

# Centre for Visual Methodologies & Social Change

Annual Report, September 2005 – September 2006



**Photo: "In My Life": Participatory videomaking workshop at Gobindlovu school (2006).**

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

<http://www.ukzn.ac.za/sllmde/cvsm111.aspx>

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## **1. BACKGROUND**

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The establishment of the Centre for Visual Methodologies and Social Change came out of several initiatives in the Faculty of Education, UKZN but chiefly through two research grants awarded in 2004 related to HIV and AIDS: 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 called *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 Languages, 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**

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

- (1) to advance the study of visual methodologies (photovoice, 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.

### **2.1 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. Young people themselves, teachers and

other community workers all have a key role to play in ‘taking action’” (from *My Photos, My Video, My Story*, 2005).

“In sub-Saharan Africa alone, the number of children who lost one or both parents to AIDS increased from under 1 million to over 12 million between 1990 and 2003. In 2003 alone, 4 million children in sub-Saharan Africa lost both their parents to AIDS” (United Nations Population Fund: *Youth and HIV/AIDS Factsheet, State of World Population*, 2005).

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 also see that teachers and other community workers also need to have a voice in their work ‘on the front lines’.

## **2.2 Partnerships and Affiliations**

There is a partnership between the Centre for Visual Methodologies and Social Change at UKZN and 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.

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

## **2.3 Location**

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) that is also in the process of being digitalized. It also includes several editing stations, video cameras and inexpensive ‘point and shoot’ cameras.

For more information about the Centre, contact Lindiwe Mbhele at 260 3409, or visit the Centre’s website at <http://www.ukzn.ac.za/sllmde/cvsm111.aspx>. Please note that in late 2006, the Centre’s website will be moving to <http://cvm.za.org>.

## 2.4 Management

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

### Director:

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

### Administrator:

Lindiwe Mbhele

### Steering Committee:

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

Naydene de Lange, Associate Professor, School of Education Studies

Claudia Mitchell, James McGill Professor, Faculty of Education, McGill University

Lebo Moletsane, Deputy Dean of Graduate Studies, 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, 2005-2006**

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### **3.1 Invitational Symposium**



*Putting People in the Picture: Visual Methodologies for Social Change.* Killie Campbell Africana Library, Durban, 16-17 February 2006. De Lange N., Mitchell C., Moletsane R., Stuart J., Buthelezi T., Taylor M. & Mazibuko F.

This international interdisciplinary symposium brought together researchers and practitioners from South Africa, Canada and the United States, and involving Wits, Nelson Mandela Metropolitan University, Rhodes, University of Cape Town and KwaZulu-Natal. *For full details see Appendix A.*

### 3.2 Photovoice Workshop

*Global context of AIDS: Youth and photovoice.* Thornwood, Mariannhill, 18-19 February 2006.

As part of the TIG Express Taking It Global Project, 16 members of the Sekwanele Youth Organization participated in a two-day photovoice workshop. The project led to a photo exhibition 'I am a future leader' mounted at the Second Teacher Education Conference on Rural Education, 26-28 February 2006, University and KwaZulu-Natal. Many of the pictures were also part of a larger exhibition at the 16<sup>th</sup> International AIDS conference, Toronto, Ontario, 13-18 August 2006.



### 3.3 “In My Life” Participatory Videomaking Workshops

Members of the CVM with Shannon Walsh, Nancy Lesko, Jackie Simmons and the Sekwanele Youth Organization conducted two one-day video making workshops in March and April in Kuhlekonke and Gobindlovu Schools. Participants included learners, teachers, parents and community health care workers. Themes explored included gender violence, rape, poverty, and HIV/AIDS. Two video documentaries, *Seeing for Ourselves* and *Our Stories*, have thus far been produced from a compilation of the video data that emerged from these workshops. *For a full description of the workshops, see Appendix B.*



#### **4. CENTRE-SPONSORED SEMINARS AND SYMPOSIA**

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Symposium: “Seeing for ourselves: Youth participation and photography in addressing HIV and AIDS” 2<sup>nd</sup> KwaZulu-Natal Department of Education Teacher Development Conference. 24-26 February 2006. Edgewood Campus, Pinetown.

