their voices.

## **METHOD**

My research is grounded in a critical paradigm primarily focused on empowering participants (historically disadvantaged young women in the case of my study) to rise above limitations put upon them by the social constructs of race, class and gender (Asghar, 2013; Creswell, 2013). The approach I followed is a phenomenological one. Phenomenological studies search for participants' shared understandings of a specific phenomenon (Creswell, 2013). As such, the young women participants shared their lived experiences of what communities can do to facilitate better protection from GBV.

## **PARTICIPANTS**

I approached a local college in the Western Cape, and was introduced to the college counsellor, who agreed to be the gatekeeper. The participants were informed about the research via on-campus posters. The posters advertised the following inclusion criteria: a) between the ages of 18 – 24; b) a resident of the rural municipality where the research is conducted; c) comfortable in reading and participating in English; and d) not be involved in a therapeutic process or legal activities regarding GBV. Twelve

students responded, and informed the gatekeeper that they would like to participate in the study. The gatekeeper discussed the study with these young women, and completed the consent forms with them. Only ten young women met all the criteria for participation (two were older than the required age and accepted that they were therefore ineligible). Nine of the ten who agreed to be participants were students of the local college at the time of the initial data collection. The tenth participant was attending a local secondary school. The average age of the participants was 20. Two self-identified as being of mixed-race descent, with Afrikaans as their mother tongue, while the remainder self-identified as black and isiXhosa-speaking.

## **DATA GENERATION AND RESEARCH PROCEDURE**

The data collection strategy included using visual participatory methods (detailed next). This was purposefully done to engage young women more fully and facilitate these young women's agency regarding the social problems experienced within their community (Mitchell & De Lange, 2012). All the research activities were audio-recorded with the participants' consent.

### **Initial Data Collection – Draw And Talk/Write**

The participants were invited to draw a response to the prompt: "please make a drawing that shows what you think your community does to keep young women safe against violence." The participants were then asked to explain, first in writing, and then verbally if comfortable, the meaning of their drawing with the group. The aforementioned characterises what is termed a draw-and-talk activity, which is used to facilitate thoughtful discussions about a specific research phenomenon (De Lange, Mitchell, & Moletsane, 2015). This activity led to a spontaneous group discussion among participants about how their community addressed GBV.

This first activity was used to prime participants for the primary phenomenon of interest, namely, young women's understanding of what their community could do to better protect young women from violence. To this end, I again engaged participants in a draw-and-talk activity. The prompt this time was: "please make a drawing that shows what you think your community **can do better** to keep young women safe against violence." Once again participants shared the meaning of the drawings in writing, and then verbally. All the participants shared their thoughts.

### **Community-Based Participatory Video (CBPV)**

CBPV calls for participants to draw on their own understanding of what enables their resilience, and to produce a video (visual narrative) with minimal assistance from the researcher (Mitchell & De Lange, 2011). CPBV therefore stimulates interaction and collaboration with participants, and gives substantial voice to these female-led accounts of resilience (Jefferis & Theron, 2015; Moletsane, 2007). CBPV starts with asking participants to conceptualise a story and plan its outline, using a storyboard.

A storyboard allows the participants to reach consensus regarding the end product (Milne, Mitchell, & De Lange, 2012) by describing the sequence and general steps to achieving the goal (in my study, a video regarding what the community can do to better protect young women from GBV) (Schensul & LeCompte, 2013). The participants worked in two groups and identified ideas relating to the community providing better protection and then constructed a visual outline (i.e. the story board).

The No Editing Required (NER) approach I followed prescribes that the video is made without editing (Mitchell, 2011). Following this recommendation, I coached the participants to follow the storyboard, and to videotape a scene only once, starting with the title, and ending with the credits. I also coached them to maximise sound quality, to correctly use the camera, and to be aware of possible interference when

recording outdoors (Mitchell & De Lange, 2011). Once the recording of the video was done, the participants viewed the two videos (each group made one video) and discussed whether the intended message (how to be better protected from GBV) was clear.

I asked the participants to make a short, convincing action brief poster that summarised the message in their video (Mitchell & De Lange, 2011). The action brief offered solutions and advocated for resilience resources as envisaged by the participants. These action briefs were hand-outs to the audience members at the screening of the video (see below).

### **Video Screening And Hand-Outs Of Action Brief**

This phase involved the screening of the videos, and the hand-out of the action briefs to the participants' chosen audience, which included the local police, NGOs, a karate coach and a soccer coach. Mitchell (as cited in De Lange et al., 2015) infers that participatory videos screened in community settings can encourage meaningful conversations regarding the social issues concerning the participants. Minutes before the screening of the video was scheduled to start, the area experienced an electrical outage due to foul weather. The meeting continued as scheduled, however, without screening the video (the outage was protracted). The participants handed out the action briefs and engaged in dialogue with the audience. This meeting therefore allowed the young women to start a conversation regarding the reduction of GBV and to navigate towards the identified resilience resources.

### **One Month Follow-Up - Making Of A Collage**

The fourth phase of the research occurred approximately one month after the previous activity, and required the participants to make a collage (Mitchell & De Lange, 2011) using pictures, shapes, and/or words, to show what changes – if any –

have been made by their communities to better protect historically disadvantaged young women against GBV. The participants were then invited to discuss and reflect on the meaning of their group's collage together with the other participants.

## **DATA ANALYSIS**

I used participatory analysis, as the participants first explained the meaning of their various contributions, such as drawings and collages (Theron, 2016b). Van Rensburg, Theron, and Rothman (2015) recommend that research ought to prioritise and enable young people's own understanding of what they contribute to the research.

Once I understood what participants understood, I immersed myself in the visual and narrative data in order to identify relevant narrative or visual data, which explained the participants' personal understanding of what the community could do to better protect young historically disadvantaged women from GBV. I open-coded the aforementioned data, in other words, I labelled this data. Each label consisted of a paraphrase that summarised how the data answered the research question (e.g., I assigned a label of 'community equips young women via education' to data that related to the community working together to educate young women about GBV).

Next, I grouped all similar codes and assigned an axial, or more abstract, code to each group. To arrive at the axial code, I used the open codes to identify the meaning or core phenomenon as identified by the participants, and developed an umbrella label to encapsulate these meanings (Creswell, 2013; Tracy, 2013). I listed the inclusion and exclusion criteria for each axial code. I then removed any repetitive and overlapping statements. The process was repeated until all data was analysed (Creswell, 2013; Tracy, 2013).

Thereafter, I carefully compared the axial codes to establish themes or a common thread/recurring idea that emerged from the data (Creswell, 2013; Tracy, 2013). I revisited the themes with the research question in mind (Schatz & Walker, 2005), and recorded and discussed this in a meeting with a fellow postgraduate student (also completing a GBV and resilience-focused study), and my supervisor. Together, we reconsidered the research question and the themes, until consensus was reached (Saldana, 2009; Tracy, 2013). Finally the data, as presented by the participants, was documented and explained by me (Tracy, 2013).

### **TRUSTWORTHINESS**

I made every effort to ensure trustworthiness of the findings by using various procedures to ensure accuracy (Creswell, 2009), such as multiple methods of data collection, co-analysis by a fellow master student, rich description of the findings, and triangulation by using multiple data sources, such as the drawings, storyboards, action briefs, collages and the participatory videos.

### **ETHICAL CONSIDERATIONS**

My project received ethical clearance from North West University (ethical clearance number: NWU-HS-2016-0062). The purpose of my research was explained by the gatekeeper to the participants on an individual basis. Once the participants understood and were fully informed about what the study was about, and agreed to participate, they were required to sign the consent forms. The consent forms detailed that participation would include group and visual work, and so anonymity could not be guaranteed. All the participants signed these forms. Participants were advised that they could withdraw from the research without recourse, at any point in time, up to the publication of findings. Measures were also put in place to protect and support the historically disadvantaged young female participants by securing

any requisite counselling services with Families and Marriage South Africa (FAMSA). One participant elected to use this counselling service. I also made available masks and wigs to ensure anonymity if the participants chose to use these in the making of the CBPV. However, none of the participants chose to hide their identity.

## **FINDINGS**

In this section I first report the themes that emerged when historically disadvantaged young women engaged with the question, “what can your community do to better protect you from violence?” Thereafter I report the themes that emerged when these same historically disadvantaged young women reflect on what difference communicating the above insights to their community made to their personal safety. In detailing the themes, I indicate how well each theme was endorsed by the participants. ‘All the participants’ indicates literally every participant, whilst ‘most’ indicates 70% or more of the participants (4+), and ‘some’ indicates 50-69% (3+).

### **YOUNG WOMEN’S UNDERSTANDING OF HOW THEIR COMMUNITY CAN BETTER PROTECT THEM**

The young women were unanimous in their belief that ‘*the community, they **can**...*’. In other words they believed that their community had the capacity to better protect them against GBV. This capacity included that the community had capacity to safeguard, equip and support (see Figure 1).

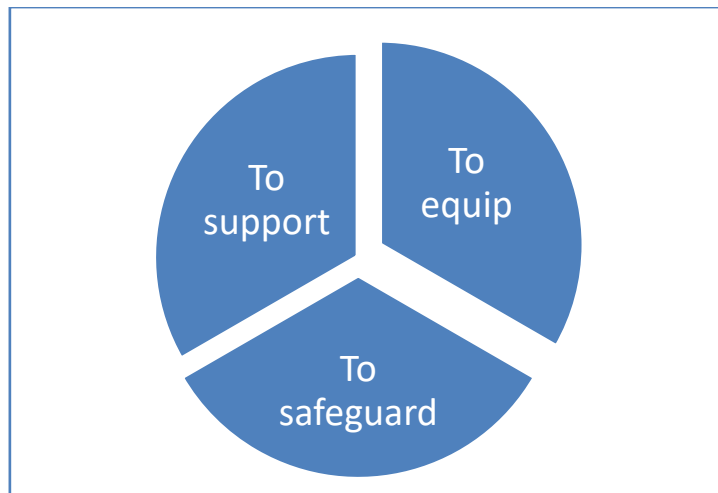


Figure 1. Visual summary of the study's findings

### **'The Community, They Can...Safeguard'**

To safeguard is to make sure that something or somebody is not harmed, injured, or damaged (Oxford Advanced Learners 'Dictionary 2010, sv safeguard). All the participants identified structural and social resources within the community which could better protect them from violence. Participant 3 identified formal security services, such as: "...*law enforcement*", which could "*go around to the community; and to [sic] keep the community safe*". Similarly, Participant 9 suggested "*Police cars and more patrols at night...*", to provide a greater level of protection.

Harsher sentences, specifically the death sentence, were deemed important safeguards, as seen in Figure 2 (Participant 1). In addition to formal services, informal security services, such as the community patrolling the streets, were seen

as important.



Figure 2. Death sentences can better protect historically disadvantaged young women from violence (Participant 1)

Informal policing was another safeguard. As part of informal policing, most participants suggested that setting communal rules would support law and order and limit GBV. This included agreeing on closing times for shebeens *“better if they’d be strict on the times that shebeens/clubs closes...making sure that they keep drugs away, because it’s also one of the reasons...”* (Participant 7). It also included the community agreeing to keep young children indoors after hours, as shown in Figure 3. Participant 7 suggested *“I think underage children should not be in the streets at night”*.

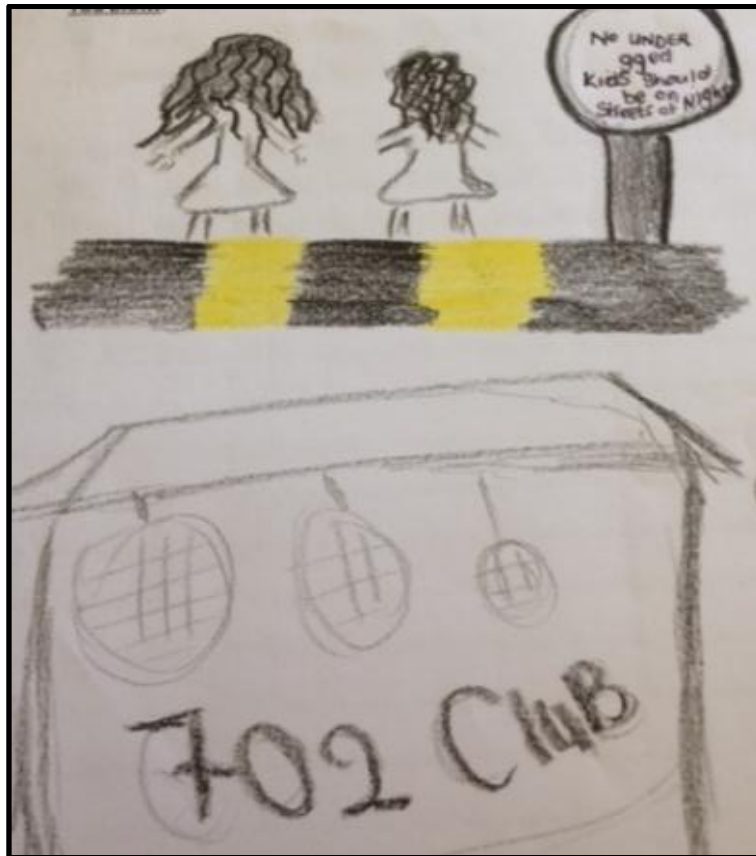


Figure 3. Safeguarding keeps children off the streets and away from clubs (Participant 7)

Being engaged in activities (such as sport) could also safeguard young women by keeping them away from violence. To this end, Participant 1 suggested to: *“...start after school programmes for children, to play sports, soccer, rugby and keep them busy and away from drugs and alcohol because when you use drugs and alcohol it makes you aggressive and it will also make you abuse your, you know, your friends, women and children.”*

Most participants thought that *“banning of criminals”* and making known the identity of criminals within the community would safeguard young women from violence. This was verbalised as follows: *“The community identifies criminals...”* (Participant 1). Participant 2 said: *“the criminals must be banned out of [ sic] the community...”*, that is, kept in prison (see Figure 4).

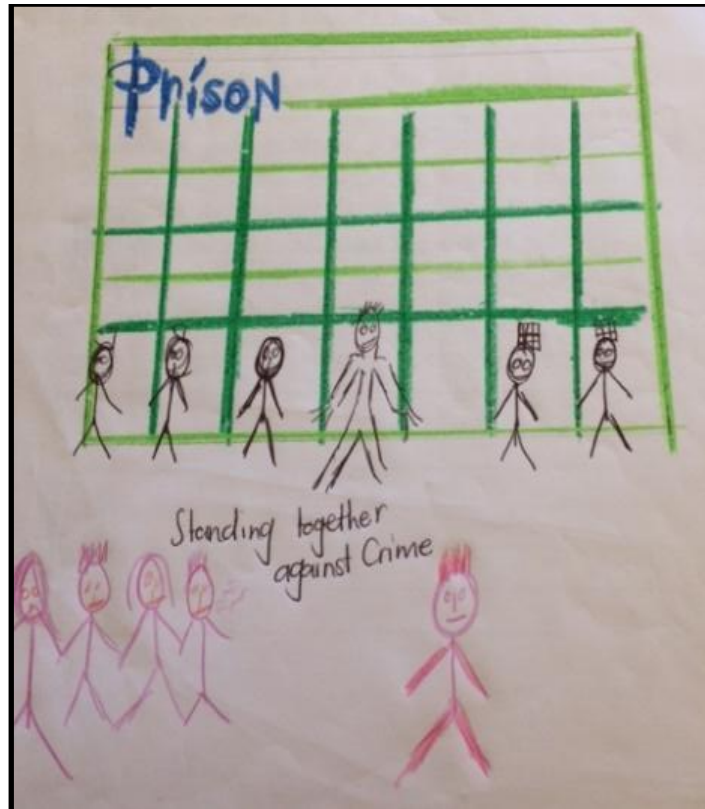


Figure 4. Imprisoning criminals will safeguard women (Participant 2)

### **‘The Community, They Can...Equip’**

To equip is to train, to provide, or to supply someone with the things that are needed for a particular purpose or activity (Oxford Advanced Learners Dictionary, 2010, sv equip).

Community members are recognised as having knowledge and skills which can be transferred to the young women in order to better equip them with the requisite (life) skills that could limit their vulnerability to GBV. Participant 5, for example, believed that informal education could equip both young women and men with the necessary skills to facilitate healthy relationships and limit GBV: *“Teach young women to respect themselves...Educational talks teach young people respect, how to have morals, values, men to respect young women, how to make them feel safe...When they are growing up they will have those values and morals and they*

*will treat people and respect people with dignity.*” Similarly, Participant 4 urged education opportunities: *“workshop is going to educate...”*. Most participants also believed that the community could pass on practical skills that could be harnessed to stimulate employment. For example, Participant 7 said: *“...create opportunities... so that they can learn how to farm and make their own gardens...for people to become entrepreneurs...”*. The participants believed that employment would lessen frustrations, and subsequent violence, and keep people too busy to engage in violence.

Formal education was also identified by all the participants as equipping young women to beat the odds of GBV. Figure 5 specifically conveys the idea that formal education is an opportunity: *“get a degree...stop being a victim... because when women are educated and they are independent they won’t allow men to abuse them...”*. Finally, most young women wanted to be able to defend themselves, and believed that self defense classes would provide them with the ability to do so. Participant 4 suggested the following: *“we need to start self defence classes in our community. The reason for this is so that women can learn, the young people and young women, how to protect themselves against violence in our communities.”*

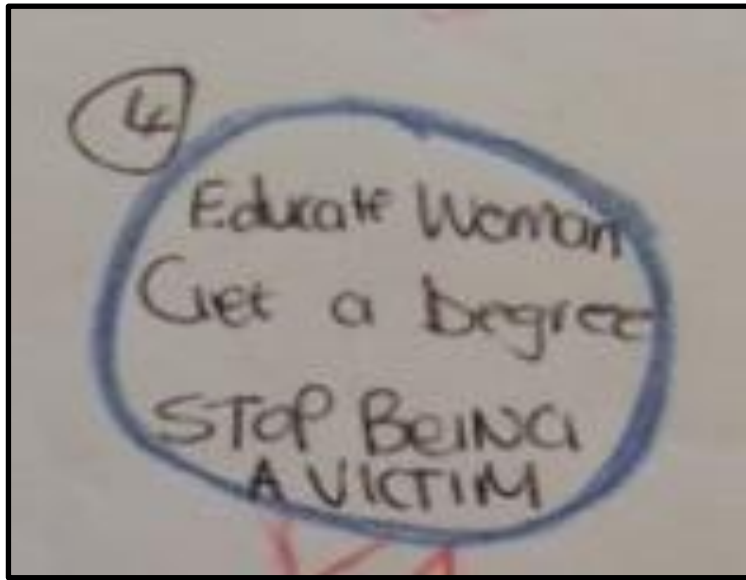


Figure 5. Education equips women. (Participant 1)

### **‘The Community, They Can...Support’**

To support is to give help (Oxford Advanced Learners Dictionary 2010, sv support).

Most of these young women associated support with their community initiating meaningful activities, and creating opportunities for young women to connect with their community and their peers.

