

ANOTHER WORLD

QUEER, DECOLONIAL,
FEMINIST AND
ANTI-RACIST DREAMS
FOR HIGHER EDUCATION



ABOUT THIS ZINE

This zine emerged from a creative intervention titled transformLAB hosted between September and December 2021. Over this period, participants in transformLAB met in digital workshop rooms to reflect on and respond to issues related to transformation, inclusivity and diversity in education. Each participant received a box of art equipment, and used these supplies to creatively respond to the challenges they face/d in higher education.

The zine includes artworks, workshop notes and flow diagrams capturing some of the journey participants in the process undertook. Readers are invited to explore the zine, like a space traveller might, excavating each creative artefact and asking themselves: how can another world be possible?

- **Curator and facilitator:** Gabriel Hoosain Khan
- **Contributors:** Andile Manyangaza, Khanyisile Mpungose, Kopano Mahlangu, Masimthembe Kula, Melany Asanda Fuma, Nina Barnes, Olufunke Alaba, Philile Ndimande, Refilwe Mofokeng, Rethabile Paulina Modise, Tess Herra Yieke, Umairah Jeeanody, Viwe Tafeni, R.W. and Zintle Olayi
- **Design and layout:** Teresa Jeffcote
- Published in February 2022 by the Office for Inclusivity and Change, University of Cape Town (UCT), Cape Town, South Africa.
- **Trigger warning:** this zine covers topics related to sexual and gender-based violence, mental health challenges and racism among other themes. In addition, some artworks include images of genitalia which some reader may find triggering. If you are triggered visit the [OIC website](#) to access support and help.

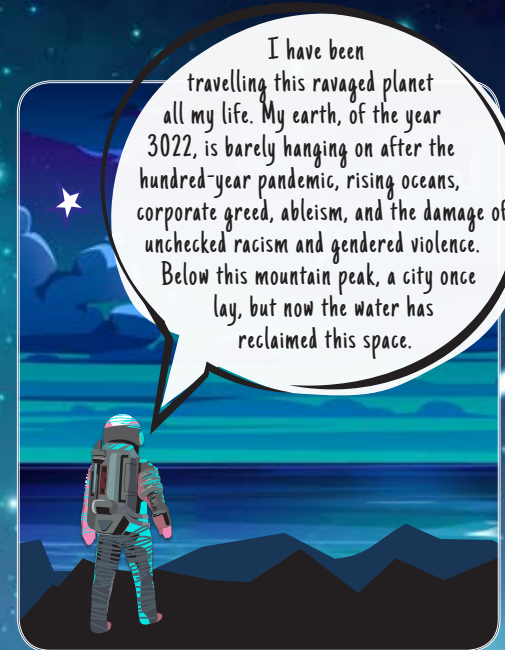
The zine design and content was inspired by the work of Octavia Butler, Janelle Monáe, Kasturi Behari-Leak, Sara Ahmed and Zanele Muholi.

The zine also draws inspiration from the novel "Station 11", the Curriculum Change Framework of UCT and Afrofuturist visions of the African continent.



My name is The Traveller. I come from beyond this time and space to guide you through this zine. I will accompany you on your journey as you explore the artworks that emerged during the transformLAB process and invite you to imagine alternatives for higher education.

WE HAVE ARRIVED



I have been travelling this ravaged planet all my life. My earth, of the year 3022, is barely hanging on after the hundred-year pandemic, rising oceans, corporate greed, ableism, and the damage of unchecked racism and gendered violence. Below this mountain peak, a city once lay, but now the water has reclaimed this space.



The university, once a defender of equality is now a coral reef, home to schools of fish, a relic of a bygone era. Universities of your time have a choice, either adapt to a rapidly changing context or the possibility of losing relevance, as is the case in my world.



Yet from this cloud of despair, a new hope rises. A group of transformers have come together, and I have joined them. We work together at an ancient underground laboratory to imagine and test the possibility of other worlds. We try to understand the past, and dream of a different present and future.



Rather than accepting what is, we imagine what could be. Or rather, what could be better.

STARTING OUR JOURNEY

transformLAB became a space for black, feminist, queer and decolonial dreaming in response to a deeply oppressive higher education environment and world!

A group of 16 students and staff members from three South African universities participated in transformLAB. transformLAB was imagined as a laboratory for creative resistance. A space where individuals, who are often coerced, coopted and silenced, are given the space to share their visions on transformation, inclusivity and diversity.

This zine shares some of those dreams using pastel colours, paint and written words, to challenge the stern black-text-on-white-paper tyranny of colonial learning. You're invited to trace your finger along the lines on each page, inhale the colour and get paint under your fingernails. For a moment don't police your imagination and be open to dreaming of someplace different.

The space encouraged dreams beyond that which is seen as necessary or unquestionable parts of higher education. This group dared to dream beyond the racist, capitalist, colonial, heteropatriarchal and cisnormative visions of a state-centric world, and universities which abide by these regressive norms.

transformLAB refers to those who participated in the process as transformers, rather than participants. This is done to reflect that transformers were already actively working towards transformation, inclusivity and diversity within their universities; and their active involvement in shaping the transformLAB process and zine. In one way or another, each was committed to ebbing away against oppression, and flowing against the status quo.

INTRODUCING TRANSFORMLAB

To understand this zine, you need to understand the methodology of transformLAB.

transformLAB was hosted as a digital laboratory. Transformers joined 12 online sessions where they collectively analysed transformation challenges and imagined alternatives in higher education. Inspired by the theories of Paulo Freire and Augusto Boal, transformers collectively analysed challenges they faced and reflected on steps they could take to respond to these challenges.

While this zine emerged from the transformLAB process, it is important to understand that transformLAB is itself the outcome of many years of participatory arts research and practice. For example, transformLAB adapted the [Creative Resistance \(2016\)](#) and the [Creative Change Laboratory \(2019\)](#) methodologies and praxis, for use in online and digital spaces. All sessions were hosted on Facebook and Microsoft Teams, and the following process was followed:

CO-THINK

Transformers, using theory and their lived-experience, worked together to generate a new assemblage of inequality in higher education. The first series of sessions used creative expression to build trust, community and critical consciousness.

CO-CREATE

Transformers, worked collaboratively to develop and test solutions which dislocated or moved against inequalities in higher education. The second series of sessions used creative methods to imagine new solutions to persistent transformation challenges in higher education.

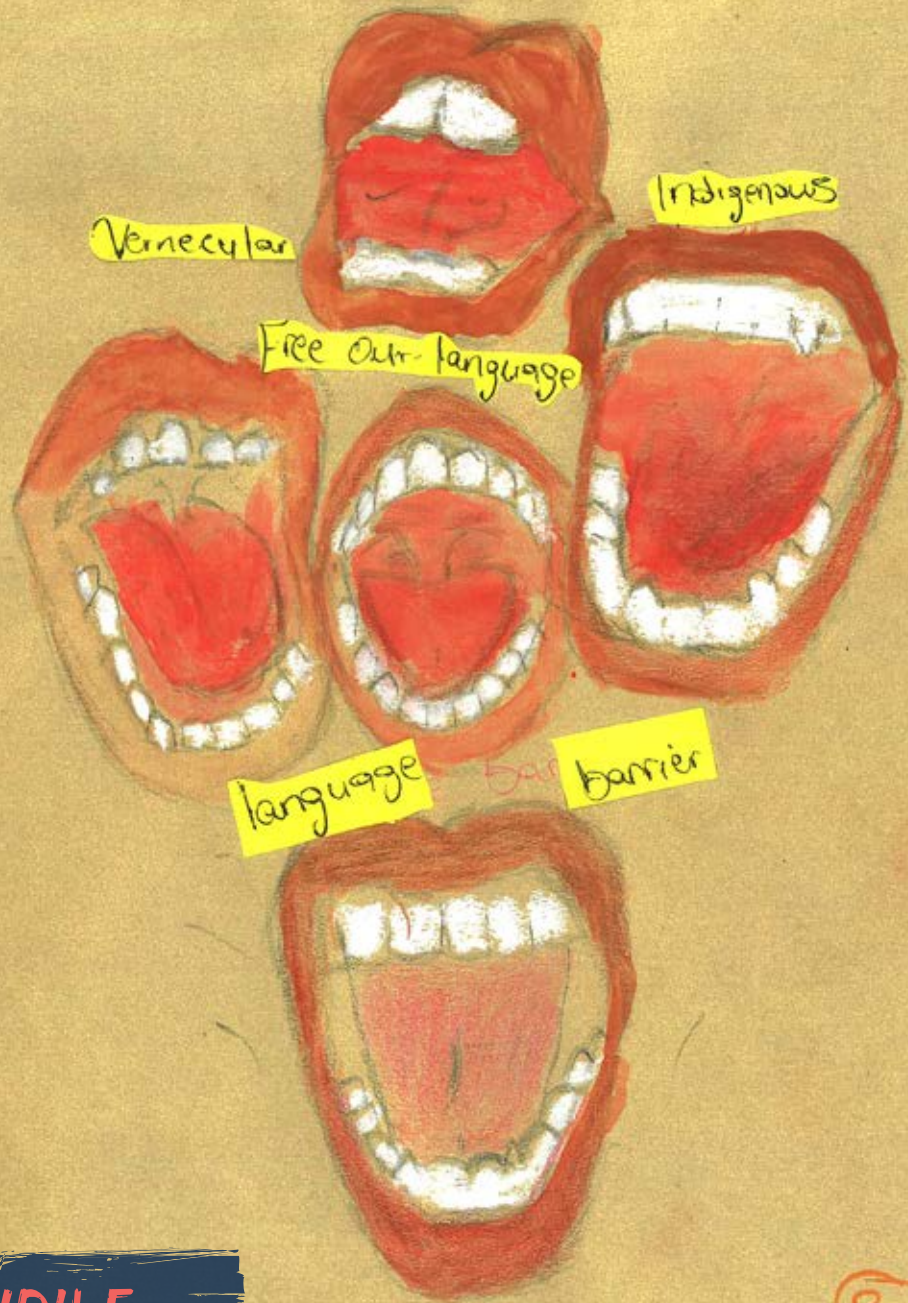
CO-CURATE

Transformers, curated their analysis and solutions in the form of a zine to spark broader conversations on transformation in higher education. The workshop series culminated in the development and dissemination of this zine which captures the creative vision of transformers.

