



Resilience and Vulnerability among Malawi SCTP Beneficiaries: A Photovoice Study

Addis Ababa, Transfer Project Workshop

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THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



Resilience

- Across definitions, two key components
 - the occurrence of an adverse situation
 - positive adaptation in response to this situation
- Vulnerability – conditions that prevent people from managing adverse events
- Importance of context - family, community, culture – as a determinant of individual resilience (Ungar 2008)



Photovoice

- Participatory, visual method
- Participants take photographs in response to guiding questions based on study goals
- Critical dialogue of photos through focus group discussions
- Recommendations for programs and policy

(Wang and Burris 1997; Wang 2006; Berrang-Ford et al 2012)



Study aims

- Explore local understanding and experiences of resilience and vulnerability
- Pilot the use of the Photovoice methodology with youth and caregivers



Study design

- 2 photo assignments
 - Daily stressors
 - Shocks
- 3 focus groups discussions
 - Study overview and instructions
 - Discussion of daily stressors
 - Discussion of shocks



Facilitating discussions

- S** What do you **See** in the photo?
- H** What is really **Happening** here?
- O** How does this relate to **Our** lives?
- WE** Why does this ***shock or stressor*** **Exist**?
- D** What ***did you*** **Do** about this?



SETTING THE SCENE

17.08.2015

Participants

- 11 dyads in 2 communities
 - Caregivers: Ages 35-60
 - Youth: Ages 15-18
- Selected on: age; gender; education



NEAR MARKETS/ SERVICES



FAR FROM MARKETS/ SERVICES



PHOTOVOICE PROCESS



CAREGIVER/ YOUTH DISCUSSION GROUPS



SESSION 2: DAILY STRESSORS – SCHOOLING



Because of how far school is it makes us stop school so it happened that because we are doing nothing at home the end result is ...starting marriage while you are still young.

-Malangwinjo Youth 4

SESSION 2: DAILY STRESSORS – SCHOOLING



... we tell the children that we will just eat in the afternoon because there is not enough maize flour. The child is supposed to take porridge in the morning before going to school. So if the child goes to school without eating, his mind is on 'when will it be 12 o'clock so that I should go home?' The results is that the child is repeating the same class for 4 or 5 years. – Malangwinjo, Adult 4

SESSION 3: SHOCKS (YOUTH) – RAINS DESTROYED ROADS

“Ok, for me this picture ... it is giving me a lot of memories in my life, I remember it was 2012, my mom was sick but we failed to have an ambulance because of the status of the road. The ambulance was in Balaka; we asked for it but they said, ‘No we are not coming because of the road’. So, this [photo] reminds me of a lot of things that happen to me.”

-Chembera Youth 3

08.19.2015

SESSION 3: SHOCKS (ADULT) – HEALTH CRISIS



When you get sick everything stops. There is nobody who can work...even when you go to register a contract you can't do it when you are sick. Which means the whole family will be in big problems.

- Chembera Adult 5

Conclusions

- Photovoice is a successful method for understanding **participant experiences** with a topic
- **Adaptable** to context and topic under evaluation
- Productive way of encouraging **open conversation for both caregivers and youth**





08.16.2015