Other examples related to opportunities for women to be debriefed about GBV and even counselled: *“Community counselling is to support...dealing with the past and present abuse where [...] [women] can talk, explore their opinions...get together to speak out their problem and give advice to others... help them get through their experiences and get through their pain”* (Participant 5). Figure 6 depicts community members meeting in a group to discuss concerns, share ideas and provide support to one another (*“help them get through their pain ...”*). Participant 2 said that women connecting to other women was key to meaningful support (*“Women must*

*unite...start a conversation...*”), particularly when such connections extended to sharing practical information “*about life*”.

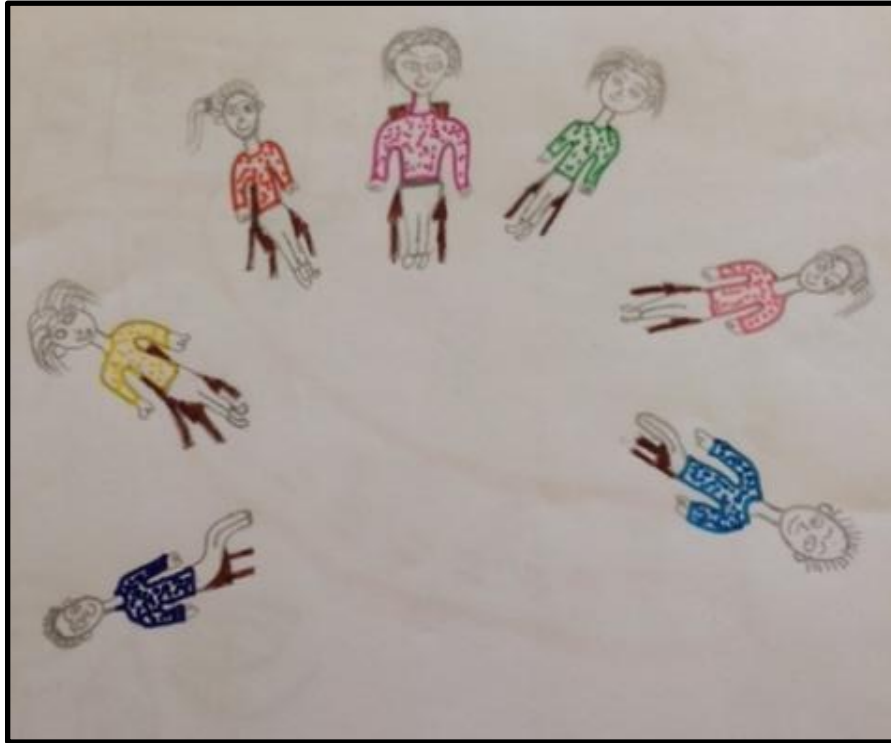


Figure 6. Community forums offer support (Participant 7)

## **WHEN HISTORICALLY DISADVANTAGED YOUNG WOMEN COMMUNICATED THEIR INSIGHTS: DIFFERENCES MADE**

The second phase of the study explored what difference young women believed their communicating of their insights to the community had made. It was guided by the question: “Please make a picture by sticking words, shapes and pictures from magazines onto a piece of cardboard that shows what changes if any have been made by the community to better protect historically disadvantaged young women against gender-based violence.”

Figure (7) is a visual summary of the answer to the question above, and depicts an individual using stepping blocks held up by community to move forward and upwards. The figure combines the two themes which emerged following the young women's dialogue with community members.

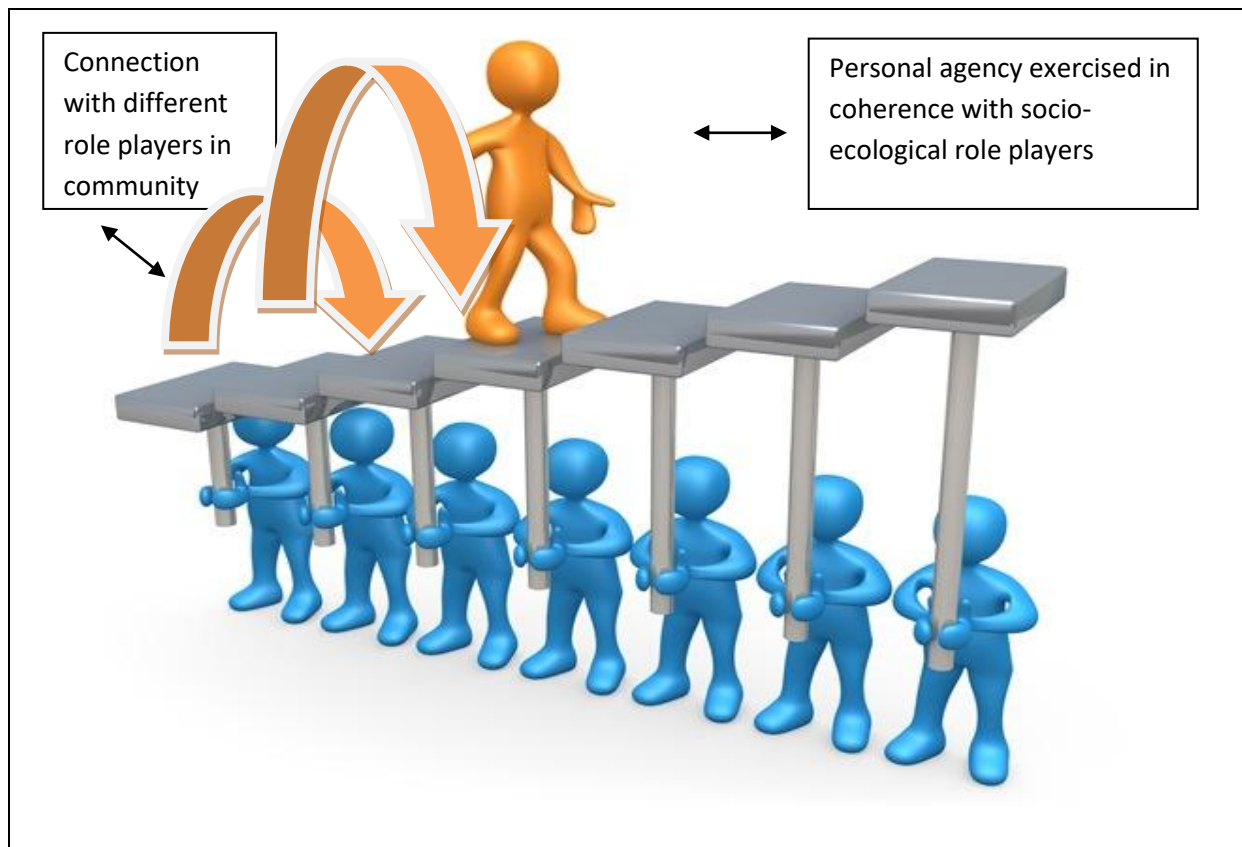


Figure 7. What has changed? A visual presentation

## COMMUNITY CONNECTEDNESS

All the participants experienced that the process of sharing a concern as to how they wished to be protected from gender-based violence, connected them to one another and their community.

This sense of connectedness was experienced as empowering and as a new support network, where Participant 5 reported a “...*the new support... now, women are now starting to get the dream* [of being better protected], *because there is the*

*new support network, they are starting to form, they also feel better protected” (See Figure 8).*

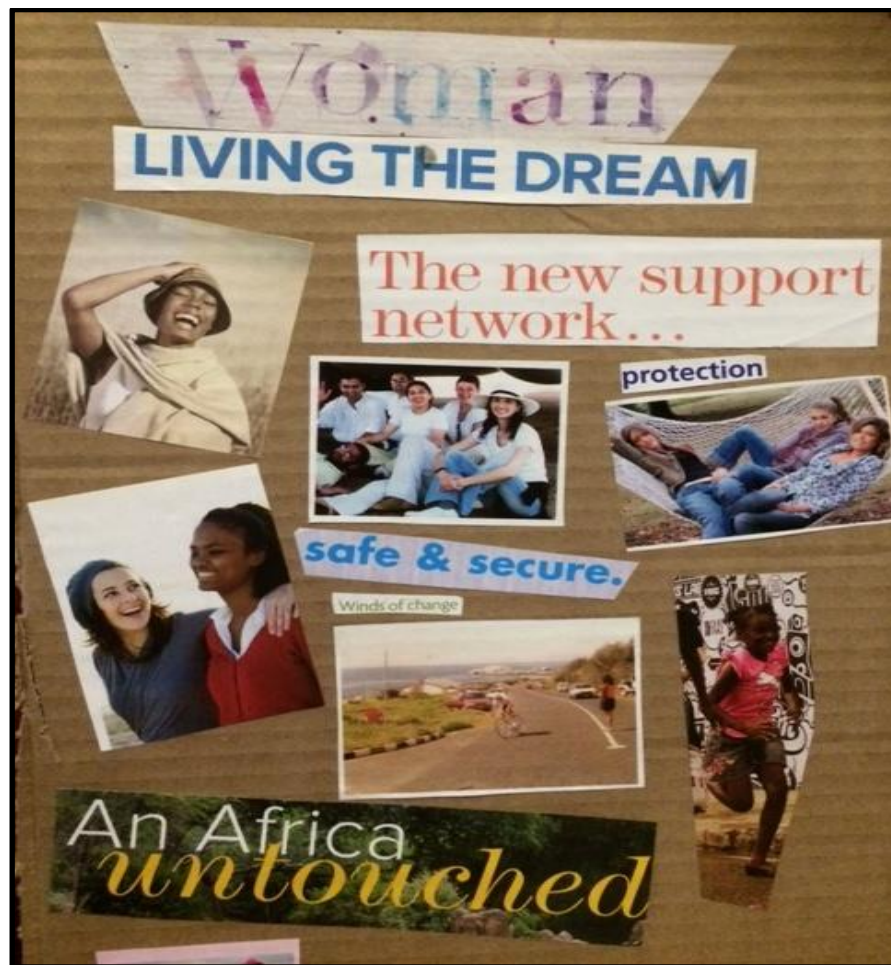


Figure 8. Collage – A new support network

The participants considered a number of networks and/or groups of people as being instrumental to their sense of community connectedness. Participant 4 said that South African Police Services (SAPS) are *“trying to help us so they are working with us and then we feel much safer and secure”*. The SAPS facilitated introductions to other community-based networks when they invited participants to a local video screening addressing domestic violence. This initiative galvanised the participants and strengthened relationships between the participants, SAPS and other initiatives, such as WOW and To build South African Men (2bSAM). WOW is a group of women who provides emergency shelter to victims of domestic violence, sexual

assault and human trafficking. WOW furthermore provides counselling, support groups, life skills training and mentoring, together with practical support to victims of abuse. 2bSAM is a local group which endeavours to provide support and life skills training to young men in an attempt to reduce gender-based violence and build strong families in the area.

The participants were particularly enthusiastic about WOW “...we met WOW, they [SAPS] introduced me to them and... I think that we can unite with them”.

This sense of connectedness encouraged a belief in shared agency and in positive values, such as: “to respect each other and take care of yourself and each other” (Participant 4). This connection with like-minded individuals was important to social agency. Participant 5 summarised the effect of communicating their message as “women [of] different ages... uniting...so, younger women and other women working together to make a change.”

## **PERSONAL AGENCY**

Agency is defined as a component of the individual’s ability to act, and in particular, to my study, navigate towards resources (Ungar, 2012).

A sense of agency was perceived by all the young women as a powerful genesis to protect from violence. They seemed to be more aware of their personal capacity to act following their communication of their insights about how communities could better protect young women. They summarised this awareness in a collage (see Figure 9). In discussing how this agency manifested, Participant 4 explained agency as the willingness and capacity “to respect yourself, and also to respect each other and take care of yourself”. Participant 5 expressed this sense of agency as: “women are becoming more confident now, and building their self confidence” and “now they do know where to turn to when they are, when things are, the situation is

like violence...”.



Figure 9. Collage – Personal agency

This study, which employed community-based participatory research methods, explored the voices of historically disadvantaged young women in a rural area regarding what they need their community to do to better protect them from GBV. The young women identified their community as being capable of better protecting young women from GBV, as indicated in the statement: “*The community **they can...***”. In such words, these young women echoed beliefs that the social ecology has resources which are critical to the resilience processes of historically disadvantaged young women (Burnette & Hefflinger, 2016; Drumm et al., 2014; Fischer et al., 2016; Lopez-Fuentes & Calvete, 2015). As in other studies (Burnette

& Hefflinger, 2016; Drumm et al., 2014; Fischer et al., 2016; Lopez-Fuentes & Calvete, 2015) all the protective measures mentioned were ordinary community-based resources (e.g. community policing, counselling, support groups, sport facilities/programmes, education opportunities) which, when made available by the community, would allow the young women to access the protective mechanisms needed to be better protected from GBV. South African literature repeatedly emphasises the importance and value of support services such as law enforcement, counselling, and opportunities with therapeutic benefit (such as engagement in sports) (Bornman, 2015; Burton, 2005; Du Toit, 2014; Hills et al., 2016; Lamb & Snodgrass, 2013; Rousseau-Jemwa, Hendricks, & Rehse, 2016; Walker & Oliveira, 2015). In particular, formal education (as a contextual factor) has been identified by the young women as protective and this echoes multiple studies (Gerwitz & Edleson, 2007; Lopez-Fuentes & Calvete, 2015), and more notably South African literature (Botha & Van den Berg, 2016; Hall & Theron, 2016; Jefferis & Theron, 2015; Liebenberg et al., 2016; Mampane & Bouwer, 2011; Theron, 2013b; Theron & Malindi, 2010).

However, literature also highlights the abuse and/or neglect which often occur at the hands of some service providers, most notably SAPS (Burton, 2005; Du Toit, 2014; Lamb & Snodgrass, 2013; Rousseau-Jemwa et al., 2016; Walker & Oliveira, 2015). Teachers are also sometimes associated with making young women more vulnerable (Theron & Theron, 2014). A follow-up study is needed to better understand why the service providers identified by the young women in my study championed resilience as well as they did.

Essentially, the protective factors identified by the historically disadvantaged young women are embedded in relational networks (e.g. women connecting with

women, formal and informal security services, community networks). Although there is a dearth of literature in regard to resilience of young historically disadvantaged women faced with GBV in Africa/South Africa, resilience literature is generally definitive in terms of the value of relationships as a protective mechanism (e.g. Gerwitz & Edleson, 2007; Harper et al., 2014; Masten, 2015; Rasmus et al., 2014; Sanders et al., 2013; Suzuki et al., 2008; Ungar, 2015; Wainer & Chesters, 2000; Wekerle & Kerig, 2017; Wortham, 2014). My findings echo this importance, and add that research methodology can potentially augment relational networks. Following young women's communication to their community of their insights (supported by visual action briefs), these young women reported a stronger sense of community that could begin to approximate a community of practice. Communities of practice are groups of people who connect and share a concern, a set of problems, or a passion for something they do, and learn how to do it better as they interact regularly (Wenger, Dermott, & Snyder, 2002). It is possible that more traditional research methods, ones not associated with participants learning to give voice to their insights, may not have galvanised additional connections between the young women participants and their communities.

Peer support is prevalent in the African/South African studies of Hills et al., 2016, Lamb and Snodgrass, 2013, and Phasha, 2010, however this cohort of young women who participated in my study did not identify peer support as protective in the face of GBV. There was mention of 'women supporting women', but this was clarified as women of different ages (i.e. not necessarily peers). The historically disadvantaged young women furthermore did not confirm other relational support, such as significant adults (sport coaches, teachers, and neighbours), family or extended family, as important to their resilience processes. The lack of reference to

family, peer or otherwise informal relationship resources may be as a result of the question specifically pertaining to what the *community* (own emphasis) can do better to protect young women from GBV. At no stage did I define what I meant by community (nor did participants ask), but this lack of clarification could have influenced participant responses. However, the lack of reference to the above supports may be characteristic of this particular rural community, which suffers a high prevalence of violence, substance abuse, unemployment, seasonal employment, and structural inequities. Aisenberg and Herrenkohl (2008), and Lynch and Cicchetti (2002), postulate that excessive exposure to violence within the family and community results in youth experiencing less favourable presentations of community, and diminished prospects for positive social relationships.

After the young women interacted with their community (i.e. on the day of failed screening of the video and successful sharing the action briefs) regarding how the community can better protect young women from GBV, the young, historically disadvantaged women shared how some community members (SAPS) had facilitated connections with different role players in order to help them protect themselves against violence directed towards them. These safe and supportive networks, as introduced to the young women, provided an opportunity to form strong social networks, as postulated by numerous authors such as Burnette and Hefflinger (2016), Drumm et al. (2014), Fischer et al. (2016), Gerwitz and Edleson (2007), Lopez-Fuentes and Calvete (2015), and Suzuki et al. (2008). This finding suggests that the CBPV was successful in enabling the participants' expression of the protective resources they need from their community, and in facilitating this awareness to the community members (SAPS specifically). The participants reported that they found synergy and a sense of empowerment as they engaged with

these existing community networks. This sense of empowerment the young women experienced as they engaged with the community echoes literature which holds that resilience occurs when both the individual and their social ecology partner to support protective mechanisms (Cohen et al., 2016, Jefferis & Theron, 2016, Shepherd et al., 2010, Ungar, 2011). These findings therefore suggest that CBPV has the potential to facilitate contextually sensitive insights to what youth voices identify as resilience resources. Essentially, the value of the social ecology was echoed in the words of Participant 4, who said: *“now they take care of each other...”*.

## **LIMITATIONS**

The small purposive sample is a limiting factor and the results may therefore not be transferable to other rural populations in South Africa. Also, my study highlights only the young women’s perspective regarding what the community can do to better protect them from GBV. The perspectives of the broader community are therefore lacking (Mburu, Ram, Oxenham, Haamujompa, Lorpanda, & Ferguson, 2014; Singh, 2013).

## **CONCLUSION**

This study employed CBPV as a method to foreground the resilience resources that young historically disadvantaged women report needing from their community to be better protected against GBV. With regard to what the community can do to better protect young women from GBV, the young women’s insights highlight that youth voices can identify, and lobby protective resources within the community such as knowledge about life, living and relationships. These voices enact the young women’s agency, and are critical in understanding the contextually meaningful protective mechanisms needed to safeguard historically disadvantaged young women from GBV. Perhaps the words *“the community, they can..”*, summarise the

ability (and requirement) of ordinary individuals (such as parents, teachers, significant adults), within ordinary social contexts, to better protect youth against GBV (Ward, Martin, Theron, & Distiller, 2007).

