

Centre for Visual Methodologies & Social Change

Annual Report, August, 2004 -August, 2005



Photo: from a secondary student addressing 'stigmatization' for the Learning Together Project, Vulindlela (2005)

*School of Language, Literacies, Media and Drama Education
Faculty of Education, University of KwaZulu-Natal*

<http://cvm.zr5tux.za.net/>



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1. Background

The establishment of the Centre for Visual Methodologies and Social Change comes out of several initiatives in the Faculty of Education, UKZN but chiefly through two research grants awarded in 2004: the Learning Together research project, funded by the NRF and headed up by Naydene de Lange, and the Seeing for Ourselves grant through the Competitive Grants structure of UKZN, headed up by Claudia Mitchell. The establishment of the Centre was further facilitated by a series of training workshops on visual methodologies conducted on the Edgewood Campus in March, 2004 with Shannon Walsh of McGill University and Concordia University of Montreal, Canada. These workshops involved more than 40 participants, made up of postgraduate students in education at UKZN and a number of researchers and teacher educators. The enthusiastic response of the participants signaled a need for further development in this area of research. Additionally, though, while visiting UKZN and as part of the Researching Change series Shannon Walsh screened the documentary she directed *Fire & Hope*. Members of the Sekwanele Youth Group also participated in the session, providing a sense of how we might begin to engage young people and other community members in the work of the Faculty. The teaching component of the CVMSC was launched more formally in the School of Language, Literacies, Media and Drama Education in August, 2004 through the offering of a module on Cinematic, Documentary and Television texts, and a related set of training sessions on video documentary conducted by Monica Mak of McGill University. The Centre officially came 'to be' during the time of this module and the workshops.

2. Purpose and Organization

Purposes:

The Centre for Visual Methodologies and Social Change has several main purposes:

- (1) to advance the study of visual and participatory methodologies (eg. photo voice, video documentary, digital technology, dress and other forms of material culture, artistic representation, performance, ethical issues and visual evidence, working with visual data) within social action research;
- (2) to promote a cultural production approach to media education not only in the context of teacher development but also within community outreach involving youth, community health workers, teachers, etc;
- (3) to ensure appropriate training opportunities for staff and students who wish to incorporate visual methodologies into their research.

Based on our work we see a strong empowerment component that we would like to study further as part of the whole process of democratizing research through the use of visual modes of inquiry and representation.

HIV and AIDS: Putting People in the Picture

“Five young people are being infected with HIV every minute, 7000 every day and 2.6 million every year. The largest percentage of these cases are in sub-Saharan Africa. Close to 8000 children in this region are orphans as a result of HIV and AIDS. Young people themselves, teachers and other community workers all have a key role to play in ‘taking action’.” (from *My Video, My Photos, My Story*)

Located in the School of Language, Literacies, Media and Drama Education within the Faculty of Education of the University of KwaZulu-Natal and at the epi-centre of HIV and AIDS in the province of KwaZulu-Natal, the Centre focuses on ways of ‘putting people in the picture’ in terms of addressing prevention, treatment and care. The participation of youth is central to this work and we see that visual methodologies can play a central role in giving young people a voice. We are also seeing that teachers and other community workers also need to have a voice in their work ‘on the front lines’.

Partnerships and Affiliations

The Centre for Visual Methodologies and Social Change at UKZN works closely with the International Visual Methodologies Project of McGill University (funded through Professor Claudia Mitchell, James McGill Professor, and the Social Sciences and Humanities Research Council of Canada). As noted throughout this report, researchers and graduate students from the two universities and their affiliates participate in a number of funded research collaborations, co-authorships of conference papers and articles, training and course development. (See also Appendix A)

The Centre for Visual Methodologies website is also linked to its partner sites, CAPRISA <http://www.caprisa.org/>, International Visual Methodologies Project www.ivmproject.ca, Digital Girls www.digitalgirls.org, the Image and Identity Research Collective www.iirc.mcgill.ca and the Gendering Adolescence and AIDS Prevention Project www.utgaap.info

Organization

The Centre is located in F519 within the School of Language, Literacies, Media and Drama Education, Edgewood Campus, Faculty of Education. The space accommodates background material on visual methodologies and visual documentation (visual research data, photo novella posters, posters, photographs, drawings, visual installation material) which is also in the process of being digitalized. It also includes several editing stations, video cameras and inexpensive 'point and shoot' cameras.

The Centre for Visual Methodologies is managed through a Steering Committee:

Directors:

Jean Stuart, Lecturer School of Language, Literacies, Media and Drama Education

Claudia Mitchell, Honorary Professor, School of Language, Literacies, Media and Drama Education; James McGill Professor, McGill University

Committee Members:

Thabisile Buthelezi, Senior Lecturer, Schools of Language, Literacies, Media and Drama Education

Naydene Delange, Associate Professor, School of Education Studies

Lebo Moletsane, Deputy Dean of Graduate Studies, Associate Professor, School of Education Studies

Robert Balfour (ex officio), Associate Professor and Head of School of Language, Literacies, Media and Drama Education

3. Key Activities, 2004-2005

3.1 Teaching Modules

Media Education and Classroom Practice, (honours), (August-November, 2004) Jean Stuart and Claudia Mitchell

Cinematic, Television and Documentary Narratives, (masters), August-November, 2005, Jean Stuart and Claudia Mitchell

Theory and Practice of Media Education, (masters), August-November, 2005, Jean Stuart and Claudia Mitchell

3.2 Community Outreach

3.2.1 Sekwanele Youth Organization

Photo: Viewing Fire & Hope with Sekwanele Youth Organisation



In the partnership between the Sekwanele Youth Organization and the centre for Visual Methodologies, a number of activities have taken place. These include:

- Support to the Youth Day activities of the Sekwanele Youth on Youth Participation and HIV and AIDS (including the screening of Fire and Hope); See *Indaba*
- Sekwanele youth performances as part of school visits to Vulindela (Learning Together)
- Participation of Sekwanlele Youth in HIV/AIDS Hope and Healing Awareness Week at Edgewood (September, 2004). Performance
- Participation of 9 members of Sekwanele Youth in Video Documentary workshops, September, 2004.
- Participation of Sekwanele Youth at Edgewood in a performance on stigma. June, 2005
- Performance on stigma by Sekwanele Youth as part of Learning Together project, August, 2005

3.2.2 The Learning Together Project

This project is located in Vulindlela, a rural district in the lower foothills of the Southern Drakensberg.