The symposium included a screening of *My Photos, My Video, My Story*, a performance by the Sekwanele Group, and three presentations reflecting university-community partnerships:

1. Naydene de Lange, Relebohile Moletsane and Hamilton Shelembe: “Stigma and Rural Youth.”
2. Jean Stuart: “Finding Frames: Exploring the ethical dilemmas of making photo representations of HIV and AIDS.”
3. Nathi Dubazane and June Larkin: “I am a future leader: Photovoice and the global context of HIV and AIDS.”

“Canadian responses to visual methodologies”: An SLLMDE panel chaired by Claudia Mitchell, 23 February 2006.

Tony Kelly, McGill University “A socio historical reading of the use of the visual in my school.”

Julie Kniskern, Brandon University; “The perils and pitfalls of using photovoice in an online community.”

Shannon Walsh, McGill University; “‘Facing the Truth’: Collaborative video, youth, race and HIV and AIDS.”

June Larkin, University of Toronto “Taking it global through photovoice.”

“Interpreting drawings in research”, with Linda Van Laren, School of Maths Science and Technology, April 2006.

Linda Van Laren has been using drawings-as-metaphor as part of her work with beginning teachers on addressing HIV and AIDS through Maths education. In this working session she presented some of these drawings and invited participants to engage in the interpretive process.

“Ethics, aesthetics and technicalities of exhibition and display”, with Marijka duToit, Department of History, May 2006.

Marijka has been using photography in the South Durban environmental project in a variety of innovative ways. In this session she looked at some of the ways she has been conducting interviews and ‘making visible’ this work (through the visual and audio recordings, working with old photographs, and the work of a professional photographer).

“How can I effectively integrate sexuality education in my classroom teaching?” Lungile Masinga, M.Ed student in the Curriculum Studies specialization, June 2006.

In Lungile’s Masters work, she has been using self-study to find out what her grade 6 learners really want to know about sexuality, and to evaluate her own teaching in sexuality education. This work includes both visual and written narratives.

“Evaluating family literacy through photovoice”, Snoeks Desmond, July 2006.

How can photovoice be used as an evaluation tool? Members of the Family Literacy project offered an interactive session on photovoice itself and used visual examples from the project to highlight some of the advantages of this approach.

## **5. PUBLIC ENGAGEMENT**

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### **5.1 Video production**

*Our Stories/Izindaba Zethu* (July, 2006).

*Seeing for Ourselves/Asizibonele Ngokwethu* (August, 2006).

*Sekwanele Youth Organization: A vehicle for youth empowerment* (September, 2006).

The Centre would like to thank Ruan Henning for all of his work in aiding to edit and produce the aforementioned videos.

### **5.2 Screenings**

*My Photos, My Video, My Story:*

Alumni Association Symposium on Media Education, McGill University, September 2005.

Mafakathini Clinic (Audience: community health care workers, teachers, and community leaders), September 2005.

Education Association of South Africa Conference, Bloemfontein, January 2006.

Putting People in the Picture symposium, Killie Campbell Africana Library, February 2006.

Second Teacher Education Conference on Rural Education, Edgewood, February 2006.

Research symposium, Nelson Mandela Metropolitan University, March 2006.



Matthew Goniwe School of Governance and Leadership, Johannesburg, June, 2006.

*Seeing for ourselves/Asizibonele Ngokwethu:*

Kuhlekonke Senior Secondary School, June 2006.

*Our stories/ Izindaba Zethu:*

Gobindlovu Senior Secondary School, July 2006.

### **5.3 Exhibitions**

“Stigma: Voices of Youth”: Photo exhibition, UKZN, September 2005.

“Seeing for ourselves”: Exhibition in conjunction with the CAPRISA project, Nelson Mandela Medical School, May 2006.

“Women of Kennedy Road”: Exhibition in partnership with the Centre for Civil Societies, UKZN Howard College Campus, May 2006.