## REFERENCES

- Aisenbergh, E., & Herrenkohl, T. (2008). Community violence in context: Risk and resilience in children and families. *Journal of Interpersonal Violence*, 23(3), 296-315.
- Asghar, J. (2013). Critical Paradigm: A preamble for novice researchers. *Life Science Journal*, 10(4), 3121-3127. Retrieved from <https://s3.amazonaws.com/academia.edu.documents/33188854/>
- Bornman, S. (2015). Sexualised violence in the national debate: Cross-border observations on India & South Africa. Retrieved from: [za.boell.org/sites/default/files/sexual\\_violence\\_sa\\_india\\_epdf\\_1.pdf](http://za.boell.org/sites/default/files/sexual_violence_sa_india_epdf_1.pdf) ?page=55
- Botha, A., & Van den Berg, H. (2016). Trauma exposure and life satisfaction among at-risk black South African adolescents. *Journal of Psychology in Africa*, 26(6), 500-507.
- Bowen, E. (2015). Research Article: The impact of inter-partner violence on preschool children's peer problems: An analysis of risk and protective factors. *Child Abuse and Neglect*, 50, 141-150.
- Burnette, L., & Hefflinger, T. (2016). Honoring resilience narratives: Protective factors among indigenous women experiencing intimate partner violence. *The Journal of Baccalaureate Social Work*, 21(1), 63-78.
- Burton, P. (2006). Research Bulletin: Snapshot results of 2005 youth victimisation study. *Centre for Justice and crime prevention*. Retrieved from [http://www.cjcp.org.za/uploads/2/7/8/4/27845461/research\\_bulletin\\_1\\_-\\_snapshot\\_results\\_of\\_the\\_2005\\_youth\\_victimisation\\_study.pdf](http://www.cjcp.org.za/uploads/2/7/8/4/27845461/research_bulletin_1_-_snapshot_results_of_the_2005_youth_victimisation_study.pdf)
- Clark, J.N. (2012). Youth violence in South Africa: the case for a restorative justice

- response. *Contemporary Justice Review*, 15(1), 77-95
- Cohen, L., Davis, R., & Realini, A. (2016). Communities are not all created equal: Strategies to prevent violence affecting youth in the USA. *Journal of Public Health Policy*, 37(1), 81-94. doi: 10.1057/s41271-016-0005-4.
- Collings, C. (2003). Surviving child sexual abuse. *The Social work practitioner-researcher*, 15 (1), 97-110.
- Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed approaches. Los Angeles, California: Sage Publications.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* [Kindle edition].
- Cross, M., & Atinde, V. (2015). The Pedagogy of the marginalised: Understanding how historically disadvantaged students negotiate their epistemic access in a diverse university environment. *Review of Education, Pedagogy and Cultural studies*, 37(4), 308-325. doi: 10.1080.10714413.2015.1065617.
- De Lange, N., Mitchell, C., & Moletsane, R. (2015). Critical Perspectives on Digital Spaces in Educational Research. *Perspectives in Education*, 33(4), 1-5. Retrieved from <https://journals.co.za/content/persed/33/4/EJC185874>.
- Drumm, R., Popescu, M., Cooper, L., Trecartin, S., Seifert, M., Foster, T., & Kilcher, C. (2014). "God just brought me through it". Spiritual coping strategies for resilience among intimate partner violence survivors. *Clinical Social Work Journal*, 42(4), 385-394.
- Du Toit, L. (2014). Shifting meanings of post conflict sexual violence in South Africa. *Signs: Journal of Women in Culture and Society*, 40(1), 101-123.
- Ebersöhn, L. (2007). Voicing perceptions of risk and protective factors in coping in a HIV/AIDS landscape: Reflecting on capacity for adaptiveness. *Gifted*

*Education International*, 23(2), 1-27.

Fischer, N., Lamis, D., Petersen-Coleman, M., Moore, C., Zhang, H., & Kaslow, N., (2016). Mediating effects of existential and religious well-being among abused, suicidal African American women. *Journal of Family Violence*, 31(3), 315-323. doi:10/1007/s10896-015-9771-1.

Gerwitz, A., & Edleson, J. (2007). Young children's exposure to intimate partner violence: Towards a developmental risk and resilience framework for research and interventions. *Journal of Family Violence*, 22(3), 151-163.

Goodman, C.C., Potts, M.K., & Pasztor, E.M. (2007). Caregiving grandmothers with vs. without child welfare system involvement: Effects of expressed need, formal services, and informal social support on caregiver burden. *Children and Youth Services Review*, 29, 428-441.  
doi:10.1016/j.childyouth.2006.10.002.

Hall, A., & Theron, L.C. (2016). Resilience processes supporting adolescents with intellectual disabilities: A multiple case study. *Intellectual and Developmental Disabilities*, 54(1), 45-62.

Harper, G.W., Riplinger, A.J., Neubauer, L.C., Murphy, A.G., Veleoff, J., & Bangi, A.K. (2014). Ecological factors influencing HIV sexual risk and resilience among young people in rural Kenya: Implications for prevention. *Journal Health Education Research*, 29(1), 131-146.

Heise, L., Ellsberg, M., & Gottmoeller, M. (2002). A global overview of gender-based violence. *International Journal of Gynaecology and Obstetrics*, 78(1), S5–S14. doi=10.1.1.456.7203&rep.

Hills, F., Meyer-Weitz, A., & Kwaku-Oppong, A. (2016). The lived experiences of street children in Durban, South Africa: Violence, substance use, and

- resilience. *International Journal of Qualitative studies on Health and Wellbeing*, 11, 1-11. doi: 10.3402/qhw.v11.30302.
- Howell, K.H., & Miller-Graff, L.E. (2014). Protective factors associated with resilience functioning in young adulthood after childhood exposure to violence. *Child Abuse and Neglect*, 38. doi: 10.1016/j.chibu.2014.10.010.
- Izaguirre, A., & Calvette, E. (2015). Children who are exposed to intimate partner violence: Interviewing mothers to understand its impact on children. *Child Abuse and Neglect*, 48, 58-67.
- Jansen van Rensburg, M.S. (2007). A comprehensive programme addressing HIV/AIDS and gender-based violence. *Journal des Aspects Sociaux du VIH/SIDA*, 4(3), 695-724.
- Jefferis, T.C., & Theron, L.C. (2016). Promoting resilience among Sesotho-speaking adolescent girls: Lessons for South African teachers. *South African Journal of Education*, 37(3), 1-11.
- Jefferis, T.C., & Theron, L. C. (2015). Community-based participatory video: exploring and advocating for girls resilience. *Perspectives in Education*, 33(4), 75-91. Retrieved from <http://www.journals.co.za/content/persed/33/4/EJC185869>.
- Jewkes, R., Dunkle, K., Koss, M. P., Levin, J. B., Nduna, M., Jama, N., & Sikweyiya, Y.(2006). Rape perpetration by young, rural South African men: Prevalence, patterns and risk factors. *Social Science & Medicine*, 63, 2949-2961. doi:10.1016/j.socscimed.2006.07.027.
- Jewkes, R., Sikweyiya, Y., Morrell, R., & Dunkle, K. (2010). Why, when and how men rape: Understanding rape perpetration in South Africa. *South African Crime Quarterly*, 34, 23-31. Retrieved from

<http://www.ajol.info/index.php/sacq/article/viewFile/101459/90645>.

- Kassis, W., Artz, S., Scambor, C., Scambor, E., & Moldenhauer, S. (2013). Finding the way out: A non-dichotomous understanding of violence and depression resilience of adolescence exposed to family violence. *Child Abuse and Neglect: The International Journal*, 37(2-3), 181-199.
- Laird, T.N. (2005). College students' experiences with diversity and their effects on academic self-confidence, social agency, and disposition toward critical thinking. *Research in Higher Education*, (4), 365-387.
- Lamb, S., & Snodgrass, L. (2013). Growing up with normalised violence: Narratives of South African youth. *Commonwealth Youth Development*, 11(1), 4-21.
- Laye, A.M., & Mykota, D.B. (2014). Rural Canadian youth exposed to physical violence. *Canadian Journal of school psychology*, 29(1), 21-39.
- Leoschut, L., & Burton P. (2006). How rich the reward: Results of the 2005 national youth victimisation study. Claremont: Centre for Just and Crime Prevention. Retrieved from: <http://www.cjcp.org.za/uploads/2/7/8/4/27845461/>
- Liebenberg, L., Theron, L.C., Sanders, J., Munford, R., Van Rensburg, A., Rothmann, S., & Ungar, M. (2016). Bolstering resilience through teacher-student interaction: Lessons for school psychologists. *School Psychology International*, 37(2), 140-154.
- Lopez-Fuentes, I., & Calvete, E. (2015). Building resilience: A qualitative study of Spanish women who have suffered intimate partner violence. *American Journal of Orthopsychiatry*, (4), 339-51.
- Lynch, M., & Cicchetti, D. (2002). Links between community violence and the family system: Evidence from children's feelings of relatedness and perceptions of parent behaviour. *Family Process*, 41(3), 519-532.

- Malindi, M. J. (2014). Swimming upstream in the midst of adversity: Exploring resilience-enablers among street children. *Sosyal Bilimler Dergisi/Journal of Social Sciences*, 39(3), 265-274. Retrieved from <http://www.krepublishers.com/02-Journals/JSS/JSS-39-0-000-14-Web/>
- Malterud, K. (2001). Qualitative research: Standards, challenges, and guidelines. *Lancet*, 358 North American Edition, (9280), 483-488.
- Mampane, R., & Bouwer, C. (2011). The influence of township schools on the resilience of their learners. *South African Journal of Education*, (1), 114–126.
- Masten, A.S. (2001). Ordinary magic: Resilience processes in development. *American Psychologists*, 56(3), 227-238. doi:10.1037/0003-066x.56.3.227.
- Masten, A.S. (2009). Ordinary magic: Lessons from research on resilience in human development. *Education Canada*, 49(3), 28-32.
- Masten, A.S. (2011). Resilience in children threatened by extreme adversity: Frameworks for research, practice, and translational synergy. *Development and Psychopathology*, 23, 493-506. Retrieved from <https://www.cambridge.org/core/journals/>
- Masten, A. S. (2014). Global Perspectives on Resilience in Children and Youth. *Child Development* (1), 6. Retrieved from <http://nwulib.nwu.ac.za/login?url=http://search.ebscohost.com/login.aspx?>
- Masten, A. S. (2015). Pathways to integrated resilience science. *Psychological inquiry*, 26(2), 187-196. doi:10.1080/1047840X.2015.1012041.
- Mburu, G., Ram, M., Oxenham, D., Haamujompa, C., Iorpenda, K., & Ferguson, L. (2014). Responding to adolescents living with HIV in Zambia: A social-ecological approach. *Children and Youth Services Review*, 45 (Children and Youth growing up with HIV infection in Sub-Saharan Africa: Implications for

- Health Service Deliver*), 9-17. doi.10.1016/j.childyouth.2014.03.033.
- Mitchell, C. (2011). *Doing Visual research*. London: Sage.
- Mitchell, C., & De Lange, N. (2011). Community-based participatory video and social action in rural South Africa. In E. Margolis & L. Pauwels (eds.). *The SAGE Handbook of Visual Research Methods* (pp. 171–185). London: Sage.
- Mitchell, C., & De Lange, N. (2012). *Handbook of participatory video*. Maryland: AltaMira Press.
- Mitchell, C., & De Lange, N. (2013). What can a teacher do with a cellphone? Using participatory visual research to speak back in addressing HIV and AIDS. *South African Journal of Education*, 33(4), 1-13.
- Moletsane, R. (2007). South African girlhood in the age of AIDS: Towards girlhood studies. *Agenda: Empowering women for gender equity*, 21(72), 155-165.
- Moletsane, R. (2012). Repositioning educational research on rurality and rural education in South Africa: Beyond deficit paradigms. *Perspectives in Education*, 30(1), 1-8.
- Moletsane, R., De Lange, N., Mitchell, C., Stuart, J., Buthelezi, T., & Taylor, M. (2007). Photo-voice as a tool for analysis and activism in response to HIV and AIDS stigmatisation in a rural KwaZulu-Natal school. *Journal of Child and Adolescent Mental Health*, 19(1), 19-28. doi: 10.2989/17280580709486632.
- Munoz, R.T., Brady, S., & Brown, V. (2017). The psychology of resilience: A model of the relationship of locus of control to hope among survivors of intimate partner violence. *Traumatology*, 23(1), 102-111.
- Newland, L.A., Giger, J.T., Lawler, M.J., Carr, E.R., Dykstra, E.A., & Roh, S. (2014). Subjective well-being for children in rural communities. *Journal of Social Services*, 40(5), 642-661.

- Norman, R., Matzoupolos, R., Groenewald, P., & Bradshaw, D. (2007). The high burden of injuries in South Africa. *Bulletin of the World Health Organization*, 85(9), 695-702. doi: 10.2471/BLT.06.051184.
- Phasa, N.T. (2010). Educational resilience among African survivors of child sexual abuse in South Africa. *Journal of Black Studies*, 40(6), 1234-1253.
- Pienaar, A., Van Rensburg, H., Heunis, C., & Swanepoel, Z. (2011). A qualitative exploration of resilience in pre-adolescent AIDS orphans living in a residential care facility: original article. *SAHARA*, (3), 128-137.
- Rasmus, S.M., Allen, J., & Ford, T. (2014). "Where I have learned the ways how to live": Youth resilience in a Yup'ik village in Alaska. *Transcultural Psychiatry*, 51(5), 713-734.
- Reid, J.A. (2014). Risk and resiliency factors influencing onset and adolescence limited-commercial sexual exploitation of disadvantaged girls. *Criminal Behaviour and Mental Health: CMBH*, 24(5), 332-344.
- Rousseau-Jemwa, E., Hendricks, L., & Rehse, K. (2016). Counselling as an intervention strategy for men who use violence in their intimate relationships. *Graduate Journal of Social Science*, 12(3), 128-146.
- Saldana, J. (2009). *The coding manual for qualitative researchers*. London, UK: Sage.
- Sanders, J., Munford, R., Liebenberg, L., & Ungar, M. (2013). Multiple service use: The impact of consistency in service quality for vulnerable youth. *Child Abuse and Neglect*, 38(2014), 687-697.
- Schensul, J., & LeCompte, M.D. (2013). *Essential ethnographic methods: A mixed approach*. Maryland: AltaMira Press.

- Schratz, M., & Walker, R. (2005). *Research as social change: New opportunities for qualitative research*. London: Routledge.
- Seedat, M., Van Niekerk, A., Jewkes, R., Suffla, S., & Ratele, K. (2009). Violence and injuries in South Africa: Prioritising an agenda for prevention. *The Lancet*, 374(9694), 1011-1022. doi: 10.1016/S0140-6736(09)60948-X
- Shanthakumari, R., Shobithaj Chandra, P.S., Riazantsev, E., & Steward, D.E. (2014). "Difficulties come to humans and not trees and they need to be faced": A study on resilience among Indian women experiencing intimate partner violence. *International Journal of Social Psychiatry*, 60(7), 703-710.
- Shefer, T., Kruger, L., MacCleod, C., Vincent, L., & Baxen, J. (2015). "...a huge monster that should be feared and not done": Lessons learned in sexuality education classes in South Africa. *African Safety Promotion*, 13(1), 71-77.
- Shepherd, C., Reynolds, F.A., & Moran, J. (2010). "They're battle scars, I wear them well": A phenomenological exploration of young women's experience of building resilience following adversity in adolescence. *Journal of Youth Studies*, 13(3), 273-290.
- Singh, A.A. (2013). Transgender youth of colour and resilience: Negotiating oppression and finding support. *Sex Roles*, 68 (11-12), 690-702. doi: 10.1007/s11199-012-0149-z.
- Snodgrass, L., & Bodisch, A. (2015). Why are we such a violent nation? *Africa Insight*, 45(3), 63-75. Retrieved from <http://eds.a.ebscohost.com.nwulib.nwu.ac.za/eds/pdfviewer/pdfviewer?vid=1&sid=11cd2078-6fc6-404c-99e2-9130db13fbdd%40sessionmgr4010&hid=4111>.
- Stark, L., Landis, D., Thomson, B., & Potts, A. (2016). Navigating support, resilience,

- and care: Exploring the impact of informal social networks on and rehabilitation care of young female survivors of sexual violence in Uganda. *Peace and Conflict, Journal of Peace psychology*, 22(3), 217-225.
- Suzuki, S.L., Geffner, R., & Bucky, S.F. (2008). The experiences of adults exposed to intimate partner violence as children: An exploratory qualitative study of resilience and protective factors. *Journal of Emotional Abuse*, 8(1/2), 103-121.
- Swartz, D., & Proctor, L.J. (2000). Community violence exposure and children's social adjustment in the school peer group: The mediating roles of emotional regulation and social cognition. *Journal of Consulting and Clinical Psychology*, 68(4), 670-683.
- Theron, L.C. (2013a). Positive adjustment to poverty: How family communities encourage resilience in traditional African contexts. *Culture & Psychology*, 19(3), 391-416.
- Theron, L.C. (2013b). Black students' recollections of pathways to resilience: Lessons for school psychologists. *School Psychology International*, 32(5), 527-539.
- Theron, L.C. (2016a). Researching resilience: lessons learned from working with rural, Sesotho-speaking South African young people. *Qualitative Research*, 16(6), 720-737.
- Theron, L.C. (2016b). Toward a culturally and contextually sensitive understanding of resilience: Privileging the voice of black South African young people. *Journal of Adolescent Research*, 31(6), 635-670.
- Theron, L.C., & Theron, A.M.C. (2014). Educational services and resilience processes: Resilient black students' experiences. *Children and Youth Services Review*, 47(3), 297-306.

- Theron, L.C., Theron, A.M.C., & Malindi, M.J. (2013). Toward an African definition of resilience: A rural South African community's view of resilient Basotho youth. *Journal of Black Psychology, 39*(1), 63-87.
- Theron, L.C., & Malindi, M.J. (2010). Resilient street youth: a qualitative South African study. *Journal of Youth Studies, 13*(6), 717-736.
- Tracy, S. J. (2013). *Qualitative research methods*. UK: Wiley-Blackwell.
- Ungar, M. (2008). Resilience across cultures. *British Journal of Social Work, 38*(2), 218-235.
- Ungar, M. (2010). Families as navigators and negotiators: Facilitating culturally and contextually specific expressions of resilience. *Family Process, 49*(3), 421-435. doi:10.1111/j.1545-5300.2010.01331.x
- Ungar, M. (2011). The social ecology of resilience: Addressing contextual and cultural ambiguity of a nascent construct. *American Journal of Orthopsychiatry, 81*(1), 1-17. Retrieved from <http://eds.a.ebscohost.com.nwulib.nwu.ac.za/eds/detail/detail?vid=1&sid=8d6e254c-51ae-465d-9325-1e386d7f9f9b%40sessionmgr4010&hid=4111&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=2012-11011-001&db=pdh>
- Ungar, M. (2012). Social ecologies and their contribution to resilience. In *The Social Ecology of Resilience* (pp. 13-31). New York: Springer.
- Ungar, M. (2013). Resilience after maltreatment: The impact of social services as facilitators of positive adaptation. *Child Abuse & Neglect, 37*, 110-115.
- Ungar, M. (2015). Varied patterns of family resilience in challenging contexts. *Journal of Marital and Family Therapy, 42*(1), 19-31.

