

The discursive construction of identity in young offenders' narratives in Eswatini **(Swaziland)**

Participants were given a number of visual arts-based activities. These drawings were constructed by some teachers, individual young offenders and some as groups. They are arranged according to the tasks given.

TASK 1: Draw a river or road. We will call this exercise 'A river/road of life'. In this drawing, show how you see your journey from your life at home, your life here in prison and what you think are the paths you will take in life. Use any object to symbolize obstacles and opportunities that you have experienced in this journey. Here, the young offenders drew different drawings: some just roads, or nature of their home, life in prison or a combination of all three settings.



Figure 1

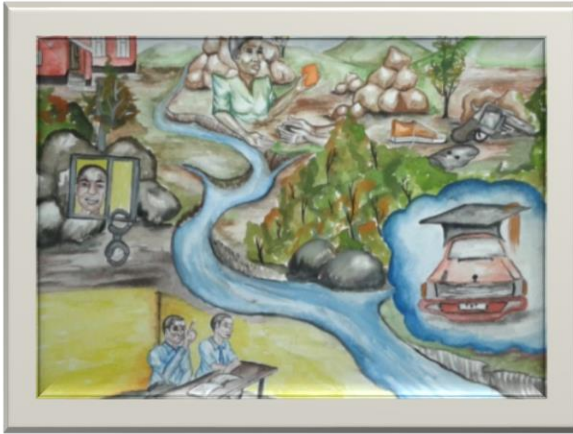


Figure 2



Figure 3



Figure 4



Figure 5



Figure 6



Figure 7



Figure 8



Figure 9



Figure 10

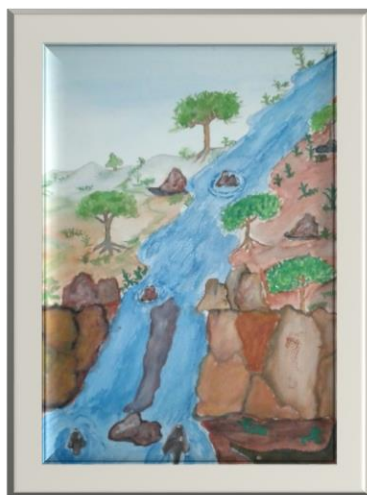


Figure 11



Figure 12



Figure 13



Figure 14



Figure 15

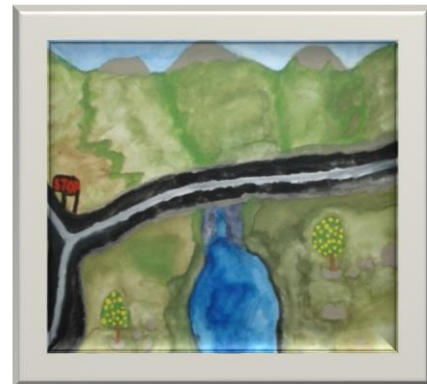


Figure 16



Figure 17

TASK 2: Draw a tree, and we will call this drawing, ‘A tree of life’. The tree you decide to draw should depict strengths and challenges of your life. Show whether you have a strong family unit by the nature of the roots of the tree, the support you have had in life (i.e. the stem) and the branches and leaves to depict your future.

A range of trees drawn by young offenders is presented below, and each tree represented a story of the young participants. Teachers did not draw any trees.