Photos: from the Learning Together Project

Having gained entry through The CAPRISA project at the Mafakathini Clinic (another UKZN research project), the Learning Together Project poses the question: how might participatory methodologies bring together the various sectors and partners working in the area of gender, youth and HIV/AIDS prevention and care in one community? The project's focus is on local contexts and the ways in which members of local groups within the same community and working with the same families and youth see their work, their interface with the policies and procedures that drive their practices, the tensions, challenges and barriers to service delivery, and their lived-experience of their own needs and the needs of youth within the community they serve when it comes to addressing AIDS prevention and treatment.



3.2.2.1 Key Issues of the Vulindlela Project

The Learning Together Project explores key issues, such as: How do teachers and health care workers individually (and collectively) see the issues that confront them in

their respective work-places in relation to HIV/AIDS? Are there particular messages that they would like to see which target the adults in the community who work with young people? How might they become producers of their own messages through a small-scale project involving photography and discussion? What kind of community-based and action-oriented projects might come out of this small scale photography “learning together” initiative?

3.2.2.2 Vulindlela follow up

There is a new project under way involving youth and stigma.

3.2.3 Safe spaces/ Unsafe spaces: The Carrington Heights Project



The Carrington Heights Project is a photo-voice project being carried out by Relebohile Moletsane, Claudia Mitchell, and Kathleen Pithouse involving seventh grade learners at a Durban primary school. In 2003, four visits were made to the school. In the first visit the learners spent some time looking at and discussing "In My Life".

Photos from the Carrington Heights project



In the next visit, the learners got into single sex groups of 3/4 and used disposable cameras to take pictures of feeling 'strong and not so strong' and 'safe and unsafe' around the school grounds. In the third visit, the groups sorted through their photos and chose some to display in mini-albums. They wrote captions for the photos and also wrote about their response to the experience of taking the photos. On the last visit, we gave each learner a colour photocopy collage of some of the photos - we made sure that each learner appeared somewhere in the collage.

A new project is being developed around youth and stigma.

3.3 Publications

Note: This is a not a complete listing of all publications of those associated with the Centre. We have only included those publications that are most relevant to the mission of the Centre.

3.3.1 Books

Mitchell, C. & Weber, S. (eds) (2004). *Not just any dress: Narratives of memory, body and identity*. New York: Peter Lang.

3.3.2 Articles

DeLange, N., Mitchell, C., Moletsane, R., Stuart, J. Buthelezi, T (2005) Seeing with the body: educators' representations of HIV and AIDS (under review) *Journal of Education*

Mitchell, C., Stuart, J., and Moletsane, R. (under development.) Youth and participation. *McGill Journal of Education*.

Mitchell, C., DeLange, N. Moletsane R. Stuart J, Buthelezi T. (2005) Giving a face to HIV and AIDS: on the uses of photo-voice by teachers and community health workers working with youth in rural South Africa. *Qualitative Research in Psychology*, (2) pp1-14.

Mitchell, C., Moletsane, R., Stuart, J., Buthelezi, T. & De Lange, N. (2005) Taking pictures/taking action! Using photo-voice techniques with children. *ChildrenFIRST*, 2005, 9 (60), 27-31.

Mitchell, C., Walsh, S. & Larkin, J. (2004). Visualizing the politics of innocence in the age of AIDS. *Sex Education*. 3 (2) 159-172.

Mitchell, C. Kusner, C. & Charbonneau-Gowdy (2004). Seeing for ourselves: When classroom teachers make documentary films. *Changing English*. 12 (11)

Mitchell, C, Reid-Walsh, J. & Pithouse, K. (2004). "And what are you reading, Miss? Oh, it is only a website". Digital technology as a South African teen's guide to HIV/AIDS. *Convergence*. 10(1) 191-202.

Moletsane, R. and Lesko, N. (2004). Overcoming paralysis: AIDS education-and-Activism. *Agenda*, 60, 69-80.

Pithouse, K (2004). Look forward, look back, and look around you: Young South African women on the path of HIV/AIDS activism. *Agenda*, 60, 22-26.

Stuart, J. (2005) From our frames: Exploring with teachers the pedagogic possibilities of visual arts-based approaches to HIV and AIDS (under review) *Journal of Education*

Stuart, J. (2004) Media matters- producing a culture of compassion in the age of AIDS. *English Quarterly* 36(2) p3-5.

3.3.3 Chapters

Mitchell, C. (2005) Just who do we think we are? Self-study through memory and reflection in a pre-service teacher education programme. In R. Balfour, T. Buthelezi, & C. Mitchell (Eds), *Teacher Development at the Centre of Change* . Durban: KZNDE, pp.45-54.

Mitchell, C., Walsh, S. & Weber, S. (in press). From behind the lens: Digital data. In G. Knowles, L. Neilsen, A. Cole and T. Luciani (Eds), *The Art of Visual Inquiry*. Toronto: Backalong Books.

Mitchell, C. & Walsh, S. (2004) Artfully engaged: arts activism and HIV/AIDS work with youth in South Africa. In G. Knowles, L. Neilsen, A. Cole and T. Luciani (Eds.), *Provoked by Art: Theorizing Arts-informed Inquiry* (pp. 191-202), Toronto: Backalong Books.

Mitchell, C. (2004) "Dressing death: Elsie never had a prom dress." reprinted in S. Weber & C. Mitchell (eds) *Not just any dress: Narratives of memory, body and identity* (pp 239-245), New York: Peter Lang Associates.

Mitchell, C. (2004). Was it something I wore? In S. Weber and C. Mitchell (eds). *Not just any dress: Narratives of memory, body and identity* (pp 83-88), New York: Peter Lang Associates.

Mitchell, C. & Weber, S. (2004). Visual artistic modes of representation for self-study. In Loughran, J. et al (eds.) *International handbook of self-study of teaching and teacher education practices* (pp 979- 1038), Toronto: Kluwer.

Ralfe, L. (2004). Love affair with my Isishweshwe. In S Weber and C. Mitchell (eds) *Not just any dress: An introduction*. In S. Weber and C. Mitchell (eds). *Not just any dress: Narratives of memory, body & identity* (pp. 3-9), New York: Peter Lang Associates

Reid-Walsh, J. & Mitchell, C. (2004). "Girls' web sites-a virtual 'room of one's own.'" . In A. Harris (ed). *All About the Girl: Culture, Power and Identity* (pp. 173-182), New York and London: Routledge.