- Ungar, M., Ghazinour, M., & Richter, J. (2013). Annual research review: What is resilience within the social ecology of human development? *Journal of Child Psychology and Psychiatry*, 54(4), 348-366.
- Ungar, M., & Lerner, R.M. (2008). Introduction to a special issue of research into human development: Resilience and positive development across the life span: A view of the issues. *Research in Human Development*, 5(3), 135-138.
- Van Heugten, K., & Wilson, E. (2008). Witnessing intimate partner violence: Review of literature on coping in young persons. *Aotearoa New Zealand Social Work Review*, 20(3), 52-62.
- Van Rensburg, A., Theron, L.C., & Rothman, S. (2015). A review of quantitative studies of South African youth resilience: some gaps. *South African Journal of Science*, 111(7/8), 1-9. Retrieved from <http://eds.a.ebscohost.com.nwulib.nwu.ac.za/eds/pdfviewer/pdfviewer?vid=1&sid=b7c429d8-08b4-4fd1-9b6e-736ea0016037%40sessionmgr4006&hid=4111>.
- Wainer, J., & Chesters, J. (2000). Rural mental health: Neither romanticism nor despair. *Journal of Rural Health*, 8(3), 141-147.
- Ward, C.L., Martin, E., Theron, C., & Distiller, G.B. (2007). Factors affecting Resilience in children exposed to violence. *South African Journal of Psychology*, 37(1), 165-187.
- Walker, R., & Oliveira, E. (2015). Contested spaces: Exploring the intersections of migration, sex work and trafficking in South Africa. *Graduate Journal Of Social Science*, 11(2), 129-153.
- Wekerle, C., & Kerig, P.K. (2017). Sexual and non-sexual violence against children and youth: Current issues in gender, trauma and resilience. *Journal of Child*

*and Adolescent Trauma*, 10(1), 3-8.

Wortham, T.T. (2014). Intimate partner violence: Building resilience with families and children. *Reclaiming Children and Youth*, 23(2), 58-61.

### **CHAPTER 3: CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS**

This chapter serves to conclude the study. In this chapter, I summarise the study (as addressed in chapter 1 and 2), by revisiting the research questions, discussing the conclusions and contributions of the study, outlining implications for leveraging resilience, reflecting on the study, describing the limitations of the study, and making recommendations for future studies. However, I first consider resilience within a Positive Psychology framework.

#### **1. RESILIENCE - A POSITIVE PSYCHOLOGY UNDERSTANDING**

In the context of Positive Psychology (PP), resilience is identified as one of four primary pillars and extensively researched (Wissing, 2013). In essence PP emphasises and studies what brings about a better, more fulfilled life which encompasses a sense of well-being, and working well in relation with others (Brokaw, 2016). Resilience represents an excellent and descriptive image of the essence of PP (Carr, 2003; Crăciun, 2013). My study aimed to foreground a deeper understanding of how the social ecology of young historically disadvantaged women can better protect these young women against gender-based violence, and in doing so, support their resilience. This knowledge potentially contributes to the field of PP, although further research is required to understand why the social ecology of these particular young women championed resilience as well as they did.

#### **2. RESEARCH QUESTIONS RECONSIDERED**

My research questions were framed using the Social Ecology of Resilience Theory (SERT) (Ungar, 2011). This social ecological understanding of resilience emphasises the co-partnered processes between the young women and their social ecology in identifying, and making available protective resources. In seeking to

answer the primary and secondary research question, the following process was followed:

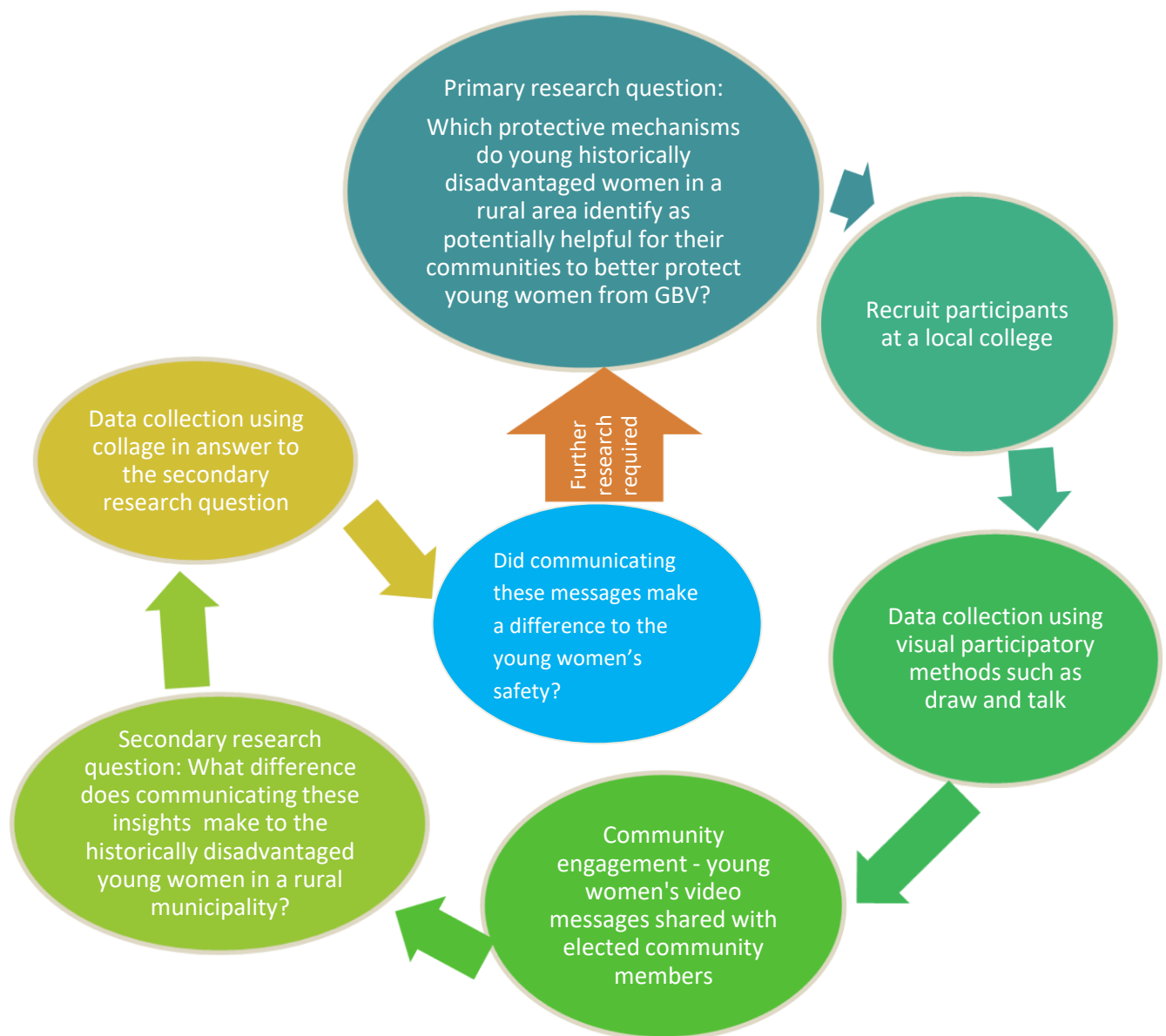


Figure 10. Schematic presentation of the research process in answer to the primary and secondary research questions

The primary research question of “which protective mechanisms young historically disadvantaged women in a rural area identify as potentially helpful for their communities to better protect young women from GBV” was answered by using

a visual participatory method. This method follows the recommendation made by Van Rensburg et al. (2015) to give voice to young people's (including young women's) own understanding of what they need in order to reduce the risk of falling prey to GBV.

The secondary research question "What difference does communicating these insights make to the historically disadvantaged young women in a rural municipality?" was answered by making a collage. This activity occurred approximately a month after the meeting with the elected community members.

### **3. CONCLUSIONS FROM THE STUDY**

I arrived at the following conclusions because of my study:

#### **3.1 Conclusion From My Literature Review**

My literature review yielded a large body of work with youth in the context of various risk and protective factors internationally, and a smaller body of work for the Africa/South Africa region (Bowen, 2015; Clark, 2012; Ebersöhn, 2007; Gerwitz & Edleson, 2007; Hills, Meyer-Weitz, & Kwaku-Oppong, 2016; Howell, 2014; Jansen van Rensburg, 2007; Kassis, Artz, Scambor, Scambor, & Modenhauer, 2013; Lamb & Snodgrass, 2013; Malindi, 2014; Newland, 2014; Phasha, 2010; Pienaar, Van Rensburg, Heunis, & Swanepoel, 2011; Sanders, Munford, Liebenberg, & Ungar, 2013; Stark & Landis, 2016; Suzuki, Geffner, & Bucky, 2008; Swartz & Proctor, 2000; Theron, 2013a, 2013b; Theron & Malindi, 2010; Ungar, 2005, 2008; Wortham, 2014). The risk factors were varied, so too the age of the cohort in the studies.

Importantly, these studies were typically not specific to GBV. Most authors agreed that youth who do well in the context of adversity, have a strong social ecology. This ecology may be identified in education (teachers) (Botha & Van den Berg, 2016; Gerwitz & Edleson, 2007; Hall & Theron, 2016; Jefferis & Theron, 2015; Liebenberg,

Theron, Sanders, Munford, Van Rensburg, Rothmann, & Ungar, 2016; Lopez-Fuentes & Calvete, 2015; Mampane & Bouwer, 2011; Mampane & Huddle, 2017; Theron, 2013b; Theron & Malindi, 2010), or meaningful activities and support networks (coaches, community support groups, community policing) (Bornman, 2015; Burton, 2005; Decker & Du Toit, 2014; Hills et al., 2016; Lamb & Snodgrass, 2013; Rousseau-Jemwa, Hendricks, & Rehse, 2016; Walker & Oliveira, 2015). The young historically disadvantaged women in my study highlighted these specific resources as protective mechanisms and this echoes previous non-GBV specific studies' inference that these resources are critical to resilience (Burnette & Hefflinger, 2016; Gerwitz & Edleson, 2007; Lopez-Fuentes & Calvete, 2015).

### **3.2 Conclusions From My Empirical Work**

Historically disadvantaged young women residing in a rural area in South Africa unanimously believed that '*the community, they **can**...*'. Put in other words, these women believed that their community had the capacity (and by implication, the responsibility) to better protect them against GBV. This capacity included that the community had capacity to safeguard, equip and support. The young women identified structural and relational sources, such as the police, community policing, education and meaningful activities within the community to be protective sources. Furthermore, the community has norms and values which, if transferred to the young women, will equip and support them against GBV. Practically, this plays out in for instance relationships. The value of community is furthermore recognised as protective, for instance, by being prescriptive about trading hours, and keeping children indoors at night.

In response to the secondary research question, whether or not engaging with their community had made a difference to their safety, the historically disadvantaged

young women reported that SAPS invited them to partake in a screening about GBV at a local community centre (Appendix I). At this meeting, the young women were introduced to two community networks currently working in the area; Women of Worth (WOW), and To build South African Men (2bSAM). This introduction to safe and supportive networks (protective resources) provided an opportunity for the young women to form strong social networks and long term support which had resilience-supporting value. Previous studies have reported the resilience-enabling value of connections to social networks (Burnette & Hefflinger, 2016; Drumm, Popescu, Cooper, Trecartin, Seifert, Foster, & Kilcher, 2014; Gerwitz & Edleson, 2007; Lopez-Fuentes et al., 2015; Suzuki et al., 2008). The participants reported that they found synergy and a sense of empowerment as they engaged with these existing community networks. The sense of empowerment the young women experienced as they engaged with the community resonates with literature that resilience occurs when both the individual and their social ecology partner to support protective mechanisms (Cohen, Davis, & Realini, 2016; Jefferis & Theron, 2016; Shepherd, Reynolds, & Moran, 2010; Ungar, 2011). These findings therefore suggest that CBPV has the potential to facilitate contextually sensitive insights to what youth voices identify as resilience resources. The value of the social ecology and a sense of connectedness encouraged a belief in shared agency and positive values, such as “....*take care of yourself and each other...*” (Participant 4). Furthermore, the reported findings from this study suggest that research methodology has the potential to enhance relational networks.

#### **4. PERSONAL REFLECTIONS**

My work as a counsellor in a Child and Youth Care Centre in the Bitou Municipal Area of the Western Cape exposes me to children who have been abused

emotionally, physically, and sexually. Their stories conveyed in whispers, are filled with immense pain. The lived reality of these vulnerable children motivates me to seek ways to empower them, and facilitate awareness amongst the community of what they (the community) can do to better protect these children. The research findings will therefore enhance an understanding of the contextually meaningful resources the community can make available to provide better protection to the vulnerable among us.

4.1 My primary expectation was that the young historically disadvantaged women would negotiate for better protection from formal security services (SAPS). This was indeed one of the contextual support structures identified as a resource, yet not to the extent I had expected. Young women seemed to accept that rural communities are burdened by a lack of resources.

4.2 The young women also emphasised education, both formal and informal, which I had expected. However, formal tertiary education is very hard to imagine when daily physical needs are not met, and which is nearly impossible to attain for rural historically disadvantaged young women. These young women therefore give preference to meeting their daily physical needs to survive. Education is needed, formal and informal. However the basic survival needs of these young women remains a challenge to address.

4.3 I questioned whether poverty and structural inequality aggravated the lack of protective resources (including, importantly, norms and values) experienced by the young women. I realised that the implications of poverty and structural inequality are far reaching for these young historically disadvantaged young women, their families, the community, and indeed, generations to come. I found myself

questioning whether perhaps some of the existing beliefs and value systems that leave young women vulnerable to GBV stem from historical inequities.

4.4 SAPS's commitment to the young women contradicts most literature highlighting abuse at the hands of the formal police services (Rousseau-Jemwa, Hendricks, & Rehse, 2016; Walker & Oliveira, 2015). It would be valuable to understand why the SAPS, and in particular the station commander, made these resources available to the young women.

4.5 Most importantly, I continue to be humbled by the hope and tenacity of the historically disadvantaged young women in the face of everyday structural adversities.

## **5. LIMITATIONS**

The findings of my study must be read in conjunction with a number of limitations. I list these below, and then, in the section on recommendations, I suggest follow-up studies that could address these limitations.

- I. My study was conducted over a relatively short period of time (October 2016 – February 2017). The participants identified what their community can do to better protect them from GBV within this timeframe. Masten (2014) highlights that time may cause changes to the resilience process and that there is no understanding of the impact of these changes, unless resilience is studied over time.
- II. My study privileges the voice of young historically disadvantaged women living in a rural area in the Western Cape, South Africa. The findings are therefore context specific, and exclude significant adult and community voices, which may be a limitation and considered bias (Creswell, 2012; Mburu, Ram, & Oxenham, 2014; Singh, 2013).

- III. In questioning how the community can better protect historically disadvantaged young women from GBV, I did not ask the participants what they understood by community, or who would be included in their understanding of community. I did not introduce parameters for the working concept of community in my study. Nor did any of the participants raise questions regarding inclusion of any individual and or group as part of community. Wessells (2009) highlights the complexities of the term community. Definitions of community can be found in terms of a geographical perspective, a social psychological perspective, or as contextually defined. My failure to clarify the meaning of community with the participants is a limitation.
- IV. My contact with the participants was problematic at the best of times. This may have been worsened by the fact that the research started early in October, the gatekeeper went on extended leave at the end of November, and some of the participants dropped their studies. The project required a six-month follow-up to ascertain whether the changes, if any, occurring due to the meeting with elected community members/representatives were maintained over a period of time. I had invited the participants on four occasions, via social media (Whatsapp) and the gatekeeper, to meet for a follow-up appointment. Only one participant responded that she was unable to meet due to work commitments. None of the other participants responded. This may have been due to participants relocating or a change in contact details. This is a recognised challenge in resource-poor communities (Theron, 2016a). I was therefore unable to conduct a six-month follow-up meeting with my participants.

- V. A protracted power outage on the day of the scheduled screening could be considered a limiting factor, as the video could not be screened for the invited community members. The action briefs were used to facilitate dialogue with the invited community members. I also provided copies of the video within a week of the meeting, which was hand-delivered to the community members.

## **6. RECOMMENDATIONS**

- I. Longitudinal studies are required in rural areas to ascertain whether visual participatory methods enable protective resources against GBV to young historically disadvantaged women over a period of time (years).
- II. Further research is required in rural contexts across South Africa and Africa to determine how transferable my findings are, and to understand the impact of different contexts and cultures on resilience amongst rural historically disadvantaged young women. Future research should also include the perspectives of significant adults and community members.
- III. Future research should ask participants to define their understanding of the term community. This will furthermore enable a better understanding of the identified social ecology of historically disadvantaged young women.
- IV. As per the suggestion of Theron (2016a), resource-poor contexts necessitate meticulous research planning. For instance, the original contact and consent letter can stipulate six monthly face-to-face meetings (with dates given at the time of obtaining consent) that include some reward for participant attendance (such as a food hamper).
- V. Challenges such as a lack of electricity can be addressed by making copies of the video available on the day of the screening. Alternatively, securing an

electricity source (such as a standby generator), although costly, will enable the screening of the video regardless of electrical outages.

## **7. CONTRIBUTIONS MADE BY MY STUDY**

My study makes a methodological contribution. The findings suggest that the visual participatory methods facilitated the young women's expression of the protective resources (against GBV) in contextually meaningful ways. The findings furthermore suggest that the process facilitated awareness by the invited community members to champion resilience in historically disadvantaged young women. This fits with the work reported by Jefferis and Theron, 2016 who report participant-directed understandings of resilience being used by youth and their social ecology to co-construct resilience processes supportive to youth.

My study also has potential value for practitioners, such as myself, who work with historically disadvantaged young women challenged by GBV. The findings offer a starting point for enabling communities to protect their young women. What is valuable about this starting point is that it was provided by young women themselves.

## **8. FINAL CONCLUSION**

I made every effort to provide an understanding of protective resources that may provide better protection to young historically disadvantaged women from GBV as owned by the participants (Mitchell & De Lange, 2012). In so doing, I hope to extend literature regarding the resilience of historically disadvantaged young women in a rural community in South Africa. Perhaps most importantly, if research is to effect positive social change as postulated by Schratz and Walker (2005), then facilitating and strengthening meaningful dialogue between young historically disadvantaged women and their community is an important research and human agenda and should

be of continued interest to service providers, mental health practitioners, and policy makers.