VOICE



This section of the zine explores the theme of voice and agency. In this section transformers introduce themselves and their struggles. How have you used your voice or agency to raise concerns or make a positive change within higher education?



**ANDILE
MANYANGAZA**

(P3)
Andile.

Bureaucracy silences



R.W.

Introduction

My name is Kopano. I was born and raised in a remote rural village bordering on Limpopo.

My village has always been underdeveloped - lacking electricity and running water.

But most importantly, we still do not have network coverage and consistent internet connection.

The 2020 COVID-19 lockdown resulted in education institutions implementing online learning, which disadvantaged me because I was unable to participate.

During high school, I had high aspirations of going to a University far from home or overseas. Being accepted into UCT felt like a dream come true, however, having to go back home during the lockdown felt as though my dreams were only pipeline dreams.

**KOPANO
MAHLANGU**



I am a Social Activist who believes the minority must have a voice

Aluta
continua

Voice of the
Voiceless!!

KHANYISILE MPUNGOSE (et)

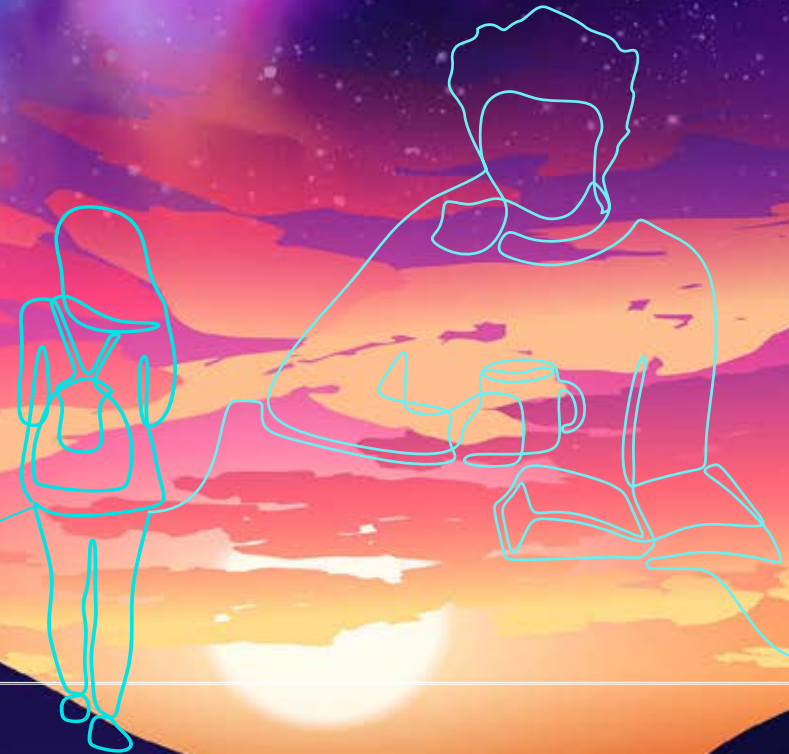


REFILWE MOFOKENG

HANDS



We use our hands to respond to and change the world we inhabit. This section of the zine explores how transformers used their hands to change the world. It represents tangible actions and reactions to inequality. How do you use your hands to dismantle oppression or create alternatives?