- Walsh, S. (2005) "Losers, lolitas, and lesbos": visualizing girlhood. In C. Mitchell and J. Reid-Walsh (eds). *Seven going on seventeen: tween studies in the culture of girlhood* (pp. 191-205), New York: Peter Lang Associates.
- Weber, S. & Mitchell, C. (2004). Not just any dress: An introduction. In S. Weber and C. Mitchell (eds). *Not just any dress: narratives of memory, body & identity* (pp. 3-9), New York: Peter Lang Associates.
- Weber, S. & Mitchell, C. (2004). Theorizing dress stories. In S. Weber and C. Mitchell (eds). *Not just any dress: narratives of memory, body & identity* (pp. 251-269), New York: Peter Lang Associates.

3.3.4 Papers

- Allnutt, S., Mitchell, C. & Stuart, J. (2005) Photo documentary: reconfiguring the family album. IVM project Panel. International Visual Sociology Association Annual Conference. Dublin, August 3-5.
- De Lange, N., Mitchell, C., Moletsane, R., Buthelezi, T., Stuart, J. (2004) Seeing with the body: educators' representations of HIV/AIDS. Kenton Conference, Drakensberg, Funded Projects, September 20-October 2.
- De Lange, N., Mitchell, C., Moletsane, R. Buthelezi, T. Stuart, J. (2005) Learning together: participatory methods for an integrated approach to addressing HIV/AIDS in rural KwaZuluNatal and promoting the well-being of youth. International School Psychology Colloquium, Athens, 13 – 17 July.
- De Lange, N., Mitchell, C., Moletsane, R., Buthelezi, T., Stuart, J. (2005) Photovoice : educators' and community health workers' representations of HIV/AIDS issues and solutions in the community. Education Association of South Africa, Potchefstroom, 12 – 14 January.
- Mak, M. & Mitchell, C. (2005). My photos, my video, my story. International Visual Methodologies Project Panel. International Visual Sociology Association Annual Conference, Dublin, August 2-5.
- Mak, M. (2004) The making of *Unwanted Images*. Entertainment Education Conference, Cape Town, September 26-30.
- Mitchell, C. & Weber, S. (2005) Not just any dress: the place of 'dress stories.' in New Discourses of Social Change. International Visual Methodologies Project Panel Dress in Southern Africa. University of Kawzulu-Natal Conference. Pietermaritzburg, August 5-7.

- Mitchell, C. (2005) Dressing up for a change: dress as visual evidence in exploring social transformation in South Africa. International Visual Methodologies Project Panel. International Visual Studies Conference, Dublin, August 3-5.
- Mitchell, C., Rorke, F., Goba, S., Norris, G. & Mbokazi, T. (2005). Where do we start: using collage to explore the situatedness of knowledge and attitudes towards HIV and AIDS in four senior primary classrooms in KwaZulu-Natal, Childhoods 2005 Conference, Oslo, June 26-July 4.
- Mitchell, C. (2005). Documentary texts, objects and new literacies, or 'What Dolly sent Elsie'. Invited talk. Conference of Language and Literacy Researchers of Canada. University of Western Ontario, May 27.
- Mitchell, C. (2005). Seeing for ourselves: visual methodologies for social change. James McGill Professor Invited Talk. Faculty of Education, McGill University, May 4.
- Mitchell, C., Larkin, J., & Walsh, S. (2005) Artful engagement: using photo-voice approaches to disrupt the silences around sexuality, the body and HIV/AIDS, American Education RA Annual Meeting: Demography & Democracy in the Era of Accountability. Montreal, April 11-15th.
- Mitchell, C. (2005). Was it something I wore? No visual evidence. Conference of the American Association for the Advancement of Curriculum Studies, Montreal, April 8-11.
- Mitchell, C., Buthelezi, T., Delange, N., Moletsane, L. & Stuart, J. (2005) Photo-voice and youth activism in the context of HIV and AIDS, Conference of the American Association for the Advancement of Curriculum Studies, Montreal, April 8-11.
- Mitchell, C. (2005) Photo-voice and working with very young adolescents. Methodologies for working with very young adolescents. Population Council, New York. March 15.
- Mitchell, C., Moletsane, L., Stuart, J., De Lange, N. (2004) Taking pictures/taking action! Visual methodologies in working with young people. HIVAN Conference, Durban, November 26-28.
- Mitchell, C., & Stuart, J. (2004) Memeta! Speaking out against sexual violence through drama-into-documentary . Fourth International Education Entertainment Conference, Cape Town, September 26-30.
- Mitchell, C. (2004) Research as social change. Shifting the Boundaries of Knowledge Series. National Research Foundation, August.
- Mitchell, C. & Larkin, J. (2004) Disrupting the silences: visual methodologies in addressing gender-based violence. Pleasures and Dangers Conference, Cardiff, June 29-July 1.

Mitchell, C. & Stuart, J. (2004) Learners as cultural producers: participatory process and media education. Paper submitted and spoken to at the second plenary session of the National Media Education Initiative, Johannesburg, March 6.

Moletsane, R. (2005). Not just any T-shirt: T-shirts and activism in South Africa, International Visual Methodologies Project Panel. Dress in Southern Africa. University of KwaZulu-Natal Conference. Pietermaritzburg, August 5-7.

Ralfe, E. (2005) A fabric of identity. International Visual Methodologies Project Panel. . Dress in Southern Africa. University of KwaZulu-Natal Conference. Pietermaritzburg, August 5-7.

Stuart, J & Mitchell, C (2004) Embodying the message and keeping it real: preservice teachers producing small media to address HIV and AIDS. Fourth International Education Entertainment Conference , Cape Town, September 26-30.

Stuart, J & Moletsane, R. (2005) Photo-voice and childhood activism in the context of HIV and AIDS in South Africa, Childhoods 2005 Conference, Oslo, June 26-July 4.

Walsh, S. "*Dirty Bodies: Girls, photography and AIDS*", A paper presented at "Re-Viewing Bodies: Embodiment, Process and Change", 2005 International Visual Sociology Association conference, Dublin, August 3-5, 2005.

Walsh, S. (2005) "Facing the Truth": race relations, AIDS, youth and collaborative video for social change in Khayelitsha, South Africa. Childhoods 2005 Conference, Oslo, June 26-July 4, 2005.