“The fight against HIV and AIDS stigma in rural KwaZulu-Natal Schools”: Exhibition at the inauguration of the Vice-Chancellor, UKZN Westville Campus, 2005.

#### **The Fight Against HIV and AIDS Stigma in Rural KwaZulu-Natal Schools**

The photographs in this collection were all taken by learners in the Vulindlela district as part of the ‘*Learning Together: Participatory methods for an integrated approach to addressing HIV and AIDS in rural KwaZulu-Natal*’ project. Educators from the district identified **stigma** as a persistent problem and barrier against prevention and care efforts around HIV and AIDS in their schools and communities. This collection from a photovoice project with Grade 8 and 9 learners in one of the schools participating in the project, tries to identify, understand, and interpret incidents related to stigma and discrimination against people living with, and affected by HIV and AIDS. They all used inexpensive ‘point and shoot’ cameras and ‘on location’ at school, by ‘staging’ their own pictures, explored the pivotal question: ‘What is stigmatisation like in your community?’ They were then asked to write about their photographs. Some wrote in isiZulu whilst others chose to write in English. The isiZulu is translated into English. The photographs in the collection, numbering more than 140, serve in their sepia expressiveness, as poignant narratives of stigma.

Naydene de Lange, Claudia Mitchell, Relebohile Moletsane, Jean Stuart, Thabisile Buthelezi, Myra Taylor, and Fikile Mazibuko.

Acknowledgements: We gratefully acknowledge the support of the RGO, UKZN; the NRF; the Gendering Adolescent and AIDS Prevention project, Social Sciences Research Council of Canada. We also acknowledge our collaboration with the CAPRISA Project of the UKZN School of Medicine.

**Centre for Visual Methodologies and Social Change  
Faculty of Education, Edgewood Campus, University of KwaZulu-Natal**

## **6.0 COMMUNITY OUTREACH**

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### **6.1 Sekwanele Youth Organization**

The Centre for Visual Methodologies has been working closely with the Sekwanele Youth Organization for the past two years. The group has participated in many of the Centre's youth-related activities in Vulindlela (for example, participatory video making workshops, documentary filmmaking, and the Putting People in the Picture symposium). Sekwanele is a non-profit organization working in the Mariannhill and surrounding areas targeting youth. 'Sekwanele' in English means 'It is Enough!' The group aims to:

- develop youth talents in the field of performing arts;
- empower 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 Zinhle Mkhwanazi at 073 501 2982 or Lucky Dubazane at 073 625 5769.



### **6.2 Other Collaborations**

*Using photovoice to study the challenges facing women teachers in rural KwaZulu-Natal*  
(with Myra Taylor, Reshma Sathiparsad and Naydene de Lange, UKZN).

This project explores the challenges facing women high school teachers in a rural district of KwaZulu-Natal. The study used photovoice, an innovative qualitative participatory methodology that utilizes photography to give voice to these teachers. Teachers at two purposively selected high schools in Ugu District were invited to participate in a series of three workshops held at the schools. Gender equity remains a goal for women teachers as they attempt to challenge the many traditional and cultural beliefs and practices disadvantageous to women, and to offer succor and support to needy pupils.

*The women of Kennedy Road*

(with Shannon Walsh, Centre for Civil Societies, UKZN).

How do women shack dwellers position themselves within the struggle for better housing and sanitation, clean water, and better access to medical treatment? In this photovoice project women took pictures of their community. Their photos were exhibited in May 2006 at Howard College as part of a public forum focusing on a feminist analysis of the Zuma rape trial.

*School of English: “What we like and don’t like about our school and community”*  
(with Lungile Zunga, UKZN).

Lungile is a third year Education student in the School of Language, Literacies, Media and Drama Education who started up a Saturday morning ‘School of English’ program, as she calls it, for grade 7 children in an informal settlement just outside of Pietermaritzburg. Drawing on some of the resources of CVM, Lungile went around with the children to their ‘tin’ school and community, documenting the things that need changing. They wrote about their photos, produced posters and presented them at an open house on 31 July 2006. ‘School of English’ activities are continuing and Lungile continues to do her own fundraising.