ANDILE MANYANGAZA



ZINTLE OLAYI



GABRIEL HOOSAIN KHAN



KHANYISILE MPUNGOSE



RETHABILE
PAULINA MODISE

DON'T TOUCH MY BODY



PHILILE NDIMANDE

I AM JUST INTROVERTED BUT EXTROVERTED

FEELING

LIKE

OUTSIDER

AN



VIWE TAFENI



MELANY ASANDA FUMA



Resilience
Kept Talking



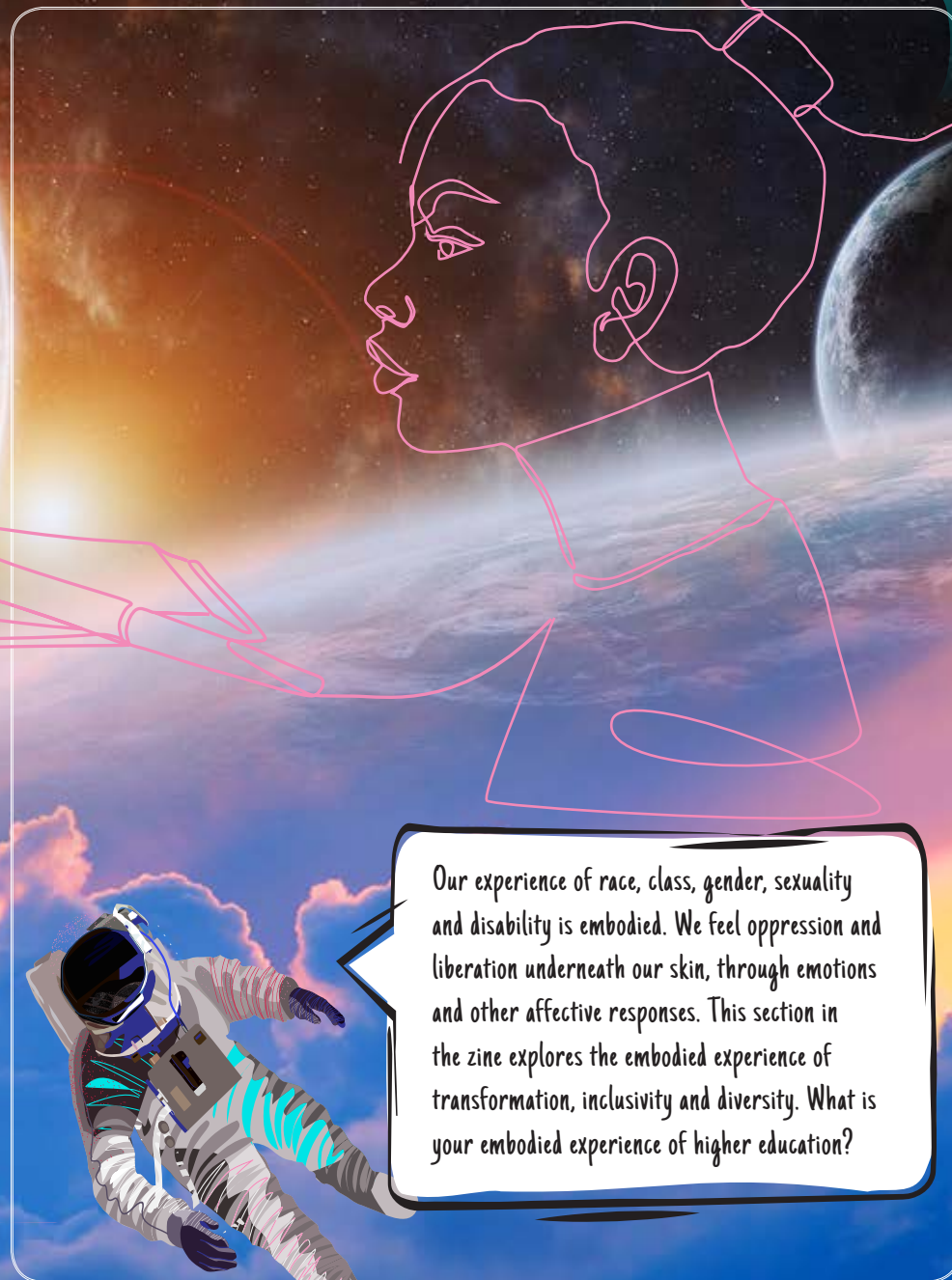
PIVOTED
LEANED ELSEWHERE



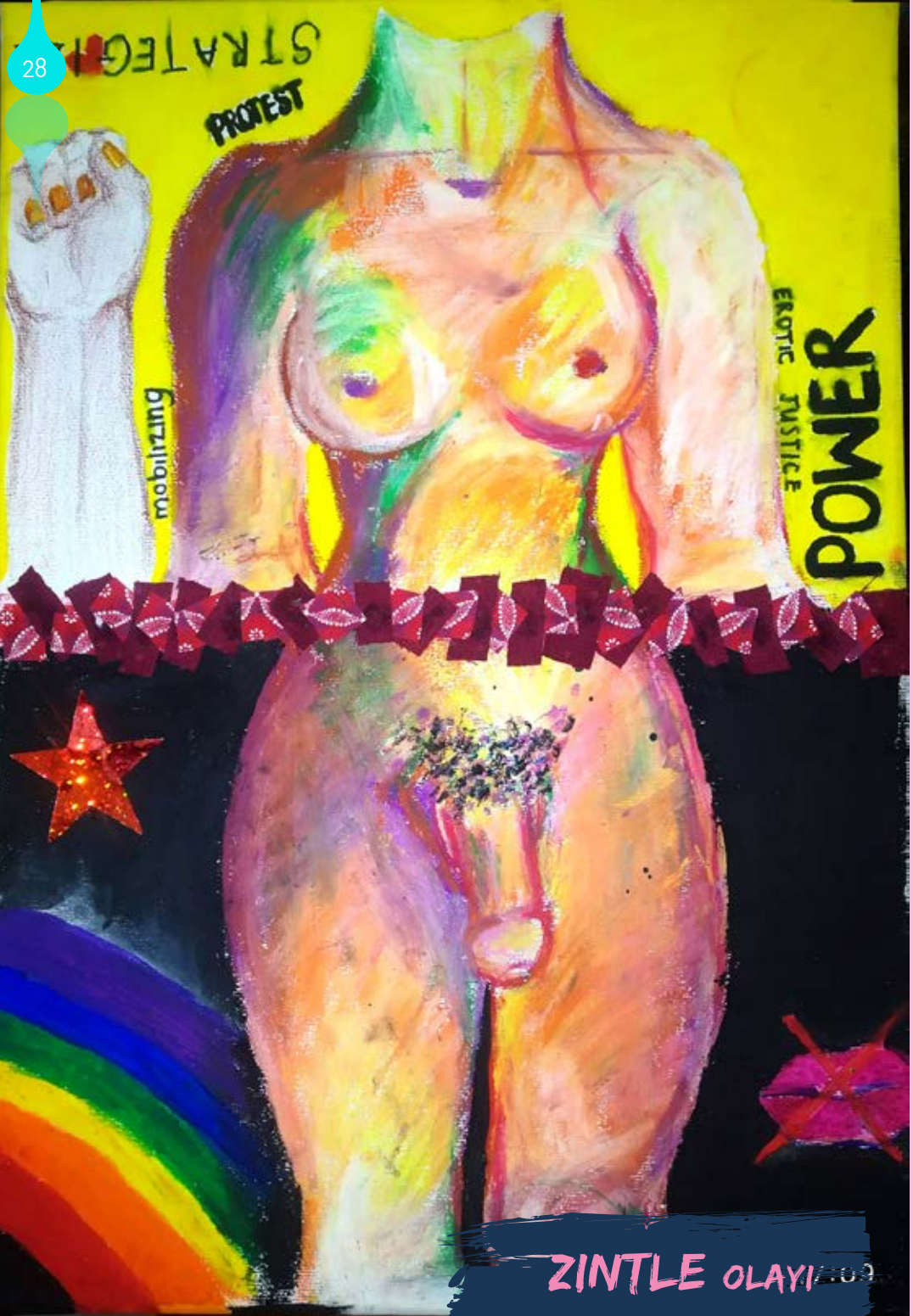
ASKED QUESTIONS



BODIES



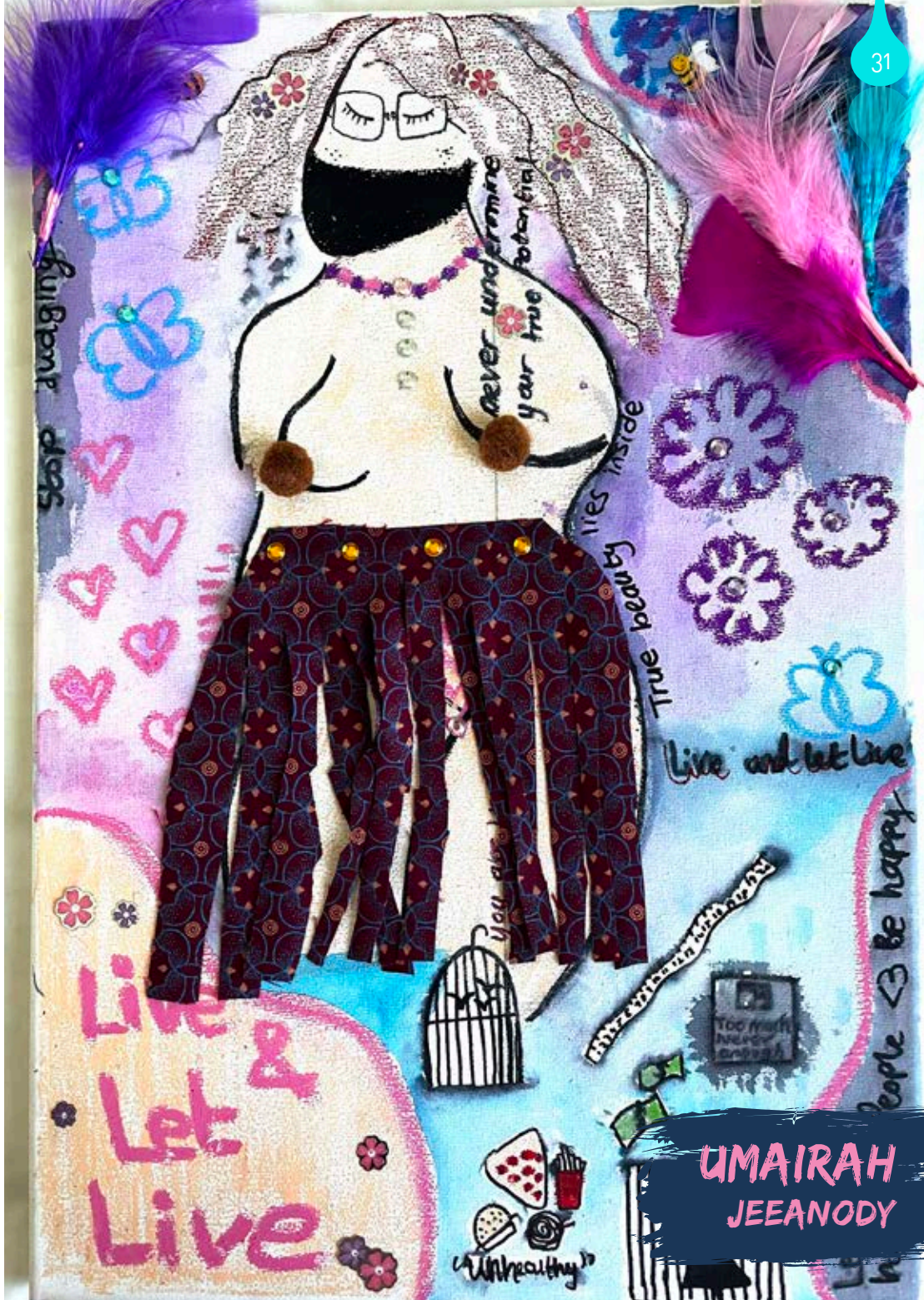
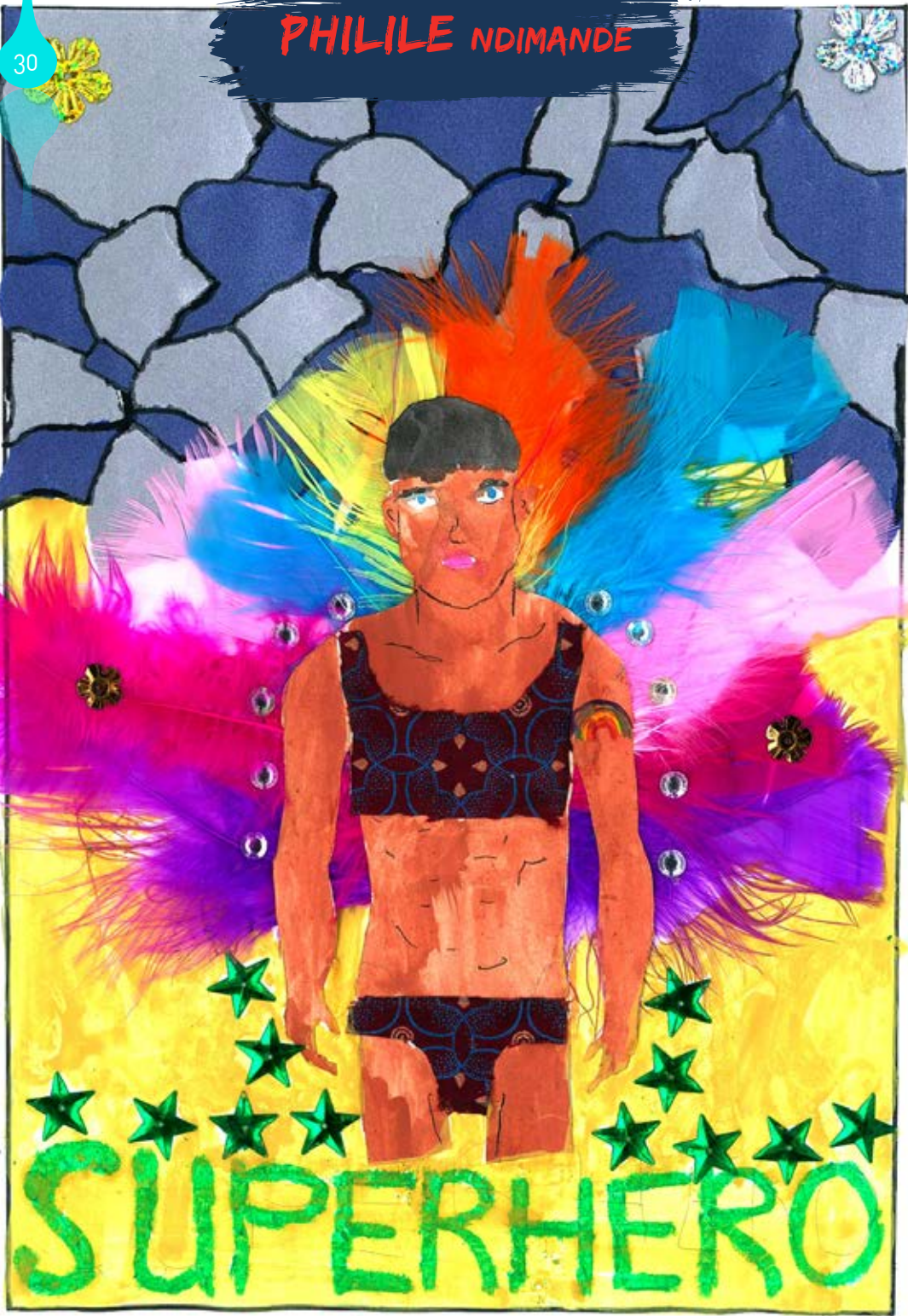
Our experience of race, class, gender, sexuality and disability is embodied. We feel oppression and liberation underneath our skin, through emotions and other affective responses. This section in the zine explores the embodied experience of transformation, inclusivity and diversity. What is your embodied experience of higher education?