Figure 18



Figure 19



Figure 20



Figure 21



Figure 22



Figure 23



Figure 24

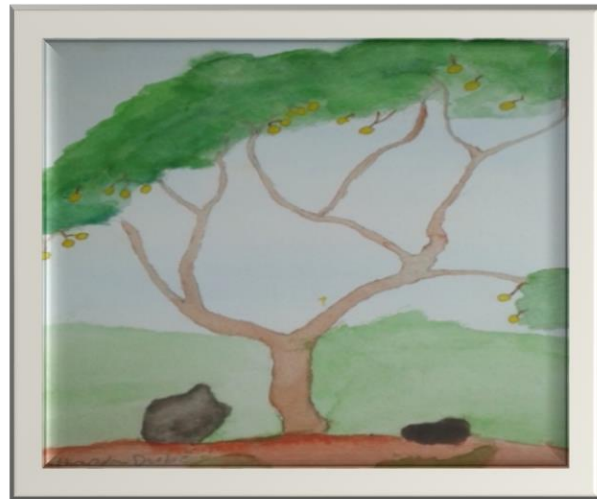


Figure 25

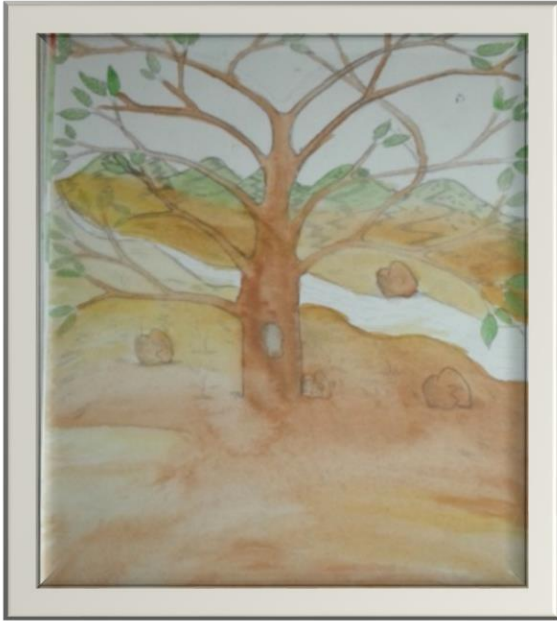


Figure 26



Figure 27



Figure 28

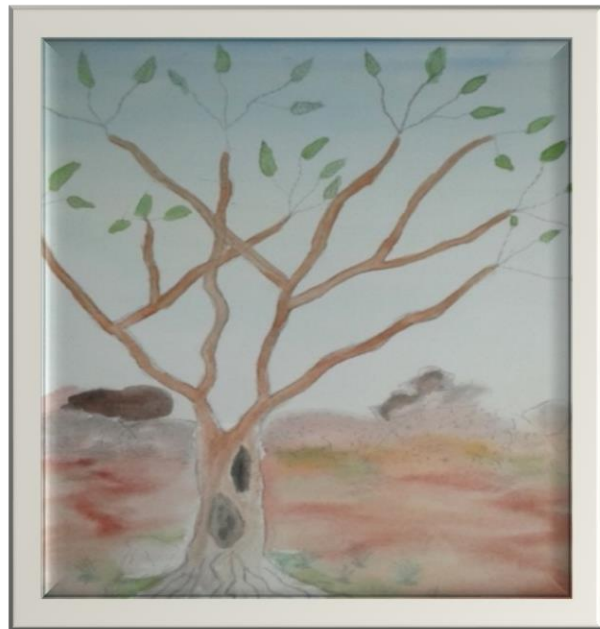


Figure 29



Figure 30

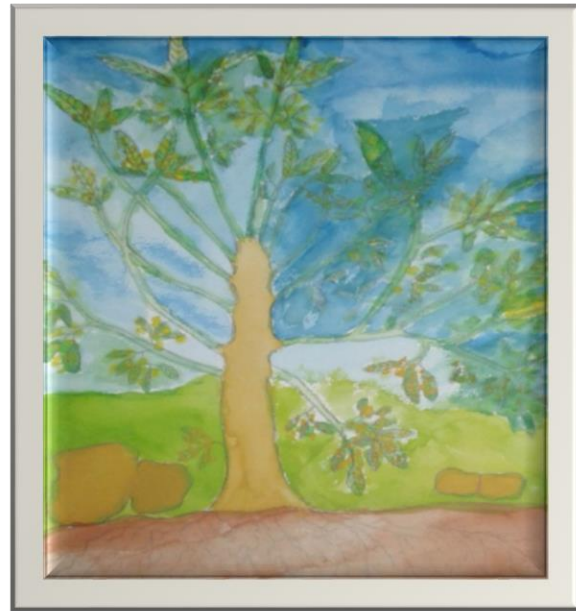


Figure 31



Figure 32



Figure 33

TASK 3: Draw the environment which you would then use to share your experiences about life in this school and the hostels. You can draw any item around school or the cells (hostels) that you would like to base your discussion on.