3.3.5 Video Documentary

Mak, M., Mitchell, C., Stuart, D. (under development). "My Video, My Photos, My Story".

Walsh, S. (co-Director) "No One Is Illegal" (2005) DV, 20 minutes, colour (in post-production) Montreal, Quebec.

A document of the historic 7 day march initiated by Solidarity Across Borders from Montreal to Ottawa to demand changes to Canadian immigration policy including an end to deportations, security certificates, and forced detentions of refugees and so-called 'illegal' immigrants.

Walsh, S. (Director/ Writer) "The Space in Between" (2005) 24P, colour
Montreal, Quebec.

A story of one woman's journey through a series of encounters in which her daily life becomes imbued with a dark eroticism, culminating in a nihilistic affair with a stranger.

Walsh, S. (Director/ Cinematographer) "Media & Governance" (2005) DV, 15 minutes, colour, Montreal, Quebec. Documentary with leading thinkers on the role of media and governance in a global society. With Marc Raboy

- Screened at the Social Sciences and Humanities Research Council, Research Day for the 100 Top Canadian Researchers, Ottawa, 2005

Walsh, S.(Director/Writer/ Cinematographer) "Eclectic Curiosity" (2005) DV, 2 minutes, colour, Montreal, Quebec. Experimental commercial for Maisonneuve Magazine.

- First Place winner, Digital Curiosities competition, Maisonneuve Magazine. (2005)

Walsh, S. (Director / Writer) "Close-Up" (2005) DV, 3 minutes, experimental, B/W & colour.

- Brooklyn Underground Film Festival, April 20-24, 2005
This film shows a clear portrayal of American foreign relations as depicted through the fractured prism that is feminine society. Just long enough to have re-occurring characters, the film uses them to seduce even the peripheral viewers, black widows speaking in tongues, they are of a fearsome level of coquettish beauty. - Roscoe Zipco

Walsh, S. "Fire & Hope". A video installation at [sic] international arts exhibit, VAV Gallery, Montreal,(QC), March 29-April 2, 2005.

3.3.6 Editorial Work

C. Mitchell, member of editorial board of *Visual Studies*.

R. Moletsane, member of editorial board of *Agenda: A feminist media project*

C. Mitchell, R. Moletsane, N. DeLange, guest editors of themed issue on HIV and AIDS in South Africa, *International Journal of Inclusive Education*.

3.3.7 Workshops and Seminars

Mak, M. (2004). On the making of *Tiara*. Researching Change Series, University of KwaZulu-Natal, September 19.

Mitchell, C. (2004). Visual methods within art as therapy in working with children and young people. HIVAN workshop, Durban, November 12-13.

Mitchell, C. (2005) Video documentary and community-based research. Arts-based research and community-based studies. Wellsley College, University of Toronto, June 14.

Stuart, J. (2005) On the making of documentaries about HIV/AIDS. SLLMDE Staff Seminar, May.

Walsh, S. (2004) Girls, creative vision and globalization. A video workshop project facilitated and initiated for the Advancement of Women in Development (AWID). Montreal, Cape Town and New York.



Photo: Digital Filmmaking Course (September 2004)

4. Research

4.1 Current

National Research Foundation

(2004 -2006)

Delange, N., Mitchell, C., Moletsane, R., Stuart, J. Buthelezi, T. Learning together: Towards an integrated participatory approach to youth, gender and HIV/AIDS interventions in rural KwaZulu-Natal Schools. **See 3.2.2**

Social Sciences and Humanities Research Council (SSHRC)

(2003-2006)

Weber, S., Mitchell, C., Reid-Walsh, J., Buckingham, D. Digital Girlhood: From play to policy. Initiatives of the New Economy. **See 6.3**

Social Sciences and Humanities Research Council (SSHRC)

(2005-2008)

Mitchell, C, Larkin, J. and Weber, S (with Moletsane, R, and Delange, N.) Seeing for ourselves: Visual methodologies for self-study with teachers in addressing HIV/AIDS

Seeing for ourselves: Visual methodologies for self-study with teachers in addressing HIV/AIDS

Goal and Objectives: This proposal is meant to address two main facts of life in rural KZN in South Africa: (1) death and dying as a result of HIV/AIDS, and (2) a paucity of solutions that recognize the pivotal position of teachers as both infected and affected by AIDS. Although teachers are potential key players in transforming communities from sites of weekly funerals to sites of change, to date, they have not figured prominently (as solutions at least) in the AIDS crisis in South Africa, even though Education itself has been seen as central to the transformation process of the post-apartheid era. The specific objectives of the project include the following:

1. To explore the role of visual arts-based methodologies (particularly photo-voice and video documentary) in facilitating teachers' own self-study in relation to addressing issues around HIV/AIDS in their local school communities;
2. To explore the ways in which visual arts-based approaches to self-study can become a point of entry for teachers to embark upon a 'taking action' role in curriculum and community development in relation to HIV and AIDS;
3. To advance the study of visual arts-based methodologies in education, focusing on both technical and ethical issues in relation to documentation and visual data.

University of KwaZulu-Natal Competitive Grant
(2004-2006)

Mitchell, C., DeLange, N. Moletsane, R. Stuart, J. Buthelezi, T.
Youth, Creative Process and Visual Methodologies Seeing For Ourselves

Youth, Creative Process and Visual Methodologies: Seeing For Ourselves

This project focuses on the ways in which visual methodologies can become part of a community outreach program with youth in addressing HIV and AIDS. Drawing on several visual and artistic prompts such as the video documentary Fire and Hope and In My Life: Youth Stories and Poems of HIV and AIDS, the project is meant to facilitate training in visual methodologies. An important component of the project is the purchase of equipment such as video cameras and video editing suites.

Canadian International Development Agency (CIDA) - Global Classroom Initiative
University of Toronto, McGill, and UKZN.
The Global Classroom

Global Classroom, TIG Xpress – HIV/AIDS

This project aims to create tools for HIV/AIDS prevention and education, with the focus on issues of global social justice. Drawing on a youth media approach, the project will engage young people in Canada and South Africa in the development of youth driven messages for HIV/AIDS prevention. Photography will be used to enable young people to express themselves on HIV, with a focus on issues of social justice, global education and representation. The resulting photographs will be used to develop a youth media toolkit for HIV/AIDS education, within a virtual classroom environment. The TIG Xpress – HIV/AIDS toolkit will feature resources for HIV/AIDS education with a focus on Global social justice and the visual analysis of youth-generated media, along with a guide for developing youth media projects, and a repository of youth created media on HIV/AIDS.