ZINTLE OLAYI



MASIMTHEMBE KULA



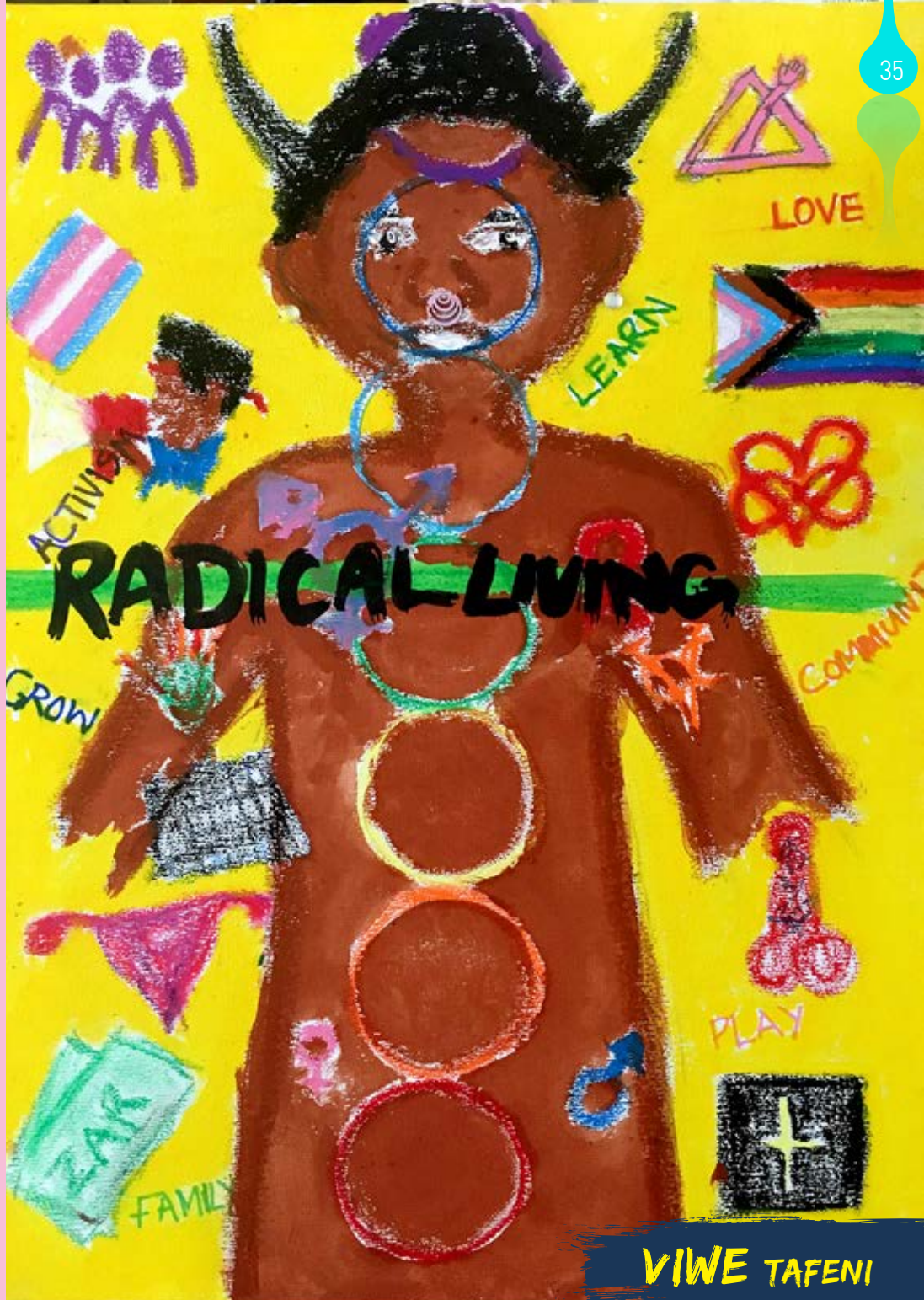
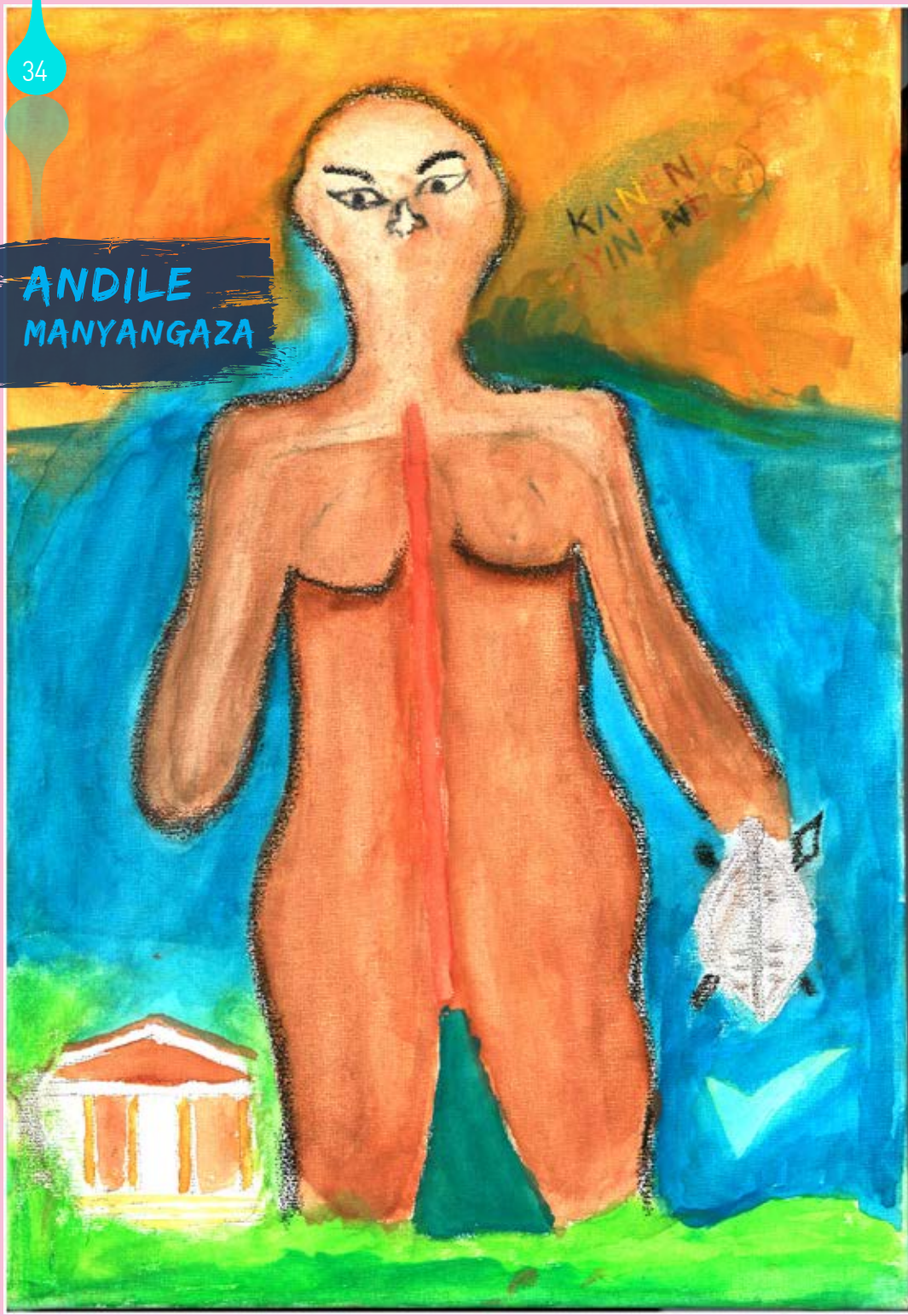