## COMBINED REFERENCE LIST

- Aisenbergh, E., & Herrenkohl, T. (2008). Community violence in context: Risk and resilience in children and families. *Journal of Interpersonal Violence*, 23(3), 296-315.
- Asghar, J. (2013). Critical Paradigm: A preamble for novice researchers. *Life Science Journal*, 10(4), 3121-3127. Retrieved from <http://s3.amazonaws.com/academia.edu.documents/33188854/>
- Balfour, R. J., Mitchell, C., & Moletsane, R. (2008). Troubling contexts: toward a generative theory of rurality as education research. *Journal of Rural and Community Development*, 3(3), 95-107. Retrieved from <http://nwulib.nwu.ac.za/login?url=http://search.ebscohost.com/>
- Bornman, S. (2015). Sexualised violence in the national debate: Cross-border observations on India & South Africa. Retrieved from: [za.boell.org/sites/default/files/sexual\\_violence\\_sa\\_india\\_epdf\\_1.pdf](http://za.boell.org/sites/default/files/sexual_violence_sa_india_epdf_1.pdf) ?page=55
- Botha, A., & Van den Berg, H. (2016). Trauma exposure and life satisfaction among at-risk black South African adolescents. *Journal of Psychology in Africa*, 26(6), 500-507.
- Bowen, E. (2015). Research Article: The impact of inter-partner violence on preschool children's peer problems: An analysis of risk and protective factors. *Child Abuse and Neglect*, 50, 141-150.
- Brokaw, D. W. (2016). Positive psychology. *Salem Press Encyclopedia Of Health*.
- Burnette, L., & Hefflinger, T. (2016). Honoring resilience narratives: Protective factors among indigenous women experiencing intimate partner violence. *The Journal of Baccalaureate Social Work*, 21(1), 63-78.

- Burton, P. (2006). Research Bulletin: Snapshot results of 2005 youth victimisation study. *Centre for Justice and crime prevention*. Retrieved from:  
[http://www.cjcp.org.za/uploads/2/7/8/4/27845461/research\\_bulletin\\_1\\_-\\_snapshot\\_results\\_of\\_the\\_2005\\_youth\\_victimisation\\_study.pdf](http://www.cjcp.org.za/uploads/2/7/8/4/27845461/research_bulletin_1_-_snapshot_results_of_the_2005_youth_victimisation_study.pdf)
- Burton, P., Leoschuts L., Lloyd, S., Phyfer, J., Artz, L., Ward, C., & Kassanje, R. (2016). *Sexual victimisation of children in South Africa*. Final report of the Optimus Foundation Study: South Africa. Retrieved from  
[www.cjcp.org.za/uploads/2/7/8/4/27845461/08\\_cjcp\\_report\\_2016\\_d.pdf](http://www.cjcp.org.za/uploads/2/7/8/4/27845461/08_cjcp_report_2016_d.pdf)
- Carr, A. (2003). *Positive psychology: the science of happiness and human strengths*. Retrieved from <https://ebookcentral-proquest-com.nwulib.nwu.ac.za>
- Census 2001 (2003). *Investigation into appropriate definitions of urban and rural areas for South Africa: Discussion document*. Pretoria: Statistics South Africa [Report No. 03-02-20 (2001)] Retrieved from  
[http://www.statssa.gov.za/census/census\\_2001/urban\\_rural/urbanrural.pdf](http://www.statssa.gov.za/census/census_2001/urban_rural/urbanrural.pdf).
- Cicchetti, D. (2013). Annual research review: Resilient functioning in maltreated children -Past, present, and future perspectives. *Journal of Child Psychology and Psychiatry*, 54(4), 402-422. Retrieved from  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3514621/>
- Cicchetti, D., & Blender, J. A. (2006). A multiple-levels-of-analysis perspective on resilience. *Annals of the New York Academy of Sciences*, 1094(1), 248-258. doi:10.1196/annals.1376.029.
- Clark, J. N. (2012). Youth violence in South Africa: the case for a restorative justice response. *Contemporary Justice Review*, 15(1), 77-95.

- Cohen, L., Davis, R., & Realini, A. (2016). Communities are not all created equal: Strategies to prevent violence affecting youth in the USA. *Journal of Public Health Policy*, 37(1), 81-94. doi: 10.1057/s41271-016-0005-4.
- Collings, C. (2003). Surviving child sexual abuse. *The Social work practitioner-researcher*, 15(1), 97-110.
- Crăciun, A. (2013). Defining resilience as a concept since its first use in psychology. *Romanian journal of experimental applied psychology*, 4(4), 73-82.
- Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed approaches. Los Angeles, California: Sage Publications.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* [Kindle edition].
- Cross, M., & Atinde, V. (2015). The Pedagogy of the marginalised: Understanding how historically disadvantaged students negotiate their epistemic access in a diverse university environment. *Review of Education, Pedagogy and Cultural studies*, 37(4), 308-325. doi: 10.1080.10714413.2015.1065617.
- Csikszentmihalyi, M., & Donaldson, S. I. (2011). *Applied Positive Psychology: Improving Everyday Life, Health, Schools, Work, and Society (Applied Psychology Series)*. [Kindle edition].
- Denzin, N. K., & Lincoln, Y. S. (2005). *The Sage handbook of qualitative research*. New York: Sage.
- De Lange, N., Mitchell, C., & Moletsane, R. (2015). Critical Perspectives on Digital Spaces in Educational Research. *Perspectives in Education*, 33(4), 1-5. Retrieved from <https://journals.co.za/content/persed/33/4/EJC185874>.
- Drumm, R., Popescu, M., Cooper, L., Trecartin, S., Seifert, M., Foster, T., & Kilcher, C. (2014). "God just brought me through it". Spiritual coping strategies for

- resilience among intimate partner violence survivors. *Clinical Social Work Journal*, 42(4), 385-394.
- Du Toit, L. (2014). Shifting meanings of post conflict sexual violence in South Africa. *Signs: Journal of Women in Culture and Society*, 40(1), 101-123.
- Ebersöhn, L. (2007). Voicing perceptions of risk and protective factors in coping in a HIV/AIDS landscape: Reflecting on capacity for adaptiveness. *Gifted Education International*, 23(2), 1-27.
- Ebersöhn, L. (2017). A resilience, health and well-being lens for education and poverty. *South African Journal of Education*, 37(1), 1-9.
- Fischer, N., Lamis, D., Petersen-Coleman, M., Moore, C., Zhang, H., & Kaslow, N. (2016). Mediating effects of existential and religious well-being among abused, suicidal African American women. *Journal of Family Violence*, 31(3), 315-323. doi:10/1007/s10896-015-9771-1.
- Freedman, J. (2012). *Engaging men in the fight against gender violence: Case studies from Africa*. USA: Springer.
- Forbes-Mewett, H., & McCulloch, J. (2016). International Students and Gender-based violence. *Violence Against Women*, 22(3), 344-365. doi:10.1177/1077801215602344.
- Gerwitz, A., & Edleson, J. (2007). Young children's exposure to intimate partner violence: Towards a developmental risk and resilience framework for research and interventions. *Journal of Family Violence*, 22(3), 151-163.
- Goodman, C.C., Potts, M.K., & Pasztor, E.M. (2007). Caregiving grandmothers with vs. without child welfare system involvement: Effects of expressed need, formal services, and informal social support on caregiver burden. *Children*

*and Youth Services Review*, 29, 428-441. doi:

10.1016/j.childyouth.2006.10.002.

Goodman, L. A., Smyth, K. F., Borges, A. M., & Singer, R. (2009). When crises collide: How intimate partner violence and poverty intersect to shape women's mental health and coping? *Trauma, Violence & Abuse*, 10(4), 306-329. Retrieved from

[https://www.researchgate.net/profile/Lisa\\_Goodman/publication/26833190](https://www.researchgate.net/profile/Lisa_Goodman/publication/26833190).

Gopaul, M. (2006). The significance of rural areas in South Africa for tourism development through community participation with special reference to Umgababa, a rural area located in the province of KwaZulu-Natal. <http://uir.unisa.ac.za/bitstream/handle/10500/2159/dissertation.pdf?sequence=1>.

Hall, A., & Theron, L.C. (2016). Resilience processes supporting adolescents with intellectual disabilities: A multiple case study. *Intellectual and Developmental Disabilities*, 54(1), 45-62.

Harper, G.W., Riplinger, A.J., Neubauer, L.C., Murphy, A.G., Veleoff, J., & Bangi, A.K. (2014). Ecological factors influencing HIV sexual risk and resilience among young people in rural Kenya: Implications for prevention. *Journal Health Education Research*, 29(1), 131-146.

Hart, A., Gagnon, E., Eryigit-Madzwamuse, S., Cameron, J., Aranda, K., Rathbone, A., & Heaver, B. (2016). Uniting resilience research and practice with an inequalities approach. *Sage*, 6(4). 2158-2440. doi:10.1177.2158244016682477.

Heise, L., Ellsberg, M., & Gottmoeller, M. (2002). A global overview of gender-based violence. *International Journal of Gynaecology and Obstetrics*, 78(1), S5–

S14. doi:10.1.1.456.7203&rep.

Hills, F., Meyer-Weitz, A., & Kwaku-Oppong, A. (2016). The lived experiences of street children in Durban, South Africa: Violence, substance use, and resilience. *International Journal of Qualitative studies on Health and Wellbeing*, 11, 1-11. doi: 10.3402/qhw.v11.30302.

Howell, K.H., & Miller-Graff, L.E. (2014). Protective factors associated with resilience functioning in young adulthood after childhood exposure to violence. *Child Abuse and Neglect*, 38. pp. 1985-1994. doi: 10.1016/j.chibu.2014.10.010.

Human Sciences Research Council Education Policy Centre (HSRC-EPC) (2005) *Emerging voices: A report on education in South Africa rural communities*. Cape Town: HSRC Press.

Izaguirre, A., & Calvette, E. (2015). Children who are exposed to intimate partner violence: Interviewing mothers to understand its impact on children. *Child Abuse and Neglect*, 48, 58-67.

Jansen van Rensburg, M.S. (2007). A comprehensive programme addressing HIV/AIDS and gender-based violence. *Journal des Aspects Sociaux du VIH/SIDA*, 4(3), 695-724.

Jefferis, T.C., & Theron, L. C. (2015). Community-based participatory video: exploring and advocating for girls resilience. *Perspectives in Education*, 33(4), 75-91. Retrieved from <http://www.journals.co.za/content/persed/33/4/EJC185869>.

Jefferis, T.C., & Theron, L.C. (2016). Promoting resilience among Sesotho-speaking adolescent girls: Lessons for South African teachers. *South African Journal of Education*, 37(3), 1-11.

- Jeffthas, D., & Artz, L. (2007). Youth violence: A gendered perspective. In P. Burton (ed.). *Someone Stole My Smile: An Exploration into the Causes of Youth Violence in South Africa*, (pp.37-55). Cape Town: Centre for Justice and Crime Prevention.
- Jewkes, R. (2002). Intimate partner violence: causes and prevention. *The Lancet*, 359, 1423–1429. Retrieved from <http://ethicsinhealth.org/wp-content/uploads/2012/01/>
- Jewkes, R., Dunkle, K., Koss, M. P., Levin, J. B., Nduna, M., Jama, N., & Sikweyiya, Y.(2006). Rape perpetration by young, rural South African men: Prevalence, patterns and risk factors. *Social Science & Medicine*, 63, 2949-2961. doi:10.1016/j.socscimed.2006.07.027.
- Jewkes, R., Levin, J., Mbananga, N., & Bradshaw, D. (2002). Rape of girls in South Africa. *The Lancet*, 359(9303), 319-320.
- Jewkes, R., Sikweyiya, Y., Morrell, R., & Dunkle, K. (2010). Why, when and how men rape: Understanding rape perpetration in South Africa. *South African Crime Quarterly*, 34, 23-31. Retrieved from <http://www.ajol.info/index.php/sacq/article/viewFile/101459/90645>.
- Kassis, W., Artz, S., Scambor, C., Scambor, E., & Moldenhauer, S. (2013). Finding the way out: A non-dichotomous understanding of violence and depression resilience of adolescence exposed to family violence. *Child Abuse and Neglect: The International Journal*, 37(2-3), 181-199.
- Koraan, R., & Geduld, A. (2015). "Corrective rape" of lesbians in the era of transformative constitutionalism in South Africa. *PER: Potchefstroomse Elektroniese Regsblad*, (5), 1931. doi:10.4314/pelj.v18i5.23.

- Laird, T.N. (2005). College students' experiences with diversity and their effects on academic self-confidence, social agency, and disposition toward critical thinking. *Research in Higher Education*, (4), 365-387.
- Lamb, S., & Snodgrass, L. (2013). Growing up with normalised violence: Narratives of South African youth. *Commonwealth Youth Development*, 11(1), 4-21.
- Laldaparsad, S. (2006). Statistical approaches for classifying and defining areas in South Africa as "urban" or "rural". Retrieved from <http://wiredspace.wits.ac.za/bitstream/handle/10539/3897/>
- Laye, A.M., & Mykota, D.B. (2014). Rural Canadian youth exposed to physical violence. *Canadian Journal of school psychology*, 29(1), 21-39.
- Leoschut, L., & Burton P. (2006). How rich the reward: Results of the 2005 National Youth Victimisation Study. Claremont: Centre for Just and Crime Prevention. Retrieved from: <http://www.cjcp.org.za/uploads/2/7/8/4/27845461/>
- Liebenberg, L., Theron, L.C., Sanders, J., Munford, R., Van Rensburg, A., Rothmann, S., & Ungar, M. (2016). Bolstering resilience through teacher-student interaction: Lessons for school psychologists. *School Psychology International*, 37(2), 140-154.
- Lynch, M., & Cicchetti, D. (2002). Links between community violence and the family system: Evidence from children's feelings of relatedness and perceptions of parent behaviour. *Family Process*, 41(3), 519-532.
- Lopez-Fuentes, I., & Calvete, E. (2015). Building resilience: A qualitative study of Spanish women who have suffered intimate partner violence. *American Journal of Orthopsychiatry*, (4), 339-51.
- Magni, S., Christofides, N., Johnson, S., & Weiner, R. (2015). Alcohol use and transactional sex among women in South Africa: Results from a nationally

- representative survey. *PLoS ONE*, 10(12), 1-15.  
doi:10.1371/journal.pone.0145326.
- Malindi, M. J. (2014). Swimming upstream in the midst of adversity: Exploring resilience-enablers among street children. *Sosyal Bilimler Dergisi/Journal of Social Sciences*, 39(3), 265-274. Retrieved from <http://www.krepublishers.com/02-Journals/JSS/JSS-39-0-000-14-Web/>
- Malterud, K. (2001). Qualitative research: Standards, challenges, and guidelines. *Lancet*, 358 North American Edition, (9280), 483-488.
- Mampane, R., & Bouwer, C. (2011). The influence of township schools on the resilience of their learners. *South African Journal of Education*, (1), 114-126.
- Mampane, R., & Huddle, C. (2017). Assessing the outcomes of school-based partnership resilience intervention. *South African Journal of Education*, 37(1), 1-13.
- Martin, A., Kelly, A., Turquet, L., & Ross, S. (2009). *Hate crimes: the rise of corrective rape in South Africa*. London: ActionAid.
- Masten, A.S. (2001). Ordinary magic: Resilience processes in development. *American Psychologists*, 56(3), 227-238. doi:10.1037/0003-066x.56.3.227
- Masten, A.S. (2009). Ordinary magic: Lessons from research on resilience in human development. *Education Canada*, 49(3), 2-8.
- Masten, A. (2011). Resilience in children threatened by extreme adversity: Frameworks for research, practice, and translational synergy. *Development and Psychopathology*, 23, 493–506. Retrieved from <https://www.cambridge.org/core/journals/>
- Masten, A. S. (2014). Global Perspectives on Resilience in Children and Youth. *Child Development* (1), 6-20. Retrieved from

- <http://nwulib.nwu.ac.za/login?url=http://search.ebscohost.com/login.aspx?>
- Masten, A. S. (2015). Pathways to integrated resilience science. *Psychological inquiry*, 26(2), 187-196. doi:10.1080/1047840X.2015.1012041.
- Matebeni, Z. (2013). Deconstructing violence towards black lesbians in South Africa. *Institute for Humanities in Africa*, 7(2), 65-77.
- Mburu, G., Ram, M., Oxenham, D., Haamujompa, C., Iorpenda, K., & Ferguson, L. (2014). Responding to adolescents living with HIV in Zambia: A social-ecological approach. *Children and Youth Services Review*, 45 (Children and Youth growing up with HIV infection in Sub-Saharan Africa: Implications for Health Service Delivery), 9-17. doi:10.1016/j.childyouth.2014.03.033.
- Mitchell, C., & De Lange, N. (2011). Community-based participatory video and social action in rural South Africa. In E. Margolis & L. Pauwels (eds.). *The SAGE Handbook of Visual Research Methods* (pp. 171-185). London: Sage.
- Mitchell, C., & De Lange, N. (2012). *Handbook of participatory video*. Maryland: AltaMira Press.
- Mitchell, C., & De Lange, N. (2013). What can a teacher do with a cellphone? Using participatory visual research to speak back in addressing HIV and AIDS. *South African Journal of Education*, 33(4), 1-13.
- Mokwena, K., & Adeoti, A. (2014). The prevalence of intimate partner violence in a sample of women attending a public hospital in North West Province, South Africa: Gender-based violence. *African Journal for Physical Health Education, Recreation and Dance*, 20(1), 313-323. Retrieved from <http://nwulib.nwu.ac.za/login?url=http://search.ebscohost.com/login.aspx?>
- Moletsane, R. (2007). South African girlhood in the age of AIDS: Towards girlhood studies. *Agenda: Empowering women for gender equity*, 21(72), 155-165.

- Moletsane, R., De Lange, N., Mitchell, C., Stuart, J., Buthelezi, T., & Taylor, M. (2007). Photo-voice as a tool for analysis and activism in response to HIV and AIDS stigmatisation in a rural KwaZulu-Natal school. *Journal of Child and Adolescent Mental Health*, 19(1), 19-28. doi:10.2989/17280580709486632.
- Moletsane, R., Mitchell, C., De Lange, N., Stuart, J., Buthelezi, T., & Taylor, M. (2009). What can a woman do with a camera? Turning the female gaze on poverty and HIV and AIDS in rural South Africa. *International Journal of Qualitative Studies in Education*, 22(3), 315-331. doi:10.1080/09518390902835454.
- Moletsane, R., Mitchell, C., & Lewin, T. (2010). *A critical analysis of gender violence and inequality in and around schools in South Africa in the age of AIDS: progress or retreat?* UNGEI, Senegal, Dakar. Retrieved from <http://www.e4conference.org/wp-content/uploads/2010/04/10en.pdf>.
- Moletsane, R. (2011). Culture, nostalgia, and sexuality education in the age of AIDS in South Africa. In C. Mitchell, T. Strong-Wilson, K. Pithouse, & S. Allnutt (eds.). *Memory and Pedagogy*. New York, London: Routledge.
- Munoz, R.T., Brady, S., & Brown, V. (2017). The psychology of resilience: A model of the relationship of locus of control to hope among survivors of intimate partner violence. *Traumatology*, 23(1), 102-111.
- Newland, L.A., Giger, J.T., Lawler, M.J., Carr, E.R., Dykstra, E.A., & Roh, S. (2014). Subjective well-being for children in rural communities. *Journal of Social Services*, 40(5), 642-661.
- Niehaus, I. (2000). Towards a dubious liberation: Masculinity, sexuality and power in South African Lowveld schools, 1953-1999. *Journal of Southern African Studies*, 26(3), 387-407. doi: 10.1080/713683581.