Project Objectives:

1. To engage youth in expression on HIV/AIDS, with a focus on issues of global social justice and representation
2. To develop a youth media toolkit for HIV/AIDS education
3. To integrate a global approach to HIV/AIDS education

4.2 Pending

US Agency for International Development (USAID)

UKZN, McGill, Concordia, & University of Toronto

Leading Change in the Age of Age: Rural Teacher Education Project

The Rural Teacher Education Project (RTEP) will respond to the challenges arising from an ever-growing HIV and AIDS infection rate in rural areas and the impact this has on teaching and learning. While momentous changes have taken place in South Africa over the past ten years, with the education sector still undergoing significant transformation, there remain major challenges in terms of access to and delivery of quality education, particularly in rural areas. Rural schools continue to under-perform, are poorly equipped, lack basic necessities and portray a picture of desperation rather than opportunities for students. Indeed, at the very time when service delivery should be improving, these are schools and communities that are hardest hit by HIV and AIDS, particularly in terms of dealing with orphans, high risk youth, bereavement and so on. At the center of these challenges are the teachers and principals themselves, who, despite their best intentions, are simply not adequately equipped - either in terms of resources or skills - to address the needs.

RTEP aims to use teacher preparation as a means of improving the delivery (and content) of education to the rural youth of South Africa by: (1) preparing pre-service teachers in a 'service learning' program to work in rural schools so that they themselves gain much needed support and experience in rural settings (and indeed may come to see rural education as a vocation and career path); (2) ensuring that practicing teachers and principals have access to new knowledge and skills across several learning areas, including an integrated approach to HIV and AIDS through IT support, materials development, and their work with beginning teachers; and (3) establishing infrastructures which will contribute to a sustainable approach to rural teacher education. Through these activities, rural schools, rural youth, beginning teachers, and the University will all be beneficiaries of the project.

A particular innovation of RTEP, and forming the centre-piece of this pilot, is the establishment of a well-managed, well-resourced 'state of the art' mobile unit that can simultaneously: (1) assist teachers in rural schools with the challenges of complying with the Norms and Standards requirements on materials development, IT and so on; (2) assist our pre-service teachers and researchers to the focus their research on the rural school as a center of expertise and learning; and (3) address, most specifically, key issues around stigma, VCT, teachers-as-agents of change, and the participation of very young adolescents (aged 10-14) in HIV/AIDS programs.

Canada Council, Killam Foundation
Mitchell, C.
Putting People in the Picture

Putting people in the picture (together): Using visual methodologies with young people and teachers in addressing HIV and AIDS in rural South Africa

This project focuses on visual arts base methodologies in addressing HIV and AIDS. The approaches to be used place at the centre young people between the ages of 13-16 and their teachers through photo-voice, video documentary and the uses of objects/material culture. The project draws from previous visual arts-based studies involving youth in a taking action approach to HIV and AIDS, and work with teachers and community health workers involved in using photo-voice and video documentary to explore the ways they might work together to understand the challenges and solutions of addressing youth and HIV and AIDS. What has not been done to date is bring teachers and learners together to work collaboratively. This is an important new dimension to this kind of work because it begins to address some of the intergenerational 'them' and 'us' tensions noted in previous work, and offers a model that re-positions pedagogical interventions within social change and community action. Their work together will include photo-voice techniques, community exhibitions (using photography and objects), and the production of collaborative photo and video documentaries -- all in relation to such thematic areas as stigma and hope. How do these media products contribute to taking action and social change? How do they inform work on public engagement? How might we understand this work as activism?

4.3 Under Development

Social Sciences and Humanities Research Council (SSHRC)

Park, E. & Mitchell, C.

Data Digitalization

Social Sciences and Humanities Research Council (SSHRC)

Weber, S., & Mitchell, C.

Dressing up for a change

5. Undergraduate and Post-Graduate Training

The Centre for Visual Methodologies and Social Change provides training and support to students at all levels interested in advancing knowledge and use of visual methodologies in research. This includes: undergraduate and post-graduate students employed at UKZN

and McGill University who receive training in various aspects of data collection, analysis and data management.

5.1 International student linkages

Students from universities in North America, Holland and the UK receive ‘on the ground’ support in applying visual methodologies to local contexts.

6. Local and International Partners

6.1 Sekwanele Youth

South Africa

Sekwanele Youth Organisation works in the Mariannhill and surrounding areas targeting the youth. ‘Sekwanele’ in English means ‘It’s Enough’. It is a non-profit youth organization, aiming at

- developing youth talents in the field of Performing Arts
- empowering the community with relevant skills to fight poverty, unemployment and social instabilities, through community development projects
- supervise musical groups during events and campaigns

For further information contact Nathi Dubazane, 07 Victory Mews, Soni Way Road, angina 3604, Durban.

sekwanele@webmail.co.za

6.2 International Visual Methodologies for Social Change Project (IVM)

Canada

The IVMP is an initiative of a group of researchers, artists and practitioners interested in advancing the study and use of visual methodologies in social research. The project’s work spans a number of countries and research sites including Canada, South Africa, Swaziland, the Caribbean, China and Germany. IVMP is committed to the idea of ‘putting people in the picture’ by ensuring that participants can ‘see for themselves’ through the uses of photography, video documentary, performance and so on as tools which are central to the research process. The project’s work applies in particular to addressing prevention, treatment and care in HIV and AIDS, safe schools, girlhood studies, gender, and poverty.

For further information see: **www.ivmproject.ca**

or contact Claudia Mitchell, Faculty of Education, McGill University.

claudia.mitchell@mcgill.ca

Shannon Walsh

shannon.walsh1@staff.mcgill.ca

6.3 Digital Girls Project

Concordia, McGill, Institute of Education, University of London

Digital Girls is a research project that brings together an international team of researchers, techno-geeks, tweens and teens, ethnographers, teachers, filmmakers and more who are interested in examining digital experiences in terms of:

Critical examinations of “girls” and “girlhood”;

Girls’ personal computer use and play—both on and offline;

How girls are consumers and inventors in their creative use of technology;

Various participatory approaches to social and cultural research;

Ethical issues surrounding uses of technology;

- The complexities of technology-based experiences and the construction of social and personal meanings;
- Sexualities, bodies and identities;
- Safety on the net, digital divides, access, and other policy issues;
- Digital knowledge, literacies and education;
- Youth and technologies of communication;
- Games, gaming and gaming cultures

Digital Girls examines the everyday digital experience of girls in Canada, South Africa, and the U.K, and highlights the need for girls' voices to be recognized, acknowledged, and given influence as citizens of a globally networked world.