**KHANYISILE
MPUNGOSE**



**TESS
HERRA YIEKE**

**ANDILE
MANYANGAZA**



VIWE TAFENI





MELANY ASANDA FUMA



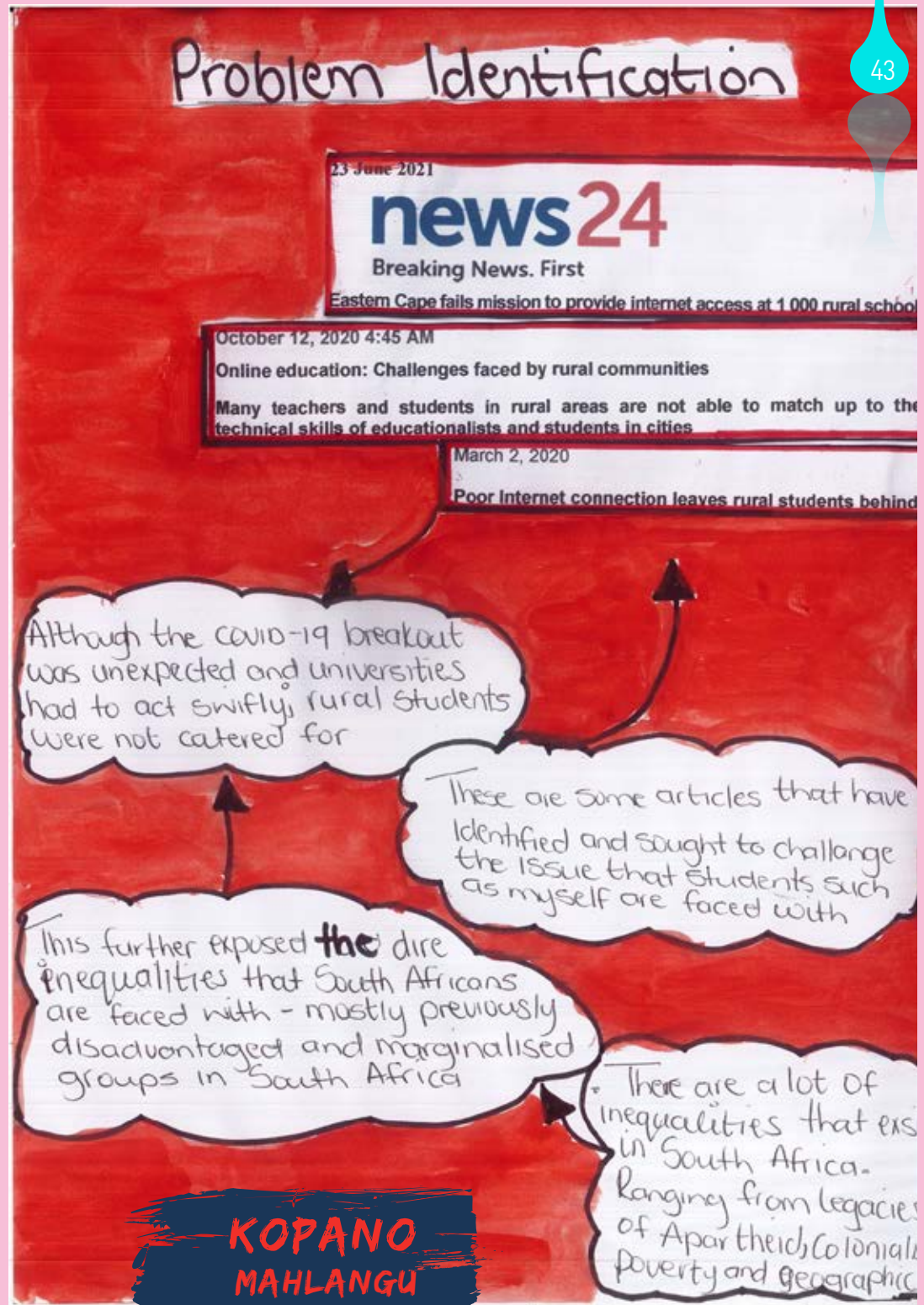
REFILWE MOFOKENG

MAPS



Inequality and oppression can be seen as a network or assemblage. In this section oppression is mapped out in words and images. What connections can you make between different forms of oppression you experience or see in the world? What would you add to this assemblage of inequality?





African Culture's are dismissed in higher Education.

Opinalla Should be allowed Every where.

African Problem need African Solutions

Cultural callings are often mis-diagnosed as Mental illness

residents don't know how to deal with students with callings

Sicknotes from Sangomas are not professional recognized

KHANYISILE MPUNGOSE (UCT)

Bureacracy colonial era red tape

why

capitalism motivated

racially motivated

incompetence reluctance to change a system that works?

Why

Colonisation is a direct product of capitalism, so there is an idea to continue ideas born in colonisation because capitalism never stopped

South Africa's Apatheid past Still haunts its systems

it is not a significant enough problem to pay attention to.

Why

R.W.

People benefiting from the current situation have no reason to change

HOMWE

Some problems were never addressed after apatheid

hierachy of problems, hierachy of people created by beauracracy

Cheap labour
exclusive Areas

Education system
ideology never challenged

classification of People
classification of Abilities

R.W.



MENTAL HEALTH



Different cultural beliefs, diversity [No fam of unity]



COLONIZED MINDSETS

RETHABILE
PAULINA MODISE

MONOTONOUS LIVING

FEALFUL LIVING

Post Apartheid Trauma

FEELING INADEQUATE

OR PROSPERITY

social network surplus attention,

consuming internet information zama zama. Following the path will
#HAVING NO GOALS
INTERNET PRESENCE IS MONEY



my



FIGHTING
GBV against

body is not



WOMEN



a

Punching bag



LGBTQI+



CHILDREN



my body



Stand up for those



not

is

who are being abused.



a



toy



PHILILE
NDIMANDE

How do you fix a problem that is the actual Building Block of a system you need to retain?

You don't, you tear up the system and build a new one that is more inclusive, and compassionate, in line with new values and beliefs.



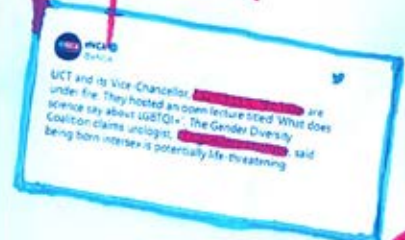
R.W.

"As long as there are those that remember what was, there will always be those that are unable to accept what can be" - The Mod Titan

Colonial era red tape perpetuates apartheid and protects abusers, capitalists incompetent leaders

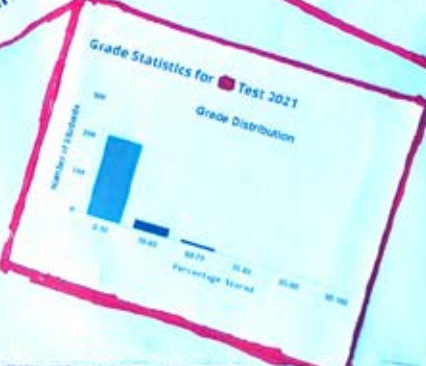
"We have standards to maintain"

"We followed protocol"



1% in an exam can be the difference between graduating in 4 years and 5 years

If a student can get withdrawn from a program for failing 7 out of 32 courses in a program, why does a lecturer continue teaching after failing 80% of their students