- Nieuwenhuis, J. (2007). Qualitative research designs and data gathering techniques. *First Steps in Research*, 69-97.
- Norman, R., Matzoupolos, R., Groenewald, P., & Bradshaw, D. (2007). The high burden of injuries in South Africa. *Bulletin of the World Health Organization*, 85(9), 695-702. doi: 10.2471/BLT.06.051184.
- Petersen, I., Bhana, A., & McKay, M. (2005). Sexual violence and youth in South Africa: The need for community-based prevention interventions. *Child abuse & neglect*, 29(11), 1233-1248. doi: 10.1016/j.chiabu.2005.02.012.
- Phasa, N.T. (2010). Educational resilience among African survivors of child sexual abuse in South Africa. *Journal of Black Studies*, 40(6), 1234-1253.
- Pienaar, A., Van Rensburg, H., Heunis, C., & Swanepoel, Z. (2011). A qualitative exploration of resilience in pre-adolescent AIDS orphans living in a residential care facility: original article. *SAHARA*, (3), 128-137.
- Plush, T. (2013). Fostering social change through participatory video: A conceptual framework. *Development Bulletin*, 75, 55-58. Retrieved from <https://ccep.crawford.anu.edu.au/rmap/devnet/devnet/db-75.pdf#page=60>.
- Prosser, J. (2005). The moral maze of image ethics. In K. Sheehy, M. Nind, R. Rix & K. Simmons (eds.). *Ethics, Research in Inclusive: Values into practice* (pp. 133-148). New York, USA: Routledge Farmer.
- Prosser, J. (2011). Visual methodology: Towards a more seeing research. In: N.K. Denzin & Y.S. Lincoln (eds.) *The Sage handbook of qualitative research*, 4<sup>th</sup> ed. New York: Sage.
- Rasmus, S.M., Allen, J., & Ford, T. (2014). "Where I have learned the ways how to live": Youth resilience in a Yup'ik village in Alaska. *Transcultural Psychiatry*, 51(5), 713-734.

- Reid, J.A. (2014). Risk and resiliency factors influencing onset and adolescence limited-commercial sexual exploitation of disadvantaged girls. *Criminal Behaviour and Mental Health: CMBH*, 24(5), 332-344.
- Rousseau-Jemwa, E., Hendricks, L., & Rehse, K. (2016). Counselling as an intervention strategy for men who use violence in their intimate relationships. *Graduate Journal of Social Science*, 12(3), 128-146.
- Rutter, M. (1991). Protective factors: Independent or interactive? *Jouranal of the American Academy of Child and Adolescent Psychiatry*, 30(1), 151-152.
- Rutter, M. (2012). Resilience: Causal pathways and social ecology. In M. Ungar (ed.), *The social ecology of resilience: A handbook of theory and practice* (pp. 33-42). New York: Springer.
- Rutter, M. (2012). Resilience as a dynamic concept. *Development and Psychopathology*, 24(2), 335-344. doi:10.1017/S0954579412000028.
- Saldana, J. (2009). *The coding manual for qualitative researchers*. London, UK: Sage.
- Sanders, J., Munford, R., Liebenberg, L., & Ungar, M. (2013). Multiple service use: The impact of consistency in service quality for vulnerable youth. *Child Abuse and Neglect*, 38(2014), 687-697.
- Sathiparsad, R. (2005). It is better to beat her: Male youth in rural KwaZulu-Natal speak on violence in relationships. *Agenda*, 19(66), 79-88. doi: 10.1080/10130950.2005.9674655.
- Schensul, J., & LeCompte, M.D. (2013). *Essential ethnographic methods: A mixed approach*. Maryland: AltaMira Press.
- Schlottman, P. L. (2011). The war on Women and Children: South Africa and Anomie. *Africa Peace and Conflict Journal*, 4(2), 81-87.

- Schratz, M., & Walker, R. (2005). *Research as social change: New opportunities for qualitative research*. (Google books) Routledge.
- Seedat, M., Van Niekerk, A., Jewkes, R., Suffla, S., & Ratele, K. (2009). Violence and injuries in South Africa: prioritising an agenda for prevention. *The Lancet*, 374(9694), 1011-1022. doi: 10.1016/S0140-6736(09)60948-X.
- Shanthakumari, R., Shobithaj Chandra, P.S., Riazantsev, E., & Steward, D.E. (2014). "Difficulties come to humans and not trees and they need to be faced": A study on resilience among Indian women experiencing intimate partner violence. *International Journal of Social Psychiatry*, 60(7), 703-710.
- Shefer, T., Kruger, L., MacCleod, C., Vincent, L., & Baxen, J. (2015). "...a huge monster that should be feared and not done": Lessons learned in sexuality education classes in South Africa. *African Safety Promotion*, 13(1), 71-77.
- Shepherd, C., Reynolds, F.A., & Moran, J. (2010). "They're battle scars, I wear them well": A phenomenological exploration of young women's experience of building resilience following adversity in adolescence. *Journal of Youth Studies*, 13(3), 273-290.
- Singh, A.A. (2013). Transgender youth of colour and resilience: Negotiating oppression and finding support. *Sex Roles*, 68(11-12), 690-702. doi: 10.1007/s11199-012-0149-z.
- Snodgrass, L., & Bodisch, A. (2015). Why are we such a violent nation? *Africa Insight*, 45(3), 63-75. Retrieved from <http://eds.a.ebscohost.com.nwulib.nwu.ac.za/eds/pdfviewer/pdfviewer?vid=1&sid=11cd2078-6fc6-404c-99e2-9130db13fbdd%40sessionmgr4010&hid=4111>.
- Stark, L., Landis, D., Thomson, B., & Potts, A. (2016). Navigating support, resilience,

- and care: Exploring the impact of informal social networks on and rehabilitation care of young female survivors of sexual violence in Uganda. *Peace and Conflict, Journal of Peace Psychology*, 22(3), 217-225.
- Stuart, J. (2010). Youth as Knowledge Producers: Towards changing gendered patterns in rural schools with participatory arts-based approaches to HIV and AIDS. *Agenda*, 24(84), 53-65. doi: 10.1080/10130950.2010.9676309.
- Suzuki, S.L., Geffner, R., & Bucky, S.F. (2008). The experiences of adults exposed to intimate partner violence as children: An exploratory qualitative study of resilience and protective factors. *Journal of Emotional Abuse*, 8(1/2), 103-121.
- Swarr, A. L. (2012). Paradoxes of Butchness: Lesbian Masculinities and sexual violence in contemporary South Africa. *Journal of Women in Culture & Society*, 37(4), 961-988. Retrieved from <http://eds.a.ebscohost.com.nwulib.nwu.ac.za/eds/pdfviewer/pdfviewer?vid=1&sid=37427a54-a32b-490a-b807-0099a262fadc%40sessionmgr4009&hid=4111>.
- Swarr, A. L., & Nagar, R. (2003). Dismantling assumptions: Interrogating "lesbian" struggles for identity and survival in India and South Africa. *Journal of Women in Culture and Society*, 29(2), 491-516. Retrieved from <http://eds.a.ebscohost.com.nwulib.nwu.ac.za/eds/pdfviewer/pdfviewer?vid=1&sid=350225e3-dfb1-4c23-be7d-233fa64a9c48%40sessionmgr4008&hid=4111>.
- Swartz, D., & Proctor, L.J. (2000). Community violence exposure and children's social adjustment in the school peer group: The mediating roles of emotional regulation and social cognition. *Journal of Consulting and Clinical Psychology*, 68(4), 670-683.

- Theron, L.C. (2013a). Positive adjustment to poverty: How family communities encourage resilience in traditional African contexts. *Culture & Psychology*, 19(3), 391-416.
- Theron, L.C. (2013b). Black students recollections of pathways to resilience: Lessons for school psychologists. *School Psychology International*, 32(5), 527-539.
- Theron, L.C. (2016a). Researching resilience: lessons learned from working with rural, Sesotho-speaking South African young people. *Qualitative Research*, 16(6), 720-737. doi: 10.1177/1468794116652451.
- Theron, L.C. (2016b). Toward a culturally and contextually sensitive understanding of resilience: Privileging the voice of black South African young people. *Journal of Adolescent Research*, 31(6), 635-670.
- Theron, L. C. (2017). Adolescent versus adult explanations of resilience enablers: A South African study. *Youth & Society*, advance online publication: doi: 10.1177/0044118X17731032.
- Theron, L.C., & Theron, A.M.C. (2014). Educational services and resilience processes: Resilient black students' experiences. *Children and Youth Services Review*, 47(3), 297-306.
- Theron, L.C., Theron, A.M.C., & Malindi, M.J. (2013). Toward an African definition of resilience: A rural South African community's view or resilient Basotho youth. *Journal of Black Psychology*, 39(1), 63-87.
- Theron, L.C., & Malindi, M.J. (2010). Resilient street youth: A qualitative South African study. *Journal of Youth Studies*, 13(6), 717-736.
- Tracy, S. J. (2013). *Qualitative research methods*. UK: Wiley-Blackwell.

- True, J. (2010). The political economy of violence against women: A feminist international relations perspective. *Australian Feminist Law Journal*, 32, 39-59. doi:10.1080/13200968.2010.10854436.
- Van der Heijden, I., & Swartz, S. (2014). 'Something for something': The importance of talking about transactional sex with youth in South Africa using a resilience-based approach. *African Journal of AIDS Research*, 13(1), 53-63. doi:10.2989/16085906.2014.886602.
- Van Heugten, K., & Wilson, E. (2008). Witnessing intimate partner violence: Review of literature on coping in young persons. *Aotearoa New Zealand Social Work Review*, 20(3), 52-62.
- Van Rensburg, M. J. (2008). A comprehensive programme addressing HIV/AIDS and gender-based violence. *Journal of Social Aspects of HIV/AIDS Research Alliance*, 4(3), 695-706. Retrieved from <http://dx.doi.org.nwulib.nwu.ac.za/10.1080/17290376.2007.9724892>.
- Van Rensburg, A., Theron, L.C., & Rothman, S. (2015). A review of quantitative studies of South African youth resilience: some gaps. *South African Journal of Science*, 111(7/8), 1-9. Retrieved from <http://eds.a.ebscohost.com.nwulib.nwu.ac.za/eds/pdfviewer/pdfviewer?vid=1&sid=b7c429d8-08b4-4fd1-9b6e-736ea0016037%40sessionmgr4006&hid=4111>.
- Ungar, M. (2006). Nurturing hidden resilience in at-risk youth in different cultures. *Child and Adolescent Psychiatry*, 15(2), 53-58.
- Ungar, M. (2008). Resilience across cultures. *British Journal of Social Work*, 38(2), 218-235.

- Ungar, M. (2010). Families as navigators and negotiators: facilitating culturally and contextually specific expressions of resilience. *Family Process*, 49(3), 421-435. doi:10.1111/j.1545-5300.2010.01331.x
- Ungar, M. (2011). The social ecology of resilience: Addressing contextual and cultural ambiguity of a nascent construct. *American Journal of Orthopsychiatry*, 81(1), 1-17. Retrieved from <http://eds.a.ebscohost.com.nwulib.nwu.ac.za/eds/detail/detail?vid=1&sid=8d6e254c-51ae-465d-9325-1e386d7f9f9b%40sessionmgr4010&hid=4111&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=2012-11011-001&db=pdh>.
- Ungar, M. (2012). Social ecologies and their contribution to resilience. In *The Social Ecology of Resilience* (pp. 13-31). New York: Springer.
- Ungar, M. (2013). Resilience after maltreatment: the impact of social services as facilitators of positive adaptation. *Child Abuse & Neglect*, (37), 110-115.
- Ungar, M. (2015). Varied patterns of family resilience in challenging contexts. *Journal of Marital and Family therapy*, 42(1), 19-31.
- Ungar, M., Ghazinour, M., & Richter, J. (2013). Annual research review: What is resilience within the social ecology of human development? *Journal of Child Psychology and Psychiatry*, 54(4), 348-366.
- Ungar, M., & Lerner, R.M. (2008). Introduction to a special issue of research into human development: Resilience and positive development across the life span: A view of the issues. *Research in human development*, 5(3), 135-138.
- Van Rensburg, A., Theron, L.C., & Rothman, S. (2015). A review of quantitative studies of South African youth resilience: some gaps. *South African Journal of Science*, 111(7/8), 1-9. Retrieved from

<http://eds.a.ebscohost.com.nwulib.nwu.ac.za/eds/pdfviewer/pdfviewer?vid=1&sid=b7>

c429d8-08b4-4fd1-9b6e-736ea0016037%40sessionmgr4006&hid=4111

Wainer, J., & Chesters, J. (2000). Rural mental health: Neither romanticism nor despair. *Journal of Rural Health*, 8(3), 141-147.

Ward, C.L., Martin, E., Theron, C., & Distiller, G.B. (2007). Factors affecting Resilience in children exposed to violence. *South African Journal of Psychology*, 37(1), 165-187.

Walker, R., & Oliveira, E. (2015). Contested spaces: Exploring the intersections of migration, sex work and trafficking in South Africa. *Graduate Journal Of Social Science*, 11(2), 129-153.

Wekerle, C., & Kerig, P.K. (2017). Sexual and non-sexual violence against children and youth: Current issues in gender, trauma and resilience. *Journal of Child and Adolescent Trauma*, 10(1), 3-8.

Wessells, M. (2009). What are we learning about protecting children in the community? An inter-agency review of the evidence on community-based child protection mechanisms in humanitarian and development settings. Retrieved September 21, 2017, from [http://educationcluster.net/wp-content/uploads/sites/2/2011/10/What-We-Are-Learning-About-Protecting-Children-in-the-Community\\_Full-Report.pdf](http://educationcluster.net/wp-content/uploads/sites/2/2011/10/What-We-Are-Learning-About-Protecting-Children-in-the-Community_Full-Report.pdf)

Wissing, M.P. (2013). *Well-being research in South Africa*. Retrieved from <http://www.ebrary.com>.

World Health Organisation. (1993). Declaration on the Elimination of Violence against Women. *Understanding and addressing violence against women..*

Retrieved from

[http://apps.who.int/iris/bitstream/10665/77433/1/WHO\\_RHR\\_12.35\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/77433/1/WHO_RHR_12.35_eng.pdf)

World Health Organisation. (2015). Violence against women. *Intimate partner and sexual violence against women*. Retrieved from:

<http://www.who.int/mediacentre/factsheets/fs239/en/>

World Health Organisation. (2016). Gender-based violence. *Violence against women*. Retrieved from <http://www.who.int/mediacentre/factsheets/fs239/en/>

Wortham, T.T. (2014). Intimate partner violence: Building resilience with families and children. *Reclaiming Children and Youth*, 23(2), 58-61.

## APPENDIX A

### Ethical Clearance Certificate



NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom,  
South Africa, 2520

Tel: (018) 299-4900

Faks: (018) 299-4910

Web: <http://www.nwu.ac.za>

**Institutional Research Ethics Regulatory Committee**

Tel: +27 18 299 4849

Email: [Ethics@nwu.ac.za](mailto:Ethics@nwu.ac.za)

2016-08-02

#### ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Humanities and Health Research Ethics Committee (HHREC) on 27/07/2016, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby **approves** your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

|                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |                |   |    |   |      |   |   |   |        |   |   |   |   |             |  |  |  |                |  |  |  |      |  |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|----------------|---|----|---|------|---|---|---|--------|---|---|---|---|-------------|--|--|--|----------------|--|--|--|------|--|--|--|--------|--|---------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>Project title:</b> Networks for Change South Africa                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |                |   |    |   |      |   |   |   |        |   |   |   |   |             |  |  |  |                |  |  |  |      |  |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Project Leader/Supervisor:</b> Prof LC Theron                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |                |   |    |   |      |   |   |   |        |   |   |   |   |             |  |  |  |                |  |  |  |      |  |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Ethics number:</b>                                                                       | <table border="1"><tr><td>N</td><td>W</td><td>U</td><td>-</td><td>HS</td><td>-</td><td>2</td><td>0</td><td>1</td><td>6</td><td>-</td><td>0</td><td>0</td><td>6</td><td>2</td></tr><tr><td colspan="4">Institution</td><td colspan="4">Project Number</td><td colspan="4">Year</td><td colspan="2">Status</td></tr><tr><td colspan="15">Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</td></tr></table> | N | W | U              | - | HS | - | 2    | 0 | 1 | 6 | -      | 0 | 0 | 6 | 2 | Institution |  |  |  | Project Number |  |  |  | Year |  |  |  | Status |  | Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| N                                                                                           | W                                                                                                                                                                                                                                                                                                                                                                                                                                                    | U | - | HS             | - | 2  | 0 | 1    | 6 | - | 0 | 0      | 6 | 2 |   |   |             |  |  |  |                |  |  |  |      |  |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Institution                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   | Project Number |   |    |   | Year |   |   |   | Status |   |   |   |   |             |  |  |  |                |  |  |  |      |  |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |                |   |    |   |      |   |   |   |        |   |   |   |   |             |  |  |  |                |  |  |  |      |  |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Application Type:</b> N/A                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |   |   |                |   |    |   |      |   |   |   |        |   |   |   |   |             |  |  |  |                |  |  |  |      |  |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Commencement date:</b> 2016-07-27                                                        | <b>Expiry date:</b> 2019-07-27                                                                                                                                                                                                                                                                                                                                                                                                                       |   |   |                |   |    |   |      |   |   |   |        |   |   |   |   |             |  |  |  |                |  |  |  |      |  |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Risk:</b>                                                                                | <b>Medium</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |   |   |                |   |    |   |      |   |   |   |        |   |   |   |   |             |  |  |  |                |  |  |  |      |  |  |  |        |  |                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

#### Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the HHREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HHREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

#### General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC via HHREC:
  - annually (or as otherwise requested) on the progress of the project, and upon completion of the project
  - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
  - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the HHREC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via HHREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and HHREC retains the right to:
  - request access to any information or data at any time during the course or after completion of the project;
  - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
    - any unethical principles or practices of the project are revealed or suspected,
    - it becomes apparent that any relevant information was withheld from the HHREC or that information has been false or misrepresented,
    - the required annual report and reporting of adverse events was not done timely and accurately,
    - new institutional rules, national legislation or international conventions deem it necessary.
- HHREC can be contacted for further information via [Daleen.Claasens@nwu.ac.za](mailto:Daleen.Claasens@nwu.ac.za) or 018 210 3441

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or HHREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA  
Du Plessis

Digitally signed by  
Prof LA Du Plessis  
Date: 2016.08.04  
08:53:02 +02'00'

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

## NETWORKS FOR CHANGE AND WELL-BEING:

What young women need their community to do to better protect them from Gender-Based violence.