## **7. FUNDED RESEARCH**

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### **7.1 Current**

#### National Research Foundation

2004 – 2006 *Learning Together: Towards an integrated participatory approach to youth, gender and HIV/AIDS interventions in rural KwaZulu-Natal Schools.* Project leader: Prof N. de Lange Co-investigators: Dr T. Buthelezi, Prof M. Mazibuku, Prof C. Mitchell, Prof R. Moletsane, Mrs. J. Stuart, Dr M. Taylor.

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. The research site is the Mafakathini Clinic in the Vulindlela district as we collaborate with The CAPRISA Project. The fieldwork is complete and papers have been presented and published. Several M Ed students have benefited by acquiring a grant-linked bursary and working as research assistants.

#### Social Sciences and Humanities Research Council (SSHRC)

2004-2006 *Seeing for Ourselves: Youth participation in addressing HIV and AIDS through cultural production.* Competitive grant, University of KwaZulu Natal, Claudia Mitchell (R150,000).

This project, primarily an equipment grant, has supported the development and expansion of the Centre for Visual Methodologies for Social Change. In order to

test out the ways in which cultural engagement through visual methods might work with young people and groups working with young people, it was necessary to first have sufficient technical support.

2005-2006 *HIV Risk, Systemic Inequities, and Aboriginal Youth: Widening the circle for HIV prevention programming.* Canadian Foundation for AIDS Research. June Larkin, Sarah Flicker and Claudia Mitchell (R100,000).

This study looks at the ways in which particularly vulnerable populations of young people in Canada are seeing issues of sexuality and HIV and AIDS in their lives. The project draws on focus groups conducted in rural and urban centres in Quebec and Ontario. Modeled after previous participatory modes of youth in HIV and AIDS programs, the study is meant to look at the ways in which young people themselves can be more meaningfully engaged in HIV/AIDS education.

2005-2007 *TIG Xpress - HIV/AIDS.* Canadian International Development Agency. June Larkin, Luke Walker and Claudia Mitchell (R150,000).

This project involves Canadian and South African youth ‘looking’ through photovoice at the global and structural forces in addressing HIV and AIDS. In phase 1, photovoice workshops were conducted with youth in Toronto, Montreal and Mariannhill. In phase 2 a curriculum guide on photovoice and HIV and AIDS is being developed, to be field-tested in 2006-2007.

2005-2008 *Seeing for Ourselves: Visual methodologies for self-study with teachers in addressing HIV/AIDS.* Claudia Mitchell, June Larkin, Sandra Weber, Naydene de Lange, Lebo Moletsane (R800,000).

This project is meant to address two main facts of life in rural KwaZulu-Natal: (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 photovoice 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 encourage teachers to take an active role in curriculum and community development in relation to HIV and AIDS;
3. to advance the study of visual arts-based methodologies in education through a focus on technical and ethical issues in relation to documentation and visual data.

2006-2007 *Arts-based and Other Participatory Approaches to HIV and AIDS Prevention and Education*. UNESCO/UNAIDS/McGill/University of KwaZulu-Natal. Claudia Mitchell, Bronwen Low and Michael Hoechsmann (R100,000).

This project focuses on developing a web-based tool that draws together projects and studies on youth, the arts and HIV and AIDS education. The project began with a study of over 300 arts-based projects on HIV and AIDS categorized according to the type of intervention (radio documentary, hip hop, soap operas, photography, video, performance, etc).

2006 – 2009 *Looking for a Change*. Claudia Mitchell and Sandra Weber (R500,000).