3.1 Drawings of the school, their hostel (i.e. the prison cell) and kitchen



Figure 34



Figure 35



Figure 36



Figure 37



Figure 38

3.2 Beds in the hostels/cells



Figure 39



Figure 40



Figure 41



Figure 42



Figure 43



Figure 44



Figure 45

3.3 Showers and toilets in the hostels/cells



Figure 46



Figure 47



Figure 48

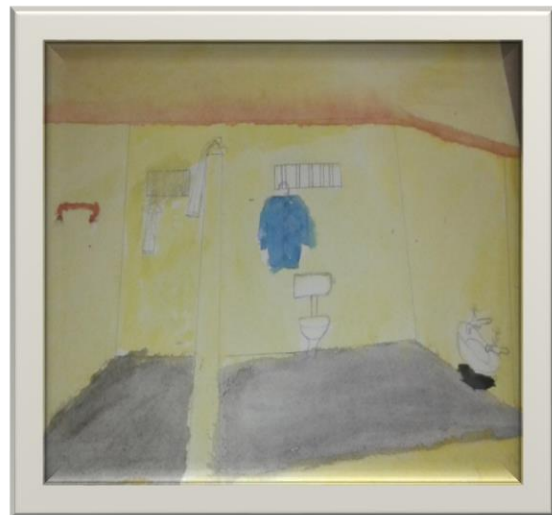


Figure 49

- Task 4 Draw an illustration of the left hand, a face and the right hand. Then on the left hand, write “what I was; that is, your behaviour before you were incarcerated”; on the face, write “what I am now; that is, the experience of incarceration and impact of the rehabilitation processes”, and on the right hand, write, “where I want to go; that is, your reflections about the future”.

The text on the hands and faces are illegible in these pictures, but all information has been written in the main document in chapter 8, item 8.3.