- Law enforcement and Policing
- Chat groups and Love life preparation
- After-school programs
- Educational workshops
- Self-defence classes



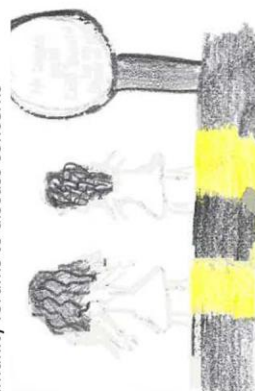
- ✓ Social media platform
- ✓ Community counselling



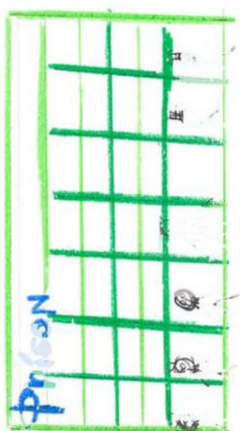
- ✓ Standing together against crime and using various platforms to inform and discuss together



- Community forums to discuss concerns



- Keeping children safe and indoors at night



- ❖ Community members should support the police and speak out
- ❖ Harsher sentences
- ❖ Fear of victimisation once perpetrator returns to community needs to be addressed



- Bring back the death sentence
- Start a youth support group for women
- Self-defense classes from age 6
- Education
- Stop being a victim

Networks for Change and Well-being: Bitou



@NetworksForChangeCX

## APPENDIX B

### Action brief handed to community members

## APPENDIX C

### Open Coding Process of verbal explanation

#### Draw and Talk activity

**Open coding date:** 15/02/2017

**Activity:** Draw-&-talk/write 2 – Historically disadvantaged young women in Bitou municipal area, Western Cape

**Question prompt:** Please tell us what your community can do better to keep young women safe against violence?

| Participants explanations of drawings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Open code                                                                                                                                          | Axial code                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Participant 1:</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                    |                                                                                                                                                                                           |
| I draw about death sentence, and I also have a support group like not just for women but for men as well and for young women and men. For small children as well – self defense - so that they can teach them from small ages as 6 and so on, self defense, and respect for women and how to respect women because sometimes women cause them to be abused or men, sometimes in a previous relationship your husband abused you and you don't know about abuse you and they teach you and now it is your fault and some, some people have bad... and I also have the education because when women are educated and they are independent they won't allow men to abuse them – cause usually when you depend | <p>Re-instate the death penalty.</p> <p>Support group for young women.</p> <p>Self defense classes for youth.</p> <p>Education enables women's</p> | <p>Harsher judicial sentences for criminals.</p> <p>The community facilitates supportive initiatives to young women.</p> <p>Self defense protects against violence.</p> <p>Education.</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                     |                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| on someone the person will do what they want to do and you won't be able to do anything.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | independence.                                                                                                                                       |                                                                                                                                                                                    |
| <b><u>Participant 4:</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                     |                                                                                                                                                                                    |
| <p>I think the community should stand together against crime and I think that if our <b>community stands as one and communicate with one another</b> – because keeping quiet leads to crime and people are hurt because what I know for example is when someone has committed a crime, he will do it again and again and if I don't say anything he will. So I think <b>we as the community should speak to one another about, about these crimes in our community.</b> For example – what that crime scene that happened by the community (the Craggs) – some, some boy from the community, not a boy a man, saw the body lying in the bushes – right – and he did not say anything to the <b>police</b> – he saw the body Saturday when that woman got killed by the druggie. How we then talk about it – so I think we should <b>speak more to about this in our community and, with the police,</b> and not be scared. I think when we talk more to one another these people could be caught before they commit a serious crime. This criminals should not be allowed to – when they get out – they should not be allowed back into the community because when they commit a crime now – especially these people who they steal – like people, drugs, then they comes back from prison and then they steal</p> | <p>Community uniting and communicating.</p> <p>Community talk to one another about crimes.</p> <p>Community should work together with the SAPS.</p> | <p>The community facilitates supportive initiatives to young women.</p> <p>The community facilitates supportive initiatives to young women.</p> <p>Security service provision.</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                         |                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <p>again – again and again – so so they do the same crime again and again. I think they should not come back into the community, no mercy. I think like – for example a rapist – when done – a rapist is a rapist – I think, I think, when he comes back from jail, our community – women, women will be living in fear. For example, I think when he comes here – the man who was raping in our community, we will live in fear because when that guy returns from prison – maybe he will do it again. We should show no mercy towards them and they should not be welcomed back.</p> | <p>Community shows no mercy towards criminals and they should not be welcomed back.</p> | <p>The community sets communal rules, norms and values to protect members from violence.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|

**Complete transcripts available from the researcher.**

## APPENDIX D

### Open Coding Process Illustration

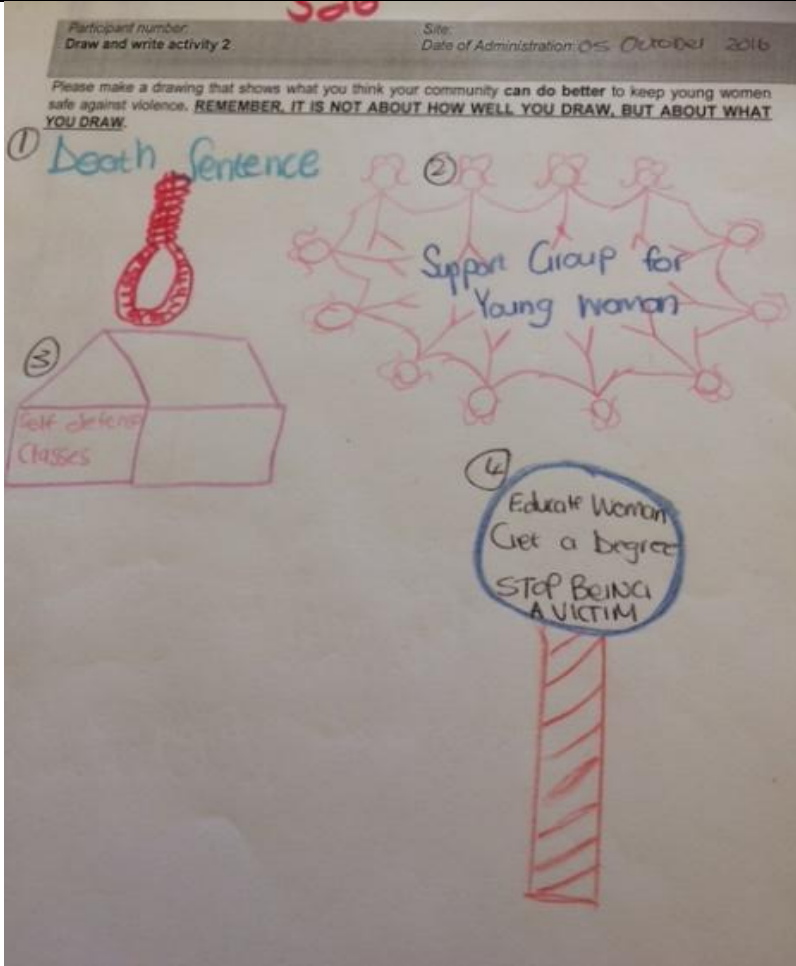
#### Draw and Talk activity

**Open coding date:** 15/02/2017

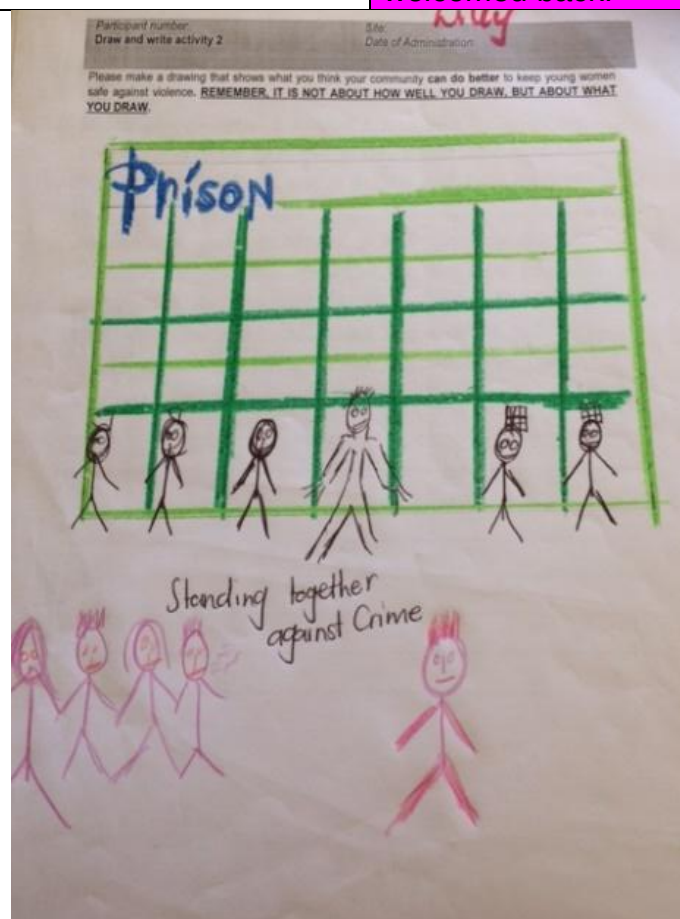
**Activity:** Draw-&-talk/write 2 – Historically disadvantaged young women in Bitou municipal area, Western Cape

**Question prompt:** Please tell us what your community can do better to keep young women safe against violence?

| Coding key                                                         |                                                                                                                                                                                  |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>First step</u></b>                                           |                                                                                                                                                                                  |
| <b><u>[...]</u></b>                                                | Data segment to which open code applies                                                                                                                                          |
| <b><u>Second step: Colour code used to compare/group codes</u></b> |                                                                                                                                                                                  |
|                                                                    | All open codes relating to sentencing of criminals.                                                                                                                              |
|                                                                    | All open codes relating to activities which keep young women engaged and protected.                                                                                              |
|                                                                    | All open codes relating to self defense classes.                                                                                                                                 |
|                                                                    | All open codes relating to education which enable independence and protection.                                                                                                   |
|                                                                    | All open codes relating to security services and/or security provision.                                                                                                          |
|                                                                    | All open codes relating to community limiting movement and/or setting rules, norms and values.                                                                                   |
|                                                                    | All open codes relating to the community facilitating support, transferring skills, knowledge and/or activities which support behaviour and values which protects from violence. |

| Written explanations of drawings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Open code                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b><u>Participant 1:</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                 |
| 1. <b><i>[Bring back the death sentence.]</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Re-instate the death penalty.   |
| 2. <b><i>[Start a youth support group for women.]</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Support group for young women.  |
| 3. <b><i>[Self defense classes].</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Self defense classes for youth. |
| 4. <b><i>[Education! Women should educate themselves].</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Education.                      |
|  <p>Participant number: _____ Site: _____<br/> Draw and write activity 2. Date of Administration: 05 October 2016</p> <p>Please make a drawing that shows what you think your community can do better to keep young women safe against violence. REMEMBER, IT IS NOT ABOUT HOW WELL YOU DRAW, BUT ABOUT WHAT YOU DRAW.</p> <p>① Death Sentence</p> <p>② Support Group for Young Women</p> <p>③ Self defense classes</p> <p>④ Educate Women<br/>Get a degree<br/>STOP BEING A VICTIM</p> |                                 |
| Drawing – Participant 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |

| <b><u>Participant 4:</u></b>                                                                   |                                                                                  |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| 1. can do better by <b><i>[standing together as one and communicate with one another].</i></b> | Community facilitating communication and support.                                |
| 2. Our <b><i>[community can stand together and talk about these crimes].</i></b>               | Community can stand together (unite) and talk about crimes.                      |
| 3. They should <b><i>[work together with the police].</i></b>                                  | Community should work together with the SAPS.                                    |
| 4. <b><i>[show no mercy towards them and they should not be welcomed back].</i></b>            | Community shows no mercy towards criminals and they should not be welcomed back. |



**Drawing – Participant 4**

**Complete transcripts available from the researcher.**

## APPENDIX E

### Constant Comparison

| Constant comparison                                                |                                                                 |                             |                                                                                       |                                                                  |                                         |                                                                                       |                                                                                       |                                                                  |
|--------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------|
| P1                                                                 | P2                                                              | P3                          | P4                                                                                    | P5                                                               | P6                                      | P7                                                                                    | P8                                                                                    | P9                                                               |
| Death penalty.                                                     | The community provide activities and support for CYCC children. | Security service provision. | The community facilitates supportive initiatives to young women.                      | Security service provision.                                      | Being engaged in meaningful activities. | The community sets communal rules, norms and values to protect members from violence. | Security service provision.                                                           | The community facilitates supportive initiatives to young women. |
| The community facilitates supportive initiatives to young women.   | The community provide activities and support for CYCC children. | Security service provision. | Security service provision.                                                           | Education.                                                       | Being engaged in meaningful activities. | The community sets communal rules, norms and values to protect members from violence. | Security service provision.                                                           | The community facilitates supportive initiatives to young women. |
| Self-defense protects against violence                             |                                                                 | Education.                  | Education.                                                                            | Education.                                                       | Being engaged in meaningful activities. | The community sets communal rules, norms and values to protect members from violence. | The community sets communal rules, norms and values to protect members from violence. | Education.                                                       |
| Education.                                                         |                                                                 | Education.                  | The community sets communal rules, norms and values to protect members from violence. | The community facilitates supportive initiatives to young women. |                                         | Being engaged in meaningful activities.                                               | Security service provision.                                                           |                                                                  |
| What your community can do BETTER to keep yw safe against violence |                                                                 |                             |                                                                                       |                                                                  |                                         |                                                                                       |                                                                                       |                                                                  |



## APPENDIX F

### Complete table summarising Axial Coding

#### Draw and Talk activity

**Open coding date:** 15/02/2017

**Activity:** Draw-&-talk/write 2 – Historically disadvantaged young women in Bitou municipal area, Western Cape

**Question prompt:** Please tell us what your community can do better to keep young women safe against violence?

**Table Summarising all Axial Codes used for historically disadvantaged young women**

| Axial codes assigned                                                                                                                      |                                                                  |                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Inclusion and Exclusion criteria                                                                                                          |                                                                  |                                                                                                                                                                                                                                                                                                                                                    |
| Colour code used to compare / group codes across all open-coded data – colours carried over to axial codes once axial codes were assigned |                                                                  |                                                                                                                                                                                                                                                                                                                                                    |
| AXIAL CODE ASSIGNED:                                                                                                                      |                                                                  |                                                                                                                                                                                                                                                                                                                                                    |
| <b><u>Open code (o.c.):</u></b><br><b>e.g.</b> Re-instate the death penalty                                                               | Harsher judicial sentences for criminals.                        | <b>INCLUDING:</b><br>Any activity / initiative which supports the increase / more effective sentencing of criminals.<br><br><b>EXCLUDING:</b><br>Vigilante actions, the current judicial system.                                                                                                                                                   |
| <b>(O.C)</b> Start a youth support group & community can stand together                                                                   | The community facilitates supportive initiatives to young women. | <b>INCLUDING:</b><br>Any community initiative which serves to equip and/ or transfer skills and knowledge and activities which serve to enhance and support behaviour and values that protects from violence.<br><br><b>EXCLUDING:</b><br>Any punitive measures or government initiatives regarding the avoidance and or protection from violence. |

|                                             |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (O.C.) Self defense classes                 | Self defense protects against violence.                                               | <b>INCLUDING:</b><br>Any education related to self defense.<br><b>EXCLUDING:</b><br>Other forms of education that does not focus on self defense such as sport and recreation activities.                                                                                                                                                                                                                                                              |
| (O.C.) Education                            | Education.                                                                            | <b>INCLUDING:</b><br>Education by formal institutions, informal initiatives by community. NGO's, focus groups, small groups, sharing norms and values and developing skills.<br><b>EXCLUDING:</b><br>Any activity / initiative which does not directly refer to education and or the sharing of knowledge.                                                                                                                                             |
| (O.C.) Community should work                | Security service provision.                                                           | <b>INCLUDING:</b><br>Both formal and informal security providers (e.g. SAPS, CPF, and volunteers).<br><b>EXCLUDING:</b><br>Vigilante actions                                                                                                                                                                                                                                                                                                           |
| (O.C.) Community shows no mercy...          | The community sets communal rules, norms and values to protect members from violence. | <b>INCLUDING:</b><br>Any community rule / guideline prescribing trading hours and limiting movement of its members.<br><b>EXCLUDING:</b><br>Any municipal and government laws and bylaws for trading, liquor laws, and official law enforcement measures.                                                                                                                                                                                              |
| (O.C.) Activities like painting and drawing | Being engaged in meaningful activities.                                               | <b>INCLUDING:</b><br>Time spent in activities, such as recreational, sporting (gym, netball) and self improvement activities, and activities which are meaningful to young women (e.g. doing homework with fellow students / library).<br><b>EXCLUDING:</b><br>Time spent in formal and informal education settings (e.g. hours at school, college, university) with activities focusing on teaching formal curriculum or community related teachings. |

## APPENDIX G

### Unsigned consent



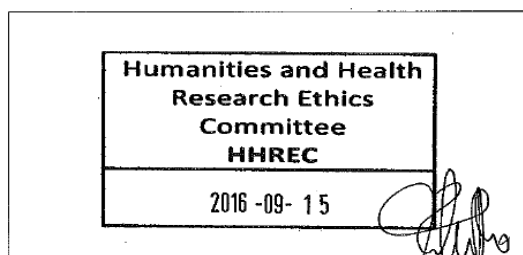
NORTH-WEST UNIVERSITY  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT  
VAAL TRIANGLE CAMPUS

PO Box 1174, Vanderbijlpark

South Africa, 1900

Web: <http://www.nwu.ac.za>

DATE: 14 September 2016



#### PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR RESEARCH PARTICIPANTS

##### TITLE OF THE RESEARCH PROJECT:

Networks for change and Well-being: Girl-led 'from the ground up' policy-making to address sexual violence in Canada and South Africa.

##### REFERENCE NUMBERS:

##### PRINCIPAL INVESTIGATORS:

**Canada:** Claudia Mitchell, McGill University

**South Africa:** Relebohile Moletsane, University of KwaZulu-Natal, Naydene de Lange, NMMU, and Linda Theron: North-West University (Vaal Triangle Campus)

**CO-INVESTIGATORS:** Deidre de Villiers, Marco Ebersohn, Mosna Khaile, Catherine Adegoke, Yolande Coetzer

**ADDRESS:** North-West University. P.O. Box 1174, Vanderderbjlpark, South Africa, 1900.

**CONTACT NUMBER:** 016 910 3076 / 082 783 1728 (for Linda Theron); 082 373 5342 (Deidre de Villiers)

A handwritten signature in black ink.

### Who am I?



I am a Masters student researcher, registered at the North-West University, and I would like to invite you to be part of my study that looks at what message indigenous young women have for their community leaders about how communities can partner with young women to keep them safe against violence aimed at them. Specifically, I want to understand what messages indigenous young women have for their college community leaders about how colleges can keep young women safe from violence aimed at them. This study is part of a bigger study called **Networks of Change and Well-being project**; which is a partnership between South Africa and Canada. This letter will explain what you will be asked to do if you choose to participate.