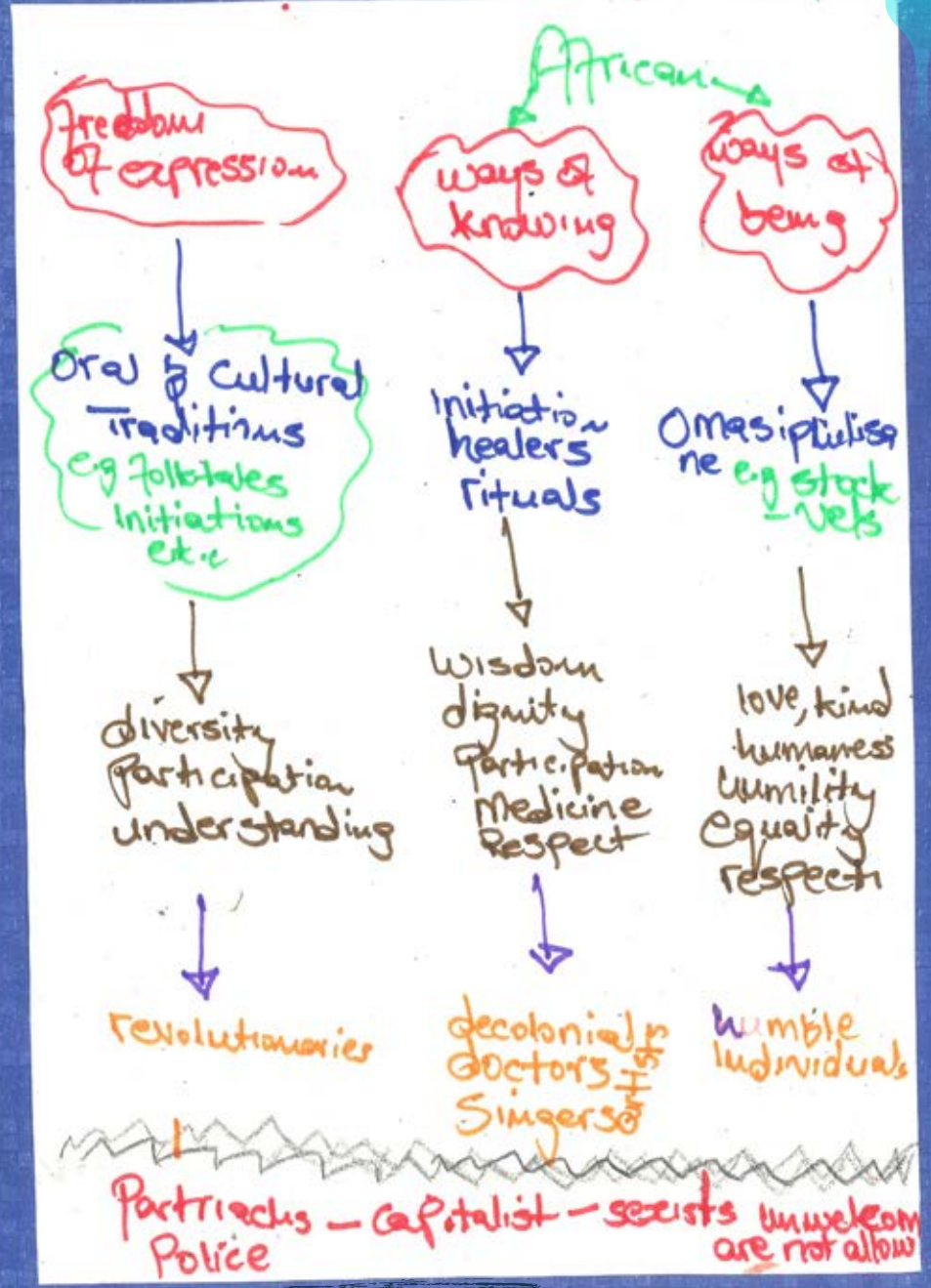


R.W.

DECOLONIZE YOUR MIND




RETHABILE PAULINA MODISE



ANDILE MANYANGAZA

SUPER- POWERS



Transformers rely on a toolbox of superpowers to respond to inequalities in their context. This section visualizes the superpowers required to respond to oppression in the world. What are the superpowers you use to respond to challenges in your context?

consent
ensure there is
always permission



resilience
to never stop the
fight against



empathy
for those who
have suffered



accountability
perpetrators must
take responsibility for
their actions

PHILILE
NDIMANDE

Non-binary
vision tool

visibility
and radical
vision.



Hate-Destroyer
Machine
gun

Shooting down
hate with
love and
kindness.



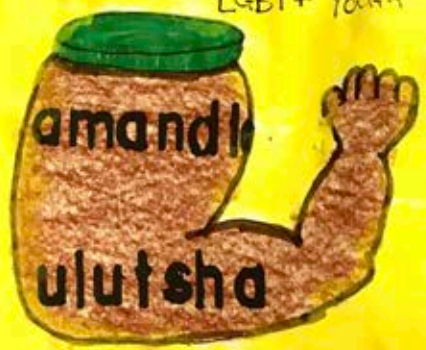
Cap of
Enlightenment

changes the
mind and
attitudes of
oppressive
systems



Power
shake

to empower
LGBT+ Youth



VIWE TAFENI



ANDILE MANYANGAZA



GABRIEL HOOSAIN KHAN



**KHANYISILE
MPUNGOSE**



R.W.

DREAMS



Dreams and visions are powerful responses to a non-imaginative status quo. This section shares the dreams, visions and assertions for another kind of world, one which is kinder and more inclusive. How do you imagine a different and better world? What dreams do you have for this alternative future?





Decolonial education

flexiversity learning within a book you want!

God is not a MAN!



them/they/
their
metal
multi
Poly/Plura
fluid/flexi
collective



UNI-VERSITY

Poly Versity

Thinking out of the box learning

Wisdom

PRECIOUS!



Flower of endless possibilities



unga Lam!

A community of Learning



Free education!

a tree of endless knowledge



ZINTLE OLAYI



**MASIMTHEMBE
KULA**

Creating an inclusive
Environment



Dream World and Solution

Universal Design For learning



Giving Every Student a chance

- ① Higher Education should implement an integrated universal learning system
- ② There needs to be a holistic approach to learning and teaching that is inclusive of people from all races, backgrounds, and including marginalized groups within society
- ③ Government and higher education must explore strategies and solutions aimed at combating the issue at hand as well as providing structures and systems to assist the disadvantaged and needy

KOPANO MAHLANGU

SENSE OF PURPOSE

CHANGE OPPORTUNITIES

R.W.

freedom freedom freedom

TRUE freedom



freedom

freedom

freedom

Vission for my dream university & Solutions

KHANYISILE MPUNGOSE



Gobelias being introduced in the education System

Make cultural Education compulsory

Rooms created for Students to burn incents

Khanyisile Mpungose (uct)

I dream of a world where mental illnesses are regarded less "embarrassing"

SPEAK OUT

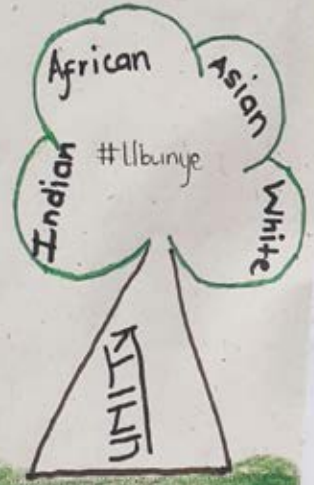
SUPPORT

My mental illness does not mean I'm crazy



CO-EXISTENCE

Diverse Cultural Groups



Learning about other people's traditions and cultures is important because it equips other people's values and beliefs. Being informed and enforces respect and understanding.





In kundla:
 • ensure we achieve our mandate

Uluntu:
 • for accountability

Abakhwetha:
 • seek out and guide Curriculum & Pedagogy

Community Scholaria

Respect

Love

Freedom

I

Support

Research from
Academics
Black
Activist
writing

Setting up
Good
fundings

Deconstruct
Knowledge on
Gender, GBV
SRH

children
youth

Activist
women

II

X

supper

LACK
OF
FUNDING

Xenophobia
Rare culture
Racism

Can't afford to redo the course.

Am I downed to pay about 4 eva

Does this mean NOT smart enough?

Dreams come to
River of death

Am I downed to pay about 4 eva

Am I downed to pay about 4 eva

III

IV

V

Accountability

More content from other African countries.

Financial literacy

Mentorship

MORE FUNDING OPPORTUNITIES

Access for All

Everyone included

No discrimination or prioritization of certain degree.

No groups just people

Funding Rare for all

Rare Gender Class Ability

I am a visionary,
always seeking wisdom,
an Africanist interlocutor...