This project is designed to explore how participatory arts-based visual methods can suggest and support changes in how teachers and their students frame and deal with critical questions relating to the social realities in their own lives. These might range from issues of how to stop violence, discrimination, inequities and injustice, to how to protect the environment, promote peace, equality, health, security, safety, and democracy, to exploring some sense of ‘how we make a difference’ in our everyday lives. This work is used to situate teachers and teacher educators to themselves and their actions within both local and broader contexts and in so doing:

- identify and articulate hopes, aspirations, and situational dilemmas;
- encourage democratic and critical models of teaching and learning;
- promote thoughtful self-critique and critique of the status quo;
- encourage creative thinking to address both practical and theoretical problems;
- communicate their views, ideas, and theories about social change.

2007 – 2009 *Partnerships for a Change: Becoming teachers in changing times*. Claudia Mitchell, David Dillon and Teresa Wilson (R700,000).

This study in Quebec and KwaZulu Natal addresses the challenges of preparing pre-service teachers to take on the rapidly changing situations that they are meeting, or are likely to meet, in teaching today.

*Project Objectives:*

- generate knowledge about how partnerships can be used to enhance teacher education at the present time in local and global contexts;
- build on professional initiatives already underway by attending to the nature of partnership itself, including its benefits and challenges;
- investigate the role of partnerships in creating contexts supportive of formation of teacher professional identities within rapidly changing times.

## 7.2 Pending

De Lange N, Mitchell C, Moletsane R, Stuart J, Buthelezi T and Taylor M (2007-2011). *Digitization and Data Management with Visual Data in Social Research: Giving life (to data) to save lives*. Submitted proposal to NRF in April 2006.

De Lange N, Bhana D, Mitchell C, Moletsane R, Balfour R, Wedekind V Buthelezi T and Pillay, G. (2007-2011). *Teacher Development and Rural Education in the Age of AIDS*. Submitted proposal to NRF in May 2006.

Park, E., Mitchell, C. and De Lange, N. *Giving life to data to save lives: Social uses of photography*. Submitted proposal to SSHRC in October 2006.

Stuart, J., De Lange, N., Moletsane, R. Buthelezi, T., Pattman, R. and Mitchell, C. *Youth as Knowledge Producers: Arts-based approaches to HIV and AIDS prevention and education in rural KwaZulu-Natal*. Submitted proposal to NRF in April 2006.

USAID Project: Rural Teacher Education Project (RTEP) *Leading Change in the Age of HIV/AIDS*. Submitted proposal to USAID in October 2005.

## 8. INTERNSHIP

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Through the McGill Centre for Research and Teaching on Women, Lesley Cohen has been awarded a Canadian International Development Agency (CIDA) internship, to serve as a research intern at the Centre for Visual Methodologies, September 2006 - April 2007.

## 9. POSTDOCTORAL FELLOW

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Monica Mak of McGill University has been awarded a postdoctoral fellowship by the Quebec Government (FQSRC) to conduct a project on collaborative video and HIV and AIDS through Centre for Visual Methodologies, September 2006 - August 2007 (Fieldwork to take place in 2007).

## 10. PROJECTED ACTIVITIES, 2006-2007

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### Conferences and Symposia

- International symposium on self-study and participatory methodologies, to be held in July 2007. *For full details see Appendix C.*
- Participation in the upcoming World Summit on Children and the Media to be held in South Africa in March 2007. <http://www.childrensmediasummit.com>.

### Course development

- Developing an honours module on performance, cultural production, and identity.

### Training and Workshops

- Support and training for an undergraduate video production documenting the transformation of Edgewood campus from a student perspective.
- Capacity-building in working with visual data and the digital archive (both within the centre itself in terms of developing meta-data systems, and also as part of the larger UKZN community on digitization).
- Developing radio documentaries profiling teachers' perspectives on violence in schools.
- Piloting of new applications of visual forms, such as video diaries, in pre-service teaching.

### Research

- Conducting a study on cell phones, youth, and digital learning.
- Developing materials to address gender violence in rural schools.

### Other

- Internships through the Fullbright Foundation and Canadian International Development Agency (CIDA).

## **11. SELECTED PUBLICATIONS**

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### **11.1 Books**

#### Published

Jiwani, Y., Steenberg, C. and Mitchell, C. (2005). *Girlhood: Redefining the limits*. Montreal: Black Rose Books.