### What is this research study all about?



- The aims of this research are: To better understand what indigenous young women (that means Coloured and Black young women) from rural (i.e., non-city) backgrounds know about violence aimed at young women in their college community and how they believe this violence can be limited, with particular emphasis on:
  - What their college community is currently doing to protect them against violence aimed at young women in the college community? and
  - What their college community can and should be doing to better protect them against violence aimed at young women in the college community?
  - Finding out if using videos, made by the indigenous young women will help others understand how college communities can better protect young women against violence.
- Approximately 10-15 participants will be included in this study.
- The research will involve talking, drawing, making a collage (a picture made by sticking words, shapes, pictures [all cut from magazines] onto a piece of cardboard), and making a short video. I, the researcher, have been trained to use these activities and will help you to use them. I will also lend you everything you need to complete the activities.

### Why have you been invited to participate?



- You have been invited to participate because you have responded to an advertisement asking for **indigenous young women** registered at the **South Cape College Campus Plettenberg Bay** to participate in a research study.
- And, you are:
  - an **indigenous**, young South African woman (black or coloured),
  - originally from/currently living in a **rural community** (i.e. not from a city),
  - between the ages of **18-24**,
  - comfortable doing the research in **English**,
  - willing to share your knowledge regarding violence aimed at young women in their community and how this violence can be limited.
- I may not invite anyone who is involved in a legal case relating to violence against young women, as this may jeopardise the case. If you are involved in a court case please let me know. Also, because this research could involve thinking about violence against women and so cause discomfort, I am not inviting anyone who is currently receiving any form of counselling for anxiety or trauma or related difficulties.

### What will your responsibilities be?



During the study, I will ask you to:

- Complete and sign this consent form.
- Meet with me and other indigenous young women (between 5 and 10 others) five times at the Southern Cape College, N2, Plettenberg Bay at times and dates that we agree on. The first two meetings will probably be over a weekend (Friday and Saturday).
- Our first meeting will take approximately 2 hours. At this meeting, I will explain the research project to you. I will then give you pencils and paper and ask you to make a

drawing about how you think your college community is currently protecting young women against violence aimed at them in the college community. After drawing your message, I will ask you to either write a short description of your drawing, or to give a verbal explanation of your drawing (whichever option you feel most comfortable with). We will then discuss your drawing in the group. If you are not comfortable with discussing your drawing openly in the group, you do not have to share it with the group. In that case, you can talk to me separately later. After we are finished discussing your first drawing, I will then ask you to make another drawing. This time, your drawing will be about what you think your college community can, or should do differently, to *better* protect young women against violence aimed at them. Once again we will discuss what your drawing means. I will ask your permission to keep your drawings, but if you are not comfortable with this I will ask to take a photo of your drawings.

- When we meet the second time, I will ask you to join in a video activity that will take about 6 hours. I will ask you to divide into two or three small groups (probably around 5 people in each) and to create a story-like message (of around 5 minutes) about what you think your college community can and should be doing to better protect young women against violence aimed at them in their college community. I will lend you and your group a Samsung tablet, show you how to use it, and ask you to video-record your message. Your group may choose to make the video in your mother tongue and add English subtitles. If this needs to be done, reliable translators (who will sign confidentiality agreements) will be sourced by the researchers and the person who gave you this form. As a big group we will watch your video as well as the videos made by the other groups and talk about what your messages mean and how you, as indigenous young women, can get these messages to the people that matter (like college community leaders). Then, you will make posters, or hand-outs that will help the people who matter understand your video messages better. These posters, or hand-outs will be given to the people you choose to show your videos to. If you like, I will help you arrange a meeting with the people you think must see your video.
- We will also ask for your permission to upload the video onto Optentia's website (this is the research group that I work in (see [www.optentia.co.za](http://www.optentia.co.za)). By uploading your video, it will possibly reach even more people who matter for keeping young women



safe from violence. If you agree, it is possible that your video will be uploaded via YouTube. We will also provide you with a copy of the video for your own use. *Note: if the content of your video could put you or other group members at risk, then I will not upload it or make copies.*

- One month after showing your videos to the people who matter (e.g., college community leaders), we will meet for a fourth time. I will ask you to work in groups of about 5 people and to make a collage (a picture made by sticking words, shapes, pictures [all cut from magazines] onto a piece of cardboard) that shows what changes have been made by your college community to better protect young women against violence aimed at them in their college community. If no changes were made, you will be asked to make your collage about why you think the changes were not made. Together, we will discuss the meaning of your group's collage, and the meaning of the other groups' collages. This will take about 2 hours. I will provide the magazines, cardboard, glue, and scissors. I will ask permission to keep your group's collage, but if your group prefers to keep it, then I will ask permission to take a photo of your collage.
- We will meet for the fifth and last time about 6 months after our fourth meeting. At this meeting I will ask you to make a drawing about the changes that were kept up, or what you think should be done to create the kinds of continued changes needed to better protect young women against violence aimed at them in their college community. After drawing your message, I will ask you to either write a short description of your drawing, or to give a verbal explanation of your drawing (whichever option you feel most comfortable with). We will then discuss your drawing in the group. If you are not comfortable with discussing your drawing openly in the group, you do not have to share it with the group. I will ask your permission to keep your drawing, but if you are not comfortable with this I will ask to take a photo of your drawing.
- In all five meetings, I will ask your permission to use a voice recorder to audio-record all of our conversations at every meeting.
- Your participation is **entirely voluntary**. If you say no, this will not affect you negatively in any way whatsoever. It also means that you can say no to any part of this study at any stage. You can also withdraw your information (data) at any stage of



the study, except when we have published the findings (e.g., presented a conference paper or written an article).

This study has been approved by the **Humanities and Health Research Ethics Committee (HHREC) of the Faculty of Humanities of the North-West University (NWU –HS-2016-0062)** and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the National Health Research Ethics Council. It might be necessary for the research ethics committee members or relevant authorities to inspect the research records to make sure that we (the researchers) are conducting research in an ethical manner.

**Will you benefit from taking part in this research?**



- The direct benefits for you, as a participant, will probably be an increased awareness of violence aimed at young women in your college community and how college communities can limit this. It is possible that making a video-message for a group of people, that could perhaps support you and other young women against violence aimed at you in your college community, will help you to feel that you are doing something worthwhile for young women in your college community.
- You will receive a toolkit, which is a set of guidelines on what young women can do to avoid violence aimed at them.
- You will learn how to make video-based messages and to think about how to communicate messages to stakeholders that can possibly bring about positive changes (like better protection against violence aimed at young women in your college community). This is often used as part of advocacy campaigns (i.e., actions to bring about positive social change). It is possible that this is a skill that you will be able to re-use at other points in your life.
- The indirect benefit will probably be improved knowledge about how violence aimed at young women can be limited. Your participation in this study should also lead to college community leaders having a better understanding of the best ways to protect young women against violence aimed at them in their college community.



**Are there risks involved in your taking part in this research and how will these be managed?**

The risks in this study, and how these will be managed, are summarised in the table below:

| Probable/possible risks/discomforts                            | Strategies to minimize risk/discomfort                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| You will spend most of your Friday and Saturday participating. | <p>Because I am aware that this is your weekend time, I will try to make it as pleasant as possible for you. We will do the first two drawing activities on the Friday, starting at a time that suits you best, and take a 20 minute break between the two drawing activities. I will provide refreshments (juice, fruit and muffins) during the break. I believe that we will have finished with these activities in about 2 hours' time.</p> <p>We will start the Saturday with coffee/tea/juice and muffins at 09:00 before beginning the video- and poster-making activity (participants have found this to be lots of fun in the past, as is also written up in research literature). I know from experience that this activity takes around 6 hours. We will take a 15 minute tea-break in between the video-making process as well as an hour's break for lunch. We will take another 15 minute tea-break in our session that will take place after lunch. I will provide refreshments (juice, fruit and muffins) during the breaks as well as a good lunch (Spaghetti Bolognese). We will plan to end the</p> |

|                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                            | day at about 16:00. This means you will have the Saturday evening free.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| After spending a weekend, you will have to spend time to participate in this study on three more occasions.                                                                                | We will begin each meeting at a time that suits you, with coffee/tea/juice and muffins. We will have a 20 minute break with refreshments in between the first and second half of every meeting. I will provide refreshments (juice, fruit and muffins) during the break.                                                                                                                                                                                                                                                               |
| You might have to make use of public transport to come to Southern Cape College, Plettenberg Bay.                                                                                          | I will pay your public transport costs on the days that you will participate in our research.                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| It is possible that, in the course of discussing how to protect young women against violence aimed at them in their university community, you may experience discomfort or become unhappy. | If you feel emotionally uncomfortable, please tell me. If you would prefer, I can help you to make an appointment with a counselor at FAMSA-Plettenberg Bay offices, (NPO that gives counseling services when someone feels they need to talk about their feelings) who can work with you in the weeks during and after the research to help you feel more comfortable. FAMSA knows what this study is about and will be available to see you for one or more counseling sessions.                                                     |
| Because you will be asked to participate in activities, like the video production that you may not be familiar with, you may be slightly nervous.                                          | I will make sure that you understand what you need to do and I will show you how to use the Samsung tablet to make a video. I feel very confident in using this video method to collect information from you, because I have attended a three day workshop on it. Please feel free to ask me any questions about the video or any part of this project that you do not fully understand. It is very important that you are completely happy and that you clearly understand what this research is about and how you could be involved. |
| You will not know ahead of time who                                                                                                                                                        | If, when you arrive at the first meeting, you                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



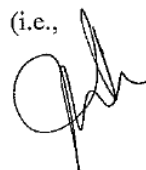
|                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| the other students will be.                                                                                                                                                                                                                     | recognize someone whom you would not be comfortable being in a group with, then please tell me. I will then arrange to work with you on your own or with participants you are comfortable with.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Because you will take part in group activities, others will know that you have participated and what you have said.                                                                                                                             | We will negotiate group rules around confidentiality (like, respecting each other, not talking about what is in the group to anyone outside the group).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| When the video, that you helped to make, is uploaded onto Optentia's website, it is possible that you will be recognized. It is also possible that your group might want to show the video to others and that you could be recognized then too. | Please make sure that you are comfortable with other people seeing you in the video. If you do not feel comfortable with this, please do not agree to be video-taped (e.g., you could choose to be the person who does the filming). Another option is to hide some or all of your identity; that is, we can look at wearing masks or big glasses, wigs and scarves or hats to cover your face or boxes over your body. I will have all of these things with me and you can choose what will be best for you. Please, also know that if the research team is concerned that making the video public could put you at risk, we will not do so. In this event, we would not make copies of the video available to group members either. |

- However, we do believe that the benefits to you and to science (as noted in the previous section) outweigh the risks we have listed. If you disagree, then please feel free not to participate in this study. We will respect your decision.

#### Who will have access to the data?

?

- The information (or data) that I get from you in this research will include drawings/collages, written explanations, transcriptions of the audio-recordings (i.e.,



the recorded conversations will be typed up), and video-recorded messages. As soon as data have been transcribed, they will be deleted from the recorders. The drawings/collages and, written explanations will be stored for 5 years in a locked cabinet, within a locked office that is part of a university building that has restricted, locked access. They will also be scanned and stored electronically. The audio-recordings and their transcripts, and the video-recorded messages will also be in an electronic format. All electronic data will be encrypted and kept for 5 years on a password-protected computer operating on a secured network. As soon as the video-data have been stored on the computer, they will be deleted from the Samsung tablets.

- All of the data will be stored as anonymously as possible. This means that your name will not be linked to any of the data. Instead, we will ask you to choose a name (e.g., Batgirl/Beyoncé) by which your data will be labelled. Alternatively, the data can be labelled Participant 1, 2, etc. If you participate in the video, you will be seen, but your name will not appear on the video. The whole South African and Canadian research team will see this data, but will not know your identity.
- Your contact information (as provided in this form) will be kept separately from the data generated in these studies. Contact information will be encrypted (protected with a code) and kept on a password-protected computer operating on a secured network. Thus, your identity cannot be linked to the study data through our keeping of your contact information.
- The researchers who are collaborating in this project, and a transcriber will have access to your data, but not to your contact details. The researchers and transcriber will sign a confidentiality agreement which means that they cannot talk about the data or show/give it to others. If your video is uploaded onto YouTube/made available to each group member, then there will be unrestricted access to this part of the data.

A handwritten signature in black ink, appearing to be 'Jell' or similar, located in the bottom right corner of the page.

- The policy makers and community leaders will only have access to the information shown to them from the video recording and hand-outs given to them during your meeting with them.

### **What will happen to the data?**



- What I learn from this study will be written up and shared with other researchers and other people that are interested in this topic. I will write articles and reports in academic journals. I will also talk about what I learnt at conferences. The video that you make in the group could be shown to people at a conference and will be shared with the international research team via the project's restricted website. It will also be shown to people that you choose (as I explained above). In all of this sharing of information, you will not be personally identified. This means that when I share what I learnt, I will not include your name or details that will help others to know that you participated (e.g., your name, address or age).
- It is possible that the Canadian and South African team will re-analyse this data as new theories are developed about what supports young women to be safe from violence or resilient. The new analyses will stay focused on themes of resilience and limiting violence aimed at women.

### **Will you be paid/compensated to take part in this study and are there any costs involved?**



- No, you will not be paid to take part in the study, but refreshments and lunch will be given as mentioned above.
- If participating in the research means that you have to travel especially for the purpose of participating, then your travel costs will be paid.



### How will you know about the findings?

- All the information I get, and how I try and understand it, will be shown to you. Together, we will look at the information from our conversation, the group meetings, the video you make as well as what the people who you choose to look at the video have to say about it. I will put all information I get from this study together and take out the main ideas which I will write up into a summary. You will get a copy of this. We will provide you with a copy of the video for your own use. *Note: if the content of your video could put you or other group members at risk, then we will not upload it or make copies.*
- I will make copies for you of the drawings, writings and storyboard that you make.



### Is there anything else that you should know or do?

- You can contact or WhatsApp me, Deidre de Villiers, at 082 373 5342, or email me at [slorial@telkomsa.net](mailto:slorial@telkomsa.net), if you have any further queries or encounter any problems.
- You can contact the chair of the Humanities and Health Research Ethics, Prof Tumi Khumalo (016 910 3397 or [Tumi.khumalo@nwu.ac.za](mailto:Tumi.khumalo@nwu.ac.za)). You can leave a message for Prof Tumi with Ms Daleen Claasens (016 910 30441).
- You will receive a copy of this information and consent form for your own records.

### Declaration by participant



By signing below, I ..... agree to take part in a research study entitled: **Networks for change and Well-being: Girl-led 'from the ground up' policy-making to address sexual violence in Canada and South Africa**

I declare that:

- ✓ I have read and understood this information and consent form and it is written in a language with which I am fluent 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** and I have not been pressurised to take part.
- ✓ I understand that what I contribute (what I report/say/produce visually) could be reproduced publically and/or quoted, but without reference to my personal identity.
- ✓ I may choose to leave the study at any time up to publication and will not be penalised or prejudiced in any way.
- ✓ I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (place) ..... on (date) ..... 20....

.....  
Signature of participant

.....  
Signature of witness

- ✓ You may contact me again ☐ Yes ☐ No
- ✓ I would like a summary of the findings of this research ☐ Yes ☐ No

The best way to reach me is:

Name & Surname: \_\_\_\_\_

Postal Address: \_\_\_\_\_

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_



Cell Phone Number: \_\_\_\_\_

In case the above details change, please contact the following person who knows me well,  
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 her to ask questions and took adequate time to answer them.
- ✓ I am satisfied that she adequately understands all aspects of the research, as  
discussed above
- ✓ I did/did not use an interpreter

Signed at (place) ..... on (date) ..... 20....

.....  
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 her to ask questions and took adequate time to answer them.
- ✓ I am satisfied that she adequately understands all aspects of the research, as discussed above
- ✓ I did/did not use an interpreter.

Signed at (place) ..... on (date) ..... 20....

.....  
**Signature of researcher**

.....  
**Signature of witness**

A handwritten signature in black ink, consisting of a large loop followed by a vertical stroke and a small flourish.

## APPENDIX H

### Guidelines for authors - Youth and Society

Youth & Society

#### INSTRUCTIONS FOR AUTHORS

The manuscript, including captions, tables, and references, must be typed double-spaced with 1-inch margins in a 12-point font. Manuscripts should not exceed 7,000 words of text. They should include a cover sheet noting title, authors, authors' contact information and institutional affiliations. An abstract of 100-150 words, followed by 3 or more keywords, must be included with all submissions. All manuscripts should follow the guidelines of the *Publication Manual of the American Psychological Association* (APA). All citation should be done in American Psychological Association (APA) style with reference list organized in alphabetical order by author. Please see the *Publication Manual of the American Psychological Association* (most recent edition) for specific citation and reference list instructions. Submission to *Youth & Society* implies that the manuscript has not been published elsewhere, nor is it under consideration by another journal.

We do not publish appendices or photographs of any kind. In addition, we do not use footnotes. All relevant information should be included in the text, tables, or figures.

All submissions should be entered into our manuscript web-based tracking system at:

<https://mc.manuscriptcentral.com/youthsoc>

Manuscripts will be assigned a manuscript number, and authors will receive email confirmation acknowledging receipt of submission. Inquiries for the journal should be directed to: [youthandsociety@sagepub.com](mailto:youthandsociety@sagepub.com)

Each submitted manuscript will be reviewed in the editorial office to determine appropriateness for the journal. Manuscripts sent out for external review will be sent to three reviewers for evaluation. Decisions may be made with fewer reviewers to insure timely editorial decisions.

Every effort will be made to provide authors responses within three months and no more than six months from submission.

**Terminology.** Authors are asked not to use the term *subjects* when referring to research participants. Alternative terms such as *respondents*, *research participants*, or some other more specific designation (e.g., youths, females, residents) should be used.

**Tables and Figures.** All tables should be cited sequentially in text, numbered, and supplied with explanatory captions. Table columns should have explanatory headings. Tables should be included at the end of the document. Tables and figures should not be typed within the body of the manuscript. All figures must be cited in the text, numbered, and supplied with a caption. No more than a total of 4 tables and figures should be used in manuscripts.

**Submissions in English.** All manuscripts should be in English. Authors seeking assistance with English language editing, translation, or figure and manuscript formatting to fit the journal's specifications should consider using [SAGE Language Services](#). Visit SAGE Language Services on our Journal Author Gateway for further information.

Proofs will be supplied to authors to check the accuracy of typesetting and copyediting. Authors may be charged for excessive alterations to the proofs.

**Copyright Agreement.** Since January 1978 a new U.S. copyright law became effective requiring explicit transfer of copyright from authors to the publisher (Sage). The *Youth & Society* copyright agreement form must be signed by each author before we can publish their manuscript. The copyright agreement only needs to be signed by the authors once the paper is accepted for publication.

It is the author's responsibility to obtain written permission and defray all fees for the use of any quotes over 300 words from previously published academic material; non-original photographs, figures, or tables or any portion thereof, exclusive of data; and quotes of any length from newspapers, magazines, poems, songs, and anything broadcast over radio or television. Without a copy of written permission on file with the publisher, the quote cannot be used.

## APPENDIX I

### SAPS' INVITE TO PARTICIPANTS FOLLOWING THE MEETING