**ANDILE
MANYANGAZA**

P1
Andile

I DREAM

OF A UNIVERSITY
WHERE ALL
STUDENTS ARE
TREATED EQUAL
REGARDLESS OF
THEIR ETHNICITY
SOCIO-ECONOMIC
BACKGROUND
THE COLOR OF THEIR SKIN, THEIR
SEXUAL ORIENTATION
IDENTITY AND PREFERENCE



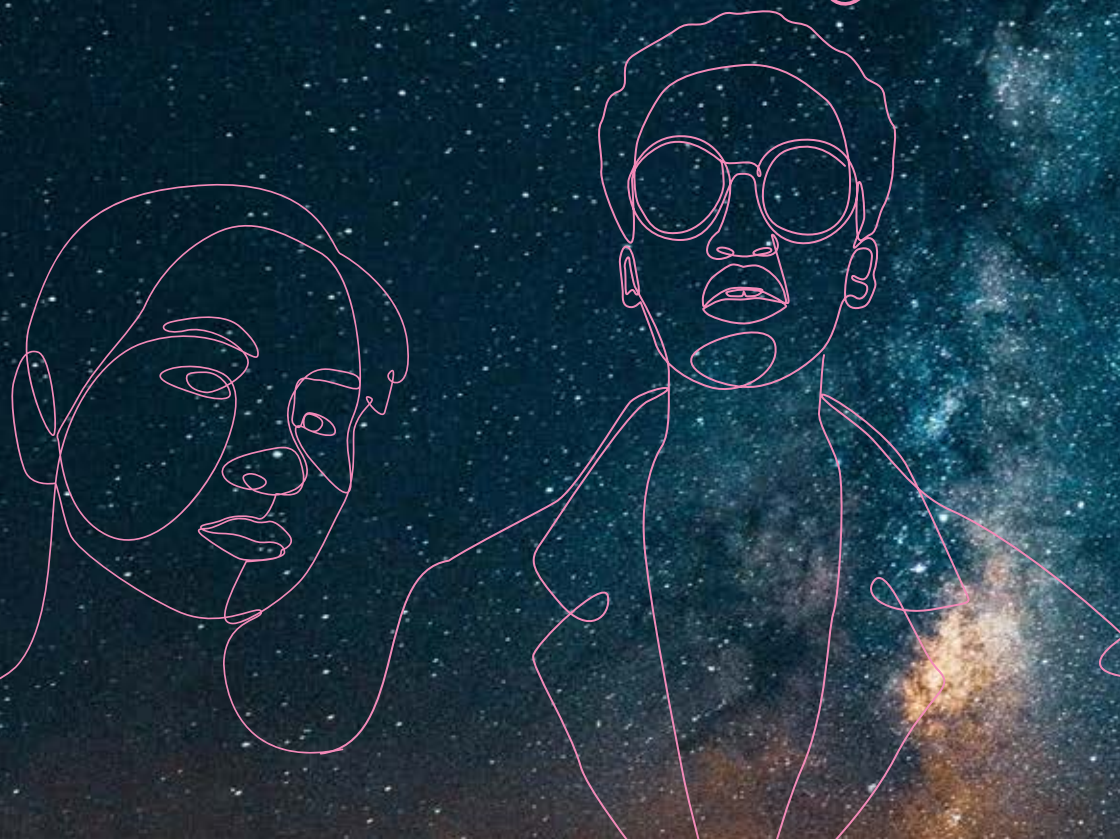
EVERYONE TREATS
EACH OTHER WITH
UNCIRCUMSTANTIAL
LOVE



**RETHABILE
PAULINA
MODISE**

MAKING MEANING

lets go



Now that you've taken this journey, across time and space, to explore the voice, embodied experience and dreams of the transformers, what meaning can you make? What are the paths this analysis offers to higher education? And what paths can you find from analysis, to visioning, and onwards to action?



Introduction



Problem Explanation

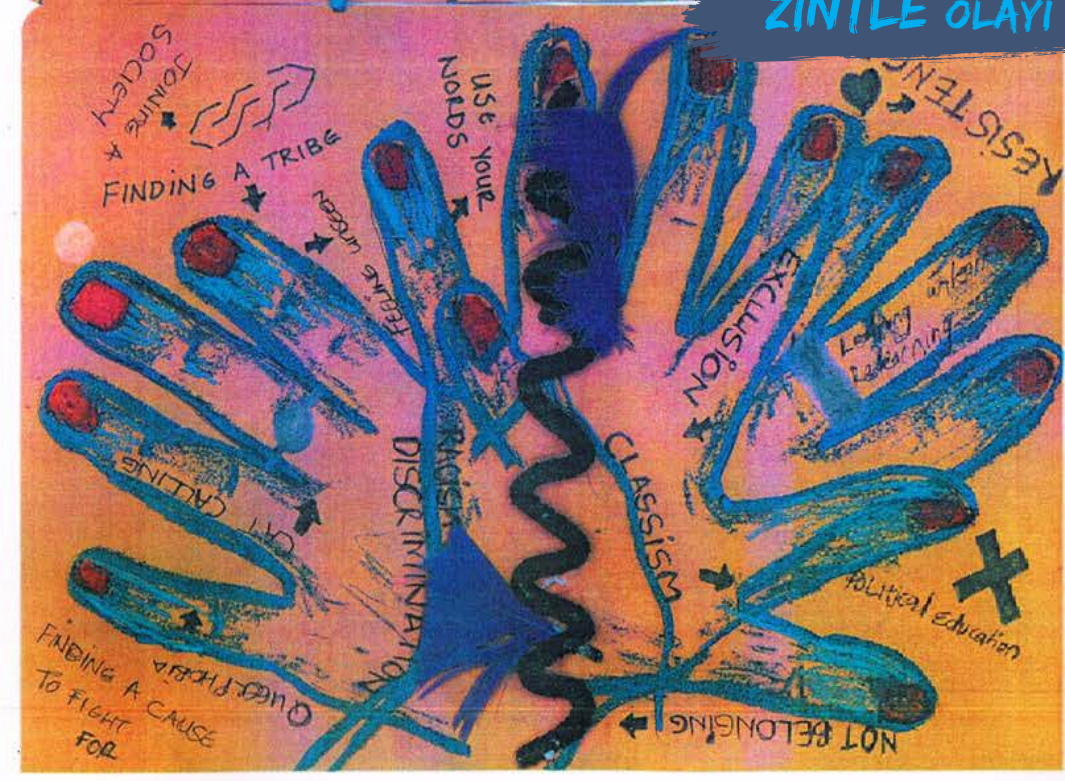
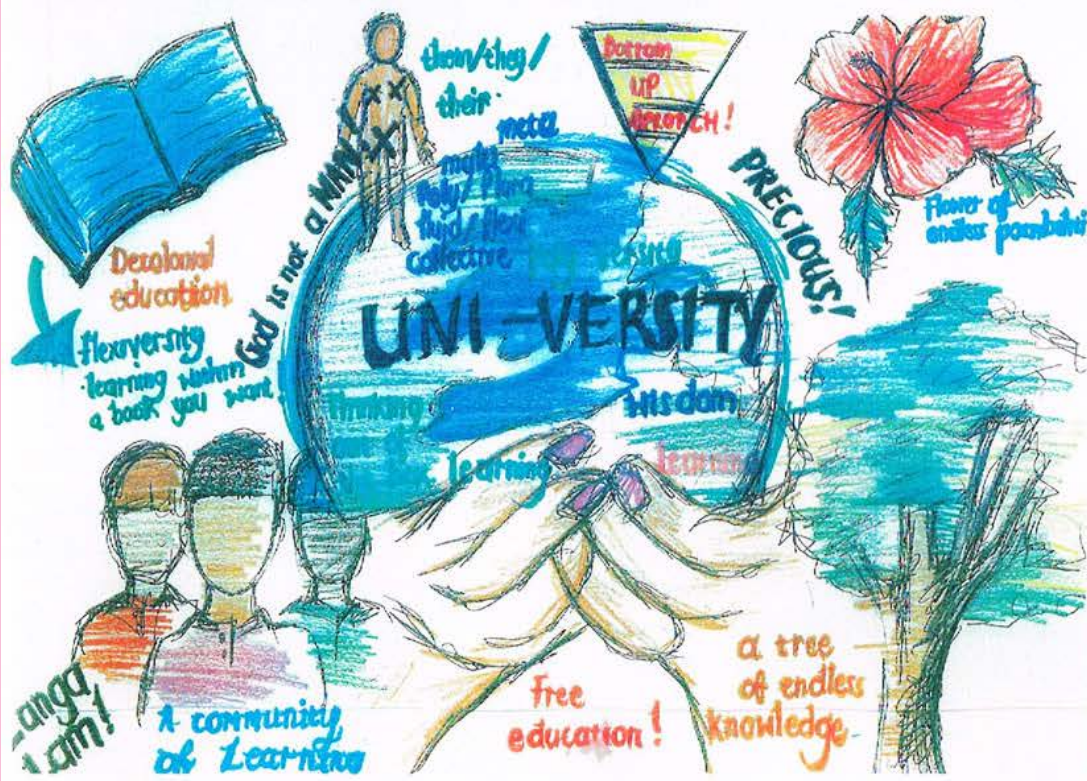
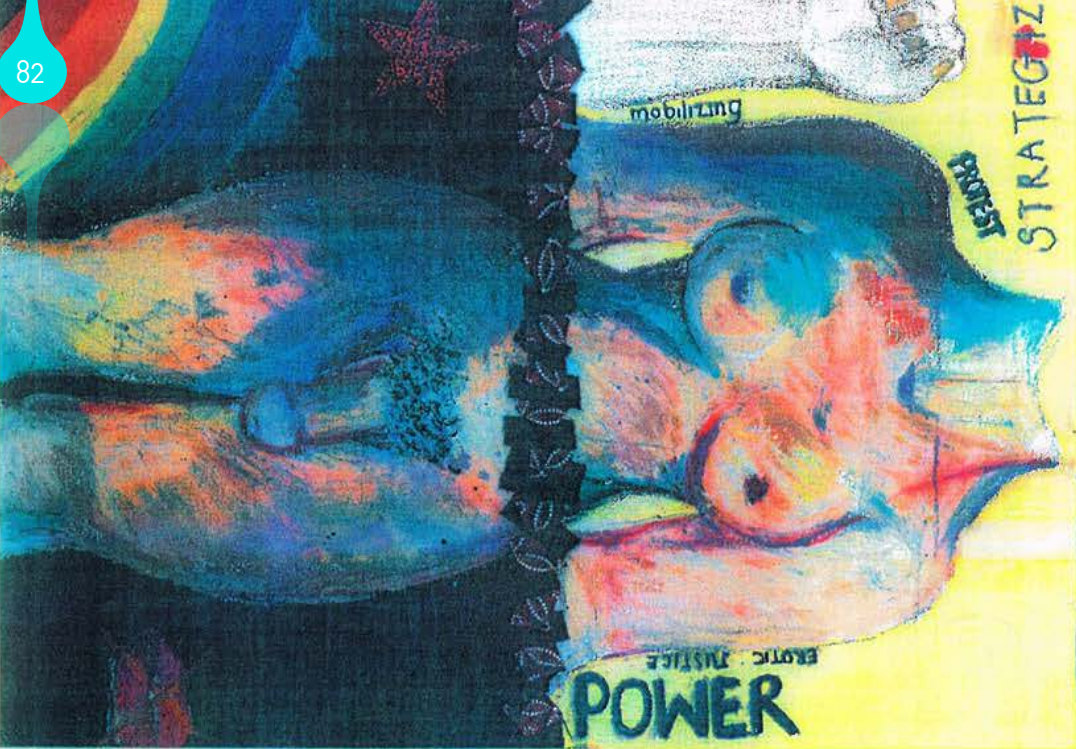