Leach, F. & Mitchell, C. (eds.) (2006). *Combating gender violence in and around schools*. London: Trentham Books.

Mitchell, C. and Reid-Walsh, J. (eds.) (2005). *Seven going on Seventeen: Tween studies in the culture of girlhood*. New York: Peter Lang.

## Under contract

De Lange, N., Mitchell, C. and Stuart, J. *Putting people in the picture: Visual methodologies for social change*. Amsterdam: Sense.

Mitchell, C. *On doing visual research: Changing methods, changing worlds*. London and New York: Sage.

Mitchell, C. & Reid-Walsh, J. *Girl culture: An encyclopedia* (2 volumes). Connecticut: Greenwood Press.

Moletsane, R., Mitchell, C. and Chisholm, L. *Mapping a southern African girlhood*. Amsterdam: Sense.

## **11.2 Articles**

### Published

De Lange, N., Mitchell, C., Moletsane, R., Stuart, J. & Buthelezi, T. (2006). Seeing through the body: Educators' representations of HIV and AIDS. *Journal of Education, HIV/AIDS*, special issue, 38, 45-66.

Larkin, J. & Mitchell, C. (2005). Gendering HIV/AIDS prevention: Situating Canadian youth in a transnational world. *Canadian Journal of Women's Health*, 3(2), 62-79.

Larkin, J., Andrews, A. & Mitchell, C. (2006). Guy talk: Contesting masculinities in HIV prevention with Canadian youth. *Sex Education*, 6 (3) 207- 221.

Mitchell, C., De Lange, N., Moletsane, L., Stuart, J., & Buthelezi, T. (2005). The face of HIV and AIDS in rural South Africa: A case for photovoice. *Qualitative Research in Psychology*, 3 (2), 257-270.

Mitchell, C., Moletsane, R. & Stuart, J. (2006). Why we don't go to school on Fridays. *McGill Journal of Education*, 41 (3), 1-17.

Stuart, J. (2006). From our frames: Exploring with teachers the pedagogic possibility of visual arts based approaches to HIV and AIDS. *Journal of Education, HIV/AIDS* special issue, 38, 67-88.

Walsh, S. & Mitchell, C. (2006). I'm too young to die: Danger, desire and masculinity in the neighbourhood. *Gender and Development*, 14(1), 57-68.

### In press

Johnny, L. & Mitchell, C. Live and let live: An analysis of HIV/AIDS related stigma and discrimination in international campaign posters. *Journal of Health Communication*.



Mitchell, C. In my life: Youth stories and poems on HIV/AIDS: Towards a new literacy in the age of AIDS. *Changing English*.

### **11.3 Chapters**

#### Published

Mitchell, C. & Reid-Walsh, J. (2005). Theorizing tween culture within girlhood studies. In C. Mitchell and J. Reid-Walsh (eds.) *Seven going on seventeen: Tween studies in the culture of girlhood* (1-21). New York: Peter Lang.

Mitchell, C., Walsh, S., & Moletsane, R. (2006). Speaking for ourselves: A case for visual arts based and other participatory methodologies in working with young people to address sexual violence. In F. Leach and C. Mitchell (eds.) *Combating gender violence in and around schools*. London: Trentham Books.

Walsh, S. (2006) “‘If I don’t die first’: Fire, water and women in the shack settlements of Durban”. In *Un-Dressing Durban*. Durban: University of KwaZulu-Natal Department of Sociology.

#### In press

Mitchell, C. Weber, S. and Yoshida, Y. Where are the youth in Faculties of Education? In A. Phelan’s (ed.) *Provoking absences in teacher education*. Amsterdam: Sense.

Mitchell, C., S. Walsh, & Weber, S. Behind the lens: Reflexivity and video documentary. In G. Knowles and A. Cole’s *The art of visual inquiry*. Halifax: Backalong Press.

Mitchell, C. Visual arts-based methodologies in research as social change. In T. Marcus’ (ed.) *Shifting the boundaries of knowledge*. Pietermaritzburg: UKZN Press.