4.1 Drawings by male young offenders



Figure 50



Figure 51



Figure 52



Figure 53



Figure 54



Figure 55

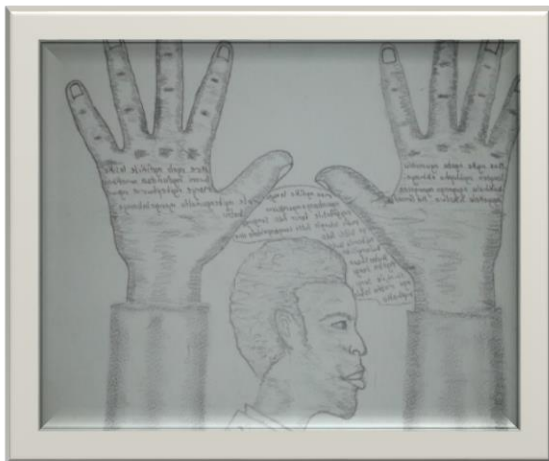


Figure 56



Figure 57



Figure 58



Figure 59

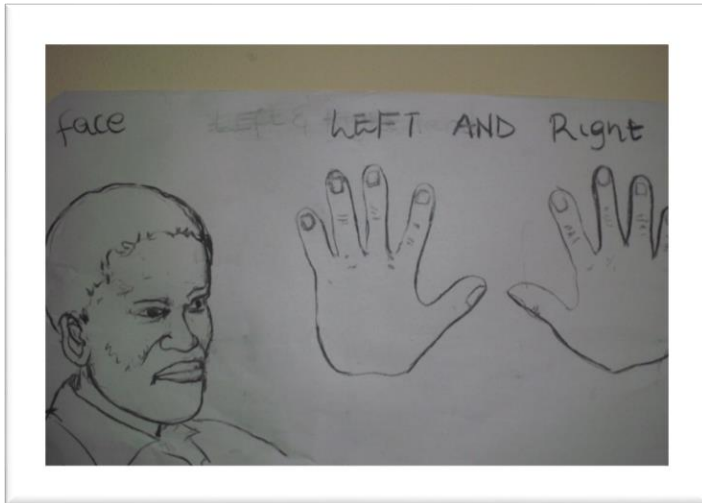


Figure 60



Figure 61



Figure 62



Figure 63

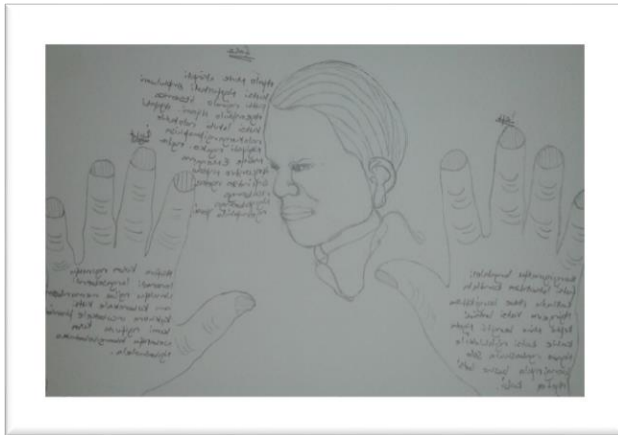


Figure 64



Figure 65

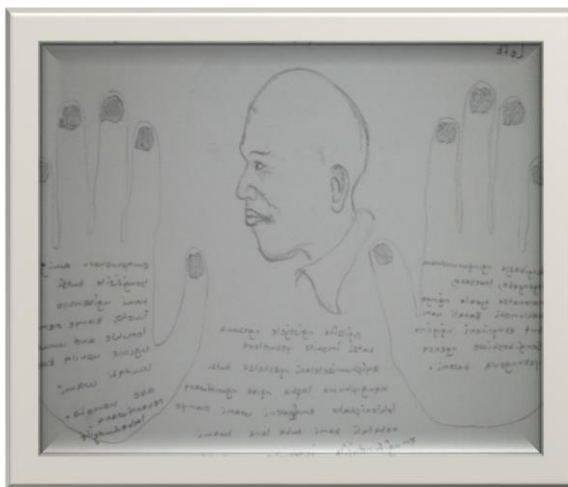


Figure 66



Figure 67



Figure 68

4.2 Drawings by female young offenders



Figure 69



Figure 70



Figure 71

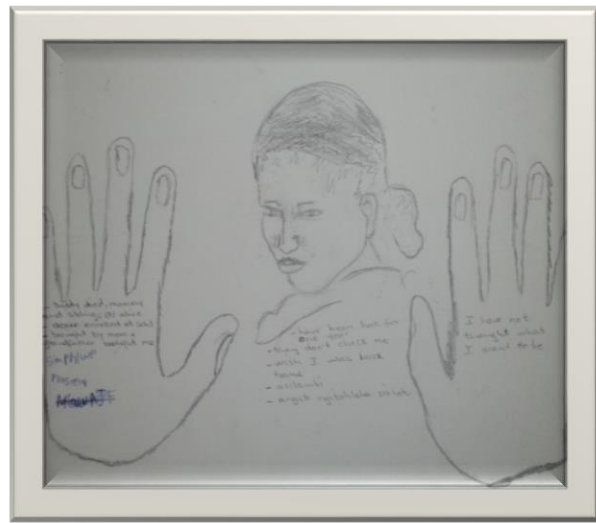


Figure 72

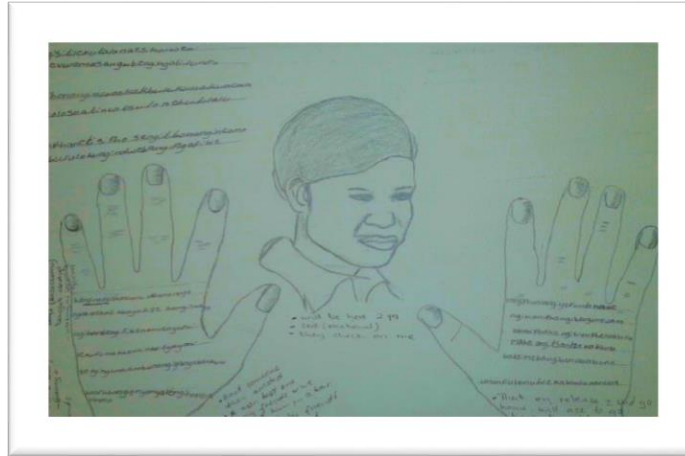


Figure 73

TASK 5: YOUNG OFFENDERS COGNITIVE LANDSCAPES

In these drawings, the young offenders worked as groups to depict what they believe are (1) behaviours that led to offending, and (2) how they view their rehabilitation through formal education provided by the young offenders' facility.



Figure 74



Figure 75



Figure 76