The Dream

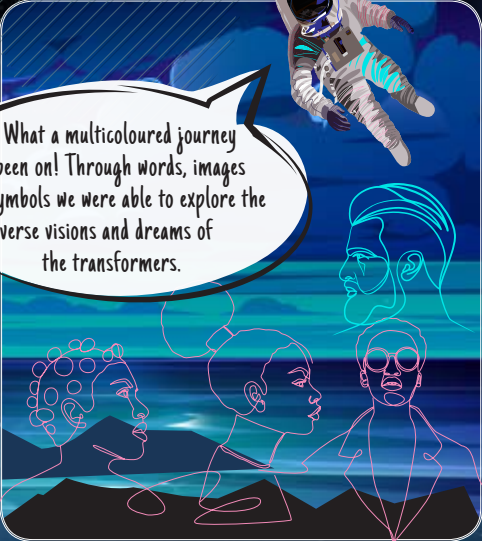


Proposed Solution







ENDING OUR JOURNEY



What a multicoloured journey we've been on! Through words, images and symbols we were able to explore the diverse visions and dreams of the transformers.



Even though, there are many challenges described here, transformers have and continue to respond and react to, and dismantle oppression.

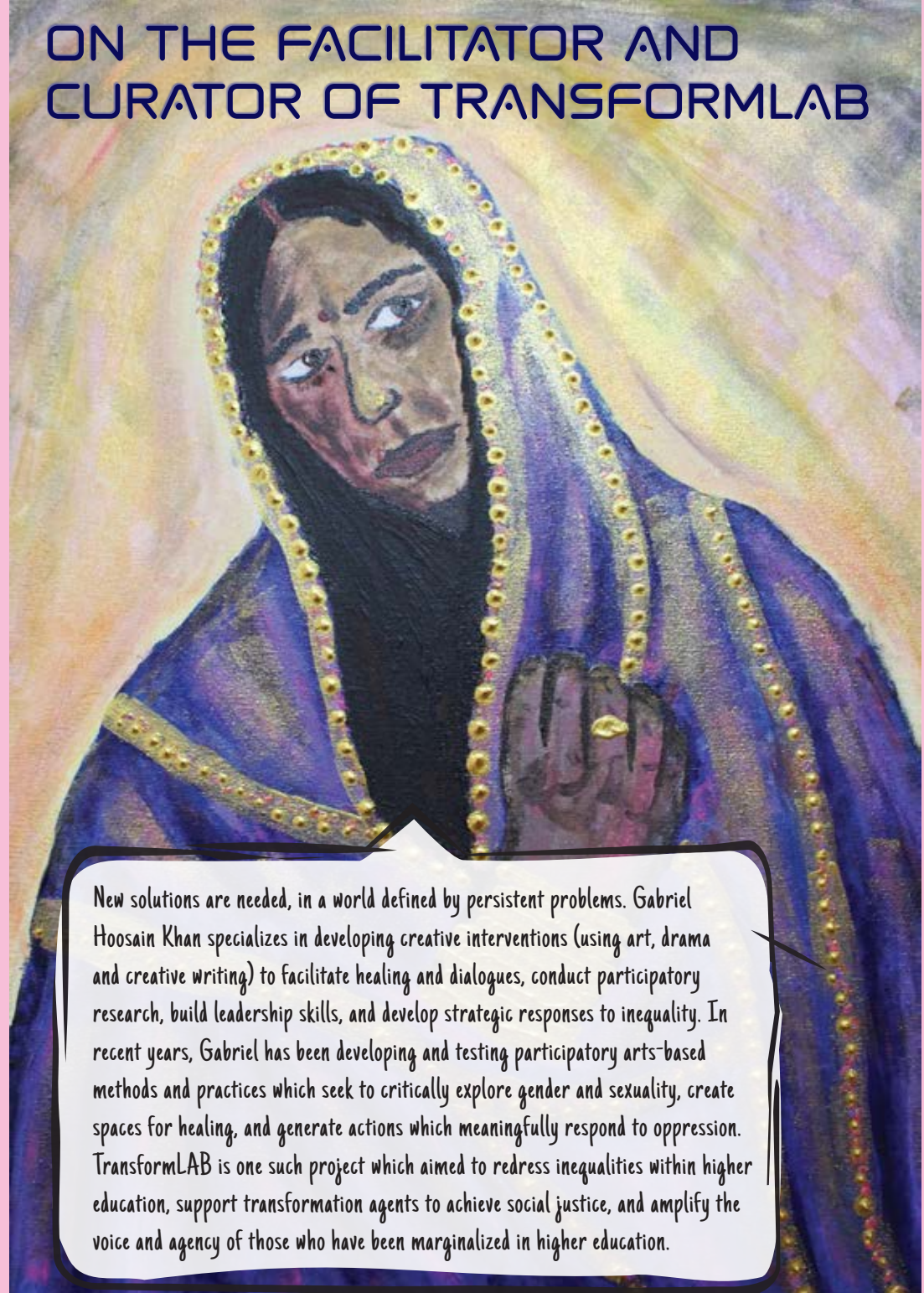


These dreams offer an alternative to the ravaged future of my world, where inequality and oppression was left unchecked. How can we use these dreams to build a different kind of present and future? A positive future is not only possible it can be probable!

The dreams shared here are both personal and political. This includes "I" and "we" statements that imagine a space where we all feel affirmed, safe and supported. These dreams are offered as an unconventional, decolonial and creative imagining of what is possible. Its shared both to trouble the status quo in higher education and to offer ideas as to what alternatives might look like.

TransformLAB was a pilot project that used creative methods in digital and online spaces to encourage new dreams and visions for transforming higher education. As a pilot it offers a small snapshot into the challenges, experiences and dreams of the transformers. The zine was developed both to curate and capture the ideas of the transformers, but also as a resource which summarises the transformLAB journey and methodology. You can access the transformLAB learning materials and workshop recordings by joining the CCoLAB community using this [link](#).

ON THE FACILITATOR AND CURATOR OF TRANSFORMLAB



New solutions are needed, in a world defined by persistent problems. Gabriel Hoosain Khan specializes in developing creative interventions (using art, drama and creative writing) to facilitate healing and dialogues, conduct participatory research, build leadership skills, and develop strategic responses to inequality. In recent years, Gabriel has been developing and testing participatory arts-based methods and practices which seek to critically explore gender and sexuality, create spaces for healing, and generate actions which meaningfully respond to oppression. TransformLAB is one such project which aimed to redress inequalities within higher education, support transformation agents to achieve social justice, and amplify the voice and agency of those who have been marginalized in higher education.



Office for
Inclusivity
& Change



PRODUCT OF THE OFFICE FOR INCLUSIVITY AND CHANGE (OIC).
TRANSFORMLAB WAS FACILITATED AND
CURATED BY GABRIEL HOOSAIN KHAN.
DESIGN BY TERESA JEFFCOTE.
UNIVERSITY OF CAPE TOWN, FEBRUARY 2022