For further information see: **www.digitalgirls.org**

or contact Sandra Weber, Faculty of Education, Concordia University

sandra.weber@education.concordia.ca

6.4 Gendering Adolescence and AIDS Prevention (GAAP)

Institute for Women Studies and Gender Studies, University of Toronto

HIV/AIDS is a global crisis and young people, worldwide, are one of the most vulnerable groups. Within the youth population there is strong evidence that girls are particularly at risk. Although female vulnerability to HIV infection is now acknowledged, there are few research studies that focus specifically on issues of gender and youth in relation to HIV prevention.

The GAAP project is made up of researchers (faculty and graduate students) working in several research sites and interested in participatory approaches to working with young people in relation to sexuality, HIV prevention and AIDS awareness.

GAAP has a number of projects and research studies. The overall goal of this work is to develop gender-based analyses of HIV/AIDS that can be used in prevention programs with youth. Current projects include the following:

- “HIV risk, systematic inequities and aboriginal youth: widening the circle for prevention programmes”, Montreal and Toronto (CANFAR);

- The co-sponsorship (with the Wellsley Women's Health Centre) of a community-based arts informed research workshop (June 15th, 2005);
- Partnership "Taking it Global" on the Global Classroom Project, University of Toronto, McGill University (CIDA);
- Development of a new project on youth and voluntary counselling (VCT) with Kenya, South Africa, Germany (SSHRC)

For further information see: www.utgaap.info
or contact June Larkin, University of Toronto
jlarkin@oise.utoronto.ca

7. Media

Magkoba, M., Putting People in the picture. *The Witness*, November 8, 2004

New Unit at Edgewood, Page 3, *UKZNdaba*, Vol. 1 No. 8 October, 2004

8. Public Engagement (Exhibitions and Collections)

8.1 Edgewood Collection

In 2004 the then Head of School (Dr Robert Balfour) wrote to Dean Mwamwenda about the possibility of establishing a Faculty of Art Collection for the Edgewood campus. Dr Balfour is himself an exhibited artist and the idea of a Collection had taken shape in previous months with the donation to the School of a Frans Claerhout painting (Three Labourers) from the EG Malherbe Library, together with the discovery in storage at Edgewood of several paintings by KwaZulu-Natal artists Jos Mhlangu, Daryl Houghton, and S.F. Shangase.

Thereafter, a number of artists donated works (Robert Balfour, Andries Gouws, Ingrid Winterbach, Anne Black, Ekhard Salje, M. Visagie) by other artists or themselves, or gave pieces to the Collection for display on permanent loan. Immediate questions about such donations is, of course, about security and cataloguing. In 2004 the Dean made available a small sum of funding for the purchase of some artistic work (notably the Fran Saunders collages in the Administrative Corridor), and the proper installation and framing of other works. The majority of the artworks now on display were added by Dr Balfour to the Collection throughout 2004. These, mostly oil paintings, are part of Dr Balfour's own collection of paintings. Most are original pieces painted by himself, but a good deal of the others, - other collages by Fran Saunders, oils by Anne Black, Lynne Amos, Valerie Alice, Edin Currie Ward, Lungelo Gumede, Margot Perryman, Francis Callum) were purchased by Dr Balfour and framed by the Faculty fund set up for this purpose.

The Faculty Collection has grown and grown with the arrival of colleagues from the Westville campus who added a number of paintings by V.G. Naik and R.G. McCallum to the collection, and newly established Schools which have sought to add to the Collection

though their own initiative. The Faculty Collection now comprises of well over one hundred paintings and etchings, and these can be seen throughout the building, on the prominent stairwells, in the corridors of the administration, and in public concourses.

An education, and particularly an education for teachers, cannot only be about what is read in books, or viewed on screens, but must also involve the development of the aesthetic. Art opens the viewer to the development of that aesthetic and because it does not communicate in text, it poses questions, suggests possibilities, and interrogates our assumptions about what is regarded as normative.

8.2 ‘Seeing for ourselves.’

‘Seeing for ourselves.’ Teaching in the age of AIDS, Permanent exhibition, Faculty of Education, UKZN.

These photographs were taken by teachers and community health workers in the Vulindlela district of KwaZulu-Natal, South Africa. Both groups work ‘on the front lines’ in terms of addressing the everyday realities of HIV and AIDS in one of the hardest hit regions of Sub-Saharan Africa. Young people, they know, are particularly vulnerable, but finding solutions is not easy. The voices of these two groups are often lost amidst the hoopla of ARV roll-out, policy dialogues about the need to develop ‘teacher proof’ life-skills programs and so on. Even worse their voices are often lost to each other, although they work in the same community and with the same young people!

The teachers and community health workers involved in the project took inexpensive point-and-shoot cameras into their homes, schools and communities. Most had never used a camera before. They explored two pivotal questions: “What are some of the challenges in addressing the high incidence of HIV and AIDS amongst young people” and “What are the solutions?”

The photographs in the collection, numbering more than 500, serve in their sepia expressiveness, as poignant narratives of race, gender, stigma, life, death and despair. We see a school bus waiting to pick up community members on their way to yet another funeral, an 18 year old boy who has just learned that he is HIV positive, and a young girl asking to be photographed on the day her father died. But we also see images of hope: pictures of AIDS Awareness Days in a school, a health care worker walking past a few cows and into the mountains every day to visit a patient, a group of children looking back at their teacher’s camera in an invincible way.

9. Projected Activities, 2005-2006

- ‘Putting People in the Picture’ International Symposium, UKZN, February, 2006
- ‘Visual methodologies for social change’ strand, Rural Education Conference
- ‘Taking action’ International Speaker Series (sponsored by the CVMSC) : February-June, 2006 (June Larkin, Sandra Weber, Nancy Lesko)
- Development of several documentaries on visual methodologies: My Video, My Photo, My Stories (dir. Monica Mak, Jean Stuart, Claudia Mitchell); No Editing Required: Community-based video (See Appendix C)
- Training:

We are exploring the possibility of working with The Valley Trust Video Production department who have identified a need for training and visual materials for work carried out under the Trust. In particular, The Emotionally Safe Schools Programme operating with Mindset could benefit from teacher training in the use of visual methods as they expand their programme running in 700 schools. We will also be looking into the feasibility of providing them with access to visual materials housed by the centre and produced from a local contexts as these could be used in their work to open up conversations on silenced subjects such as HIV related stigma.