### **11.4 Conference Papers**

De Lange N., Mitchell C., Moletsane R., Stuart J., Buthelezi T., Olivier M.A.J. (2006). Photovoice: A tool against the fight of HIV and AIDS in rural KwaZulu-Natal schools. *10<sup>th</sup> European Adolescent Research Association Conference*, Antalya (Turkey) 2-5 May.

De Lange N., Moletsane R., Mitchell C., Stuart J., Buthelezi T. & Taylor M. (2006). Our photos, our video, our story. *EASA Conference*, Ilanga Estate, Bloemfontein, 18-20 January.

De Lange N., Moletsane R. & Shelembe, H. (2006). Stigma and rural youth. In a panel: Seeing for ourselves: Using visual methodologies with teachers, learners and the community to address HIV and AIDS. *Second Teacher Development Conference: Developing Teachers for Rural Education*. Durban, 26-28 February.

- Grossi E. (2006). The I through the eye: Visuals in arts-based autoethnography. *Putting People in the Picture: Visual Methodologies for Social Change (Invitational Symposium)*, Killie Campbell Africana Library, Durban, 16-17 February.
- Mitchell, C. (2006). Children as cultural producers: Interrogating the myth of Pinky Pinky in school toilets in South Africa. *Visual and Material Cultures of Childhood Conference*, Goldsmith's College, 5-7 May.
- Mitchell, C. (2006). From practice to policy: Visual methodologies in social change. *Spencer Foundation Summer Institute*. KwaZulu-Natal, 8-9 March.
- Mitchell, C. (2006). Youth as cultural producers: Working with the visual. *Applied English Language Studies Seminar*. University of the Witwatersrand, 8 May.
- Mitchell, C. (2005). Documents as agents of change. Invited talk as part of the *Power of Objects series*. University of Cardiff, 12 November.
- Mitchell, C., Moletsane, R. De Lange, N. Stuart, J., & Buthelezi, T. (2005). Seeing stigma: Visual methodologies in working with children and young people in the age of AIDS. *International Sociology Conference*, Durban, 24-29 July.
- Moletsane R, De Lange N, Mitchell C, Stuart J, Buthelezi T & Taylor M (2005). Photovoice as an analytical and activist tool in the fight against HIV and AIDS stigma in a rural KwaZulu Natal School. *Kenton Conference*, Mpekwani Resort, 27-30 October.
- Pithouse, K & Mitchell, C. (2006). Looking at looking. *Putting People in the Picture: Visual Methodologies for Social Change (Invitational Symposium)*, Killie Campbell Africana Library, Durban, 16-17 February.
- Pithouse, K. (2005). "No one could not write or tell the story of abuse in school": Coming face to face with the teacher-as-abuser in a South African teacher self-study project, *Discourses of Difference Seminar*, London, UK, 21 February.
- Pithouse, K. (2005). South African teachers exploring diversity in a narrative self-study project, *Conference on Diversity in Education in an International Context*, Verona, Italy, 20-23 April.
- Pithouse, K. (2005). University-based teacher education in the age of HIV/AIDS in South Africa: Priorities and possibilities. *Conference on Cultural Aspects of Sex/Sexuality Education*, London, UK, 25 May.
- Pithouse, K. (2005). "For the future of our young children lies in our hands": South African teachers exploring teacher authority in a narrative self-study project, *30th Annual Conference ATEE: Teachers and their Educators; Standards for Development*, Amsterdam, The Netherlands, 22-26 October.

- Pithouse, K. (2005). "These kinds of situations/contexts were like being inherited or were from generation to generation...": Exploring the use of narrative self-study in academic teacher education, *SAADA Conference: "Transforming from Within,"* Durban, South Africa, 27–30 November.
- Stuart, J., Malibeng, L., & Mopa, M. (2006). From our Frames: What's in a logo? *Second Teacher Education Conference on Rural Education*. University of KwaZulu-Natal, Edgewood Campus, Pinetown, 26