We are also exploring work with CAST (Creating Action Spaces for Training) and the Matthew Goniwe Leadership and Governance Centre (Gauteng Department of Education. The Goniwe Centre has identified the need for training in visual methodologies and gender for 100 women involved in an Education Management Programme in 2006. They would like our assistance in developing a training module. The focus will be on the module around photo-voice, photo documentary and video documentary.




Photo: Centre for Visual Methodologies and Social Change Steering Committee (November 2004)

10. APPENDICES

APPENDIX A



Faculty of Education,
McGill University



What is the IVM Project?

The IVM project is an initiative of a group of researchers, artists and practitioners interested in advancing the study and use of visual methodologies in social research. Our work spans a number of countries and research sites including Canada, South Africa, Swaziland, the Caribbean, China and Germany. We are committed to the idea of 'putting people in the picture' by ensuring that participants can 'see for themselves' through the uses of photography, video documentary, performance and so on as tools which are central to the research process. Our work applies in particular to addressing prevention, treatment and care in HIV and AIDS, safe schools, ghetto studies, gender, and poverty.

A tool-space

The IVM project offers a virtual 'tool-space' which contains guides, bibliographies, theoretical and practical writings and examples of visual studies which draw on a number of different visual methodologies. These include photo voice, video and photo documentary, visual art-making, material culture and performance - approaches that can be used as modes of inquiry, modes of representation and modes of dissemination of findings. In so doing the IVM brings together work in Visual Studies, Media Education, Cultural Studies, Entertainment Education, Digital and Culture, related to participatory processes.

An exhibition site

The IVM project site also serves as an exhibition centre for the various visual methodologies and social change studies of team members. Much of our work involves children and young people in 'seeing for themselves'. It also explores the ways in which schools and communities can be at the centre of change.

For further information contact Claudia Mitchell, Faculty of Education, McGill University.
claudia.mitchell@mcgill.ca

<http://www.ivmproject.ca>

Photo voice
Video
Collage/Drawing
Material culture
Photo Documentary
Performance

www.ivmproject.ca

McGill Courses

EDEC 706 Textual Approaches to Research (3 cr.) (masters and doctoral)

This course surveys a range of research strategies emphasizing philosophical, theoretical, historical, narrative, and autobiographical methods of textual analysis. Building on postmodern and post-structuralism frameworks, it will assist students to develop programs of research that do not readily fit existing empirical methodologies for either quantitative or qualitative research. In this course, students will:

- Analyze a variety of approaches to the question 'what is a text?' in research;
- Explore fundamental assumptions between domains of knowledge and new perspectives on the blurring the lines between fictional and "factional" genres of writing;
- Examine the ways in which visual studies (photography, material culture, digital technology) stimulate interdisciplinary explorations of narrative in human understanding;

- Probe the various means of documents and documentary analysis (ranging from government documents and grey literature through to life-history documents)
- Consider the use of autobiography, self-study, and memory work as a means of understanding culture and history.

EDEC 617 Visual Methodologies for Social Change (3 cr.) (masters and doctoral)

This graduate course is designed to explore a spectrum of visual methodologies (photo-voice, video documentary, material culture, performance and other arts-based inquiries) in the context of a ‘research as social change’ perspective on qualitative research. The course will provide opportunities for participants to test out various methodologies and in so doing look at issues of representation, interpretation and ethics. The work will be of particular relevance to those already engaged in research in schools, feminist and gender studies, development studies and youth culture.

Photography exhibitions

Seeing for ourselves

This photo exhibition in the foyer of the Education building curated by Claudia Mitchell was opened in conjunction with the AAACS Conference, April 8, 2005. The photographs in the exhibition were taken by teachers and community health care workers in the Vulindlela district of KwaZulu-Natal, South Africa, and represent the challenges and solutions that they see in addressing the high incidence of HIV and AIDS amongst youth. Coming out of the Mitchell’s research funded by the Social Sciences and Humanities Research Council of Canada and the National Research Foundation of South Africa, the exhibition has been particularly significant in raising awareness both of the issues that teachers are facing, but also of solutions in terms of how teachers themselves can be involved in bringing about change. This is not something that is just about South Africa and already we have seen that many of the beginning teachers at McGill are raising questions about what they can do. The mounting of the exhibition was a collaborative project in that it also involved the input and support of various McGill staff members.



Photo: from McGill Seeing for ourselves exhibit

The Polylogue Gallery (May-June, 2005)*

Photography exhibits been set up in several gallery spaces throughout the building. The 4 exhibits come out of group photo-voice projects involving the students in the Visual Methodologies and Social Change course. We invite you to view these exhibitions, and in some cases, to even interact with them in writing.

Photos: from Polylogue exhibition (2005)



THE POLYLOGUE # GALLERY

The Polylogue gallery is a project of the Visual Methodologies and Social Change course*. It includes four exhibits that come out of group photo-voice projects. We invite you to view these exhibitions, and in some cases, to even interact with them in writing.


Who Cares ?
4th floor outside of Room 437

Rites of Passage
Hanging in main foyer

Developing Perspectives:
Peoples(s) and Place(s) in Political Polylogue
Wall outside of Room 129

McGill:
The Institution is the Message
Inside first floor stairwell

*Word courtesy of the Polylogue Group
**Course EDEC-617 taught by Claudia Mitchell



Where are they? Here is your chance to spot the exhibit. If you are having difficulty, check out the following:

Who Cares? 4th floor outside of Room 437.

Rites of Passage Hanging in main foyer.

Developing Perspectives: People(s) and Place(s) in Political Polylogue Wall outside of Rm. 129

McGill: The Institution is the Message Inside First floor stairwell (transformed into a gallery) across from First floor elevator

* Word courtesy of the Polylogue group.

APPENDIX B

Teaching Modules

UKZN

B.Ed Honours Program

Language & Media / Textual Studies

School of Language, Literature, Media and Drama Education, Faculty of Education, NU

To develop a broad understanding of the role of media in education; to develop a wider understanding of the role the media plays in the life of all learners; to develop language teachers/practitioners in order that they acquire deeper insights into the debates around the nature and teaching of language (or system of signs); to develop methodological approaches and understandings of current policy in the learning area of Communication, Language and Literacy.

Master of Education (Language and Media Studies)

Postgraduate Diploma in Education (Educational Studies)

School of Language, Literature, Media and Drama Education, Faculty of Education, NU

The programme aims to develop professional understandings in the field of critical literacy for all levels of learning. It incorporates language and media education in line with the principles that underpin recent curricular developments

Its purposes are:

- to provide a critical overview of the different paradigms that have informed textual and language practices historically and internationally;
- to develop critical understandings of how language, media and other sign systems function to create and circulate meanings in society;
- to promote a commitment to critical literacy and media education and to provide students with strategies to inform appropriate curricular development and educational practice

Courses

Gender & Media (Graduate Level, Media Language and Critical Literacy)

School of Language, Literature, Media and Drama Education, Faculty of Community and Development Disciplines, Durban

This module aims to develop understandings of the roles that the media plays within the gender order of society. It provides analytic frameworks for investigating the interrelationship between gender and the media, surveys the debates about such an interrelationship, and engages in media analysis that are informed by concerns for gender equity.

Cinematic, Television, & Documentary Narratives (Graduate Level, Media Language and Critical Literacy)

School of Language, Literature, Media and Drama Education, Faculty of Community and Development Disciplines, Durban

The purpose of this module is to examine cinematic, television and documentary narratives within Visual Studies. The Focus will be on contemporary issues in childhood and youth culture. Theories of viewing and spectatorship, and entertainment and pleasure will be considered with particular attention to commodification, globalization and Disney-fication. Ideological and discursive analysis introduces a range of social, political and aesthetic debates in relation to gender, race, class and power.

Media Education and Classroom Practice

Critical Awareness of Language & Media (Graduate Level, Media Education - Textual and Media Studies)

School of Language, Literacy, Media and Drama Education

To develop an awareness of the role that language and media plays in contemporary lives and the correspondingly critical task of education about them; to introduce educators to recent theoretical developments to inform practical engagement in the field of language and media education.

Language & Textual Studies (B.Ed Honours, Language and Media Studies)

School of Education, Durban, Faculty of Education

To develop a broad understanding of the role of media in education; to develop a wider understanding of the role the media plays in the life of all learners; to develop language teachers/practitioners in order that they acquire deeper insights into the debates around the nature and teaching of language (or system of signs); to develop methodological approaches and understandings of current policy in the learning area of Communication, Language and Literacy

The Teaching of Texts (Graduate Level, Media Language and Critical Literacy)

School of Language, Literature, Media and Drama Education, Faculty of Community and Development Disciplines, Durban

This module aims to explore the theoretical and historical development of pedagogical approaches to literacy, to 'reading' and 'writing' of all texts, whether printed, visual or auditory, both nationally and internationally. The pedagogical and social implications of approaches are interrogated. Particular focus is placed on developing critical understandings of how 'Critical Literacy' has been translated into pedagogic practice.

The Theory & Practice of Media Education (Graduate Level, Media Language and Critical Literacy)

APPENDIX C

Documentaries on Visual Methodologies, cinefiche of:

My Photos, My Video, My Story: Teachers and Visual Media in HIV and AIDS Education

My Photos, My Video, My Story is a short documentary about South African educators who share a common experience: using visual technology to reflect on the impact of HIV and AIDs on their community, their learners, and, in many instances, their personal lives. Such experience informs the way they work with youth to approach the same issue, in the classroom environment.

Over the course of a week, the film takes us on a journey to university grounds nestled in Durban's bustling urban industrial zone, and to schools dotting the vast, sun-scorched rural regions of Vulindlela. In these contrasting settings, we encounter individuals who have used digital and analog media to focus on the subject above. They include:

Thembinkosi

Earnest and eloquent, Thembinkosi is a practicing primary school teacher who is also completed his Honours degree at UKZN. A digital photo-essay project about his family, done for a university course, has helped him to cope with his sister's AIDS-related death. His fascination with visual representation to grapple with his own personal loss has triggered his interest in its use as an introspective learning strategy in his own teaching methods. In place of digital photography, he has been encouraging his Grade Six learners to create an art collage about the impact of HIV and AIDS in their daily lives.

Shumbogo Secondary Teachers

In the Shumbogo School, deep in the heart of the Vulindlela midlands, a group of female secondary teachers speak about their use of digital photography to document the effects of HIV and AIDS on their village. We witness the moment in which their explanation of their photos turns into a discussion on the myths or problems of the tribal practice "virginity testing" in relation to female teens and the HIV and AIDS epidemic.

The 2010: We'll Be There Troupe

Zama, Nobuhle, Zola, Nolwaze, and Rokam make up the *2010: We'll Be There* troupe, a loose collective of teachers whose intensive one-day workshop on digital videomaking technology inspires them to create a one-minute video. In it, they explore their feelings about HIV and AIDS from the perspective of educators, community members, close family friend or relative, and parent, and use South Africa's 2010 World Cup event as their piece's thematic backdrop. At

a later point Nolwaze, a principal in a primary school talks about how his grade six class embarked upon their own photo-voice project in which they expose the difficult conditions of their community which give rise to the Absentee Friday's (children working in the market instead of coming to school).

Throughout the film, visual media, whether in the form of a still camera, videocamera, or art collage, play a central role in repositioning their users – South African educators and youth – as active agents of social progression, especially as it pertains to HIV/AIDS awareness campaigns. The educators' potential to instigate positive social change begins with understanding their own views about HIV and AIDS. In this case, working with visual media is a vital way for them to engage in self-study. At the same time, working with visual technology helps them to encourage youth, the country's most vulnerable population, to use visual media to engage with the same issue, at a personal level.

Haunting black-and-white still photos of educators' respective modest neighbourhoods combine with mesmerizing traveling shots of Kwazulu-Natal's urban cityscapes and rural horizon to complement the many voices and faces featured in *My Photos, My Video, My Story*.

My Photos, My Video, My Story: Teachers and Visual Media in HIV and AIDS Education

Duration: 16mins

Directed by Monica Mak, Claudia Mitchell, Jean Stuart

Produced by Taffeta Productions Inc.

in association with

the Centre for Visual Methodologies for Social Change.

Release Date: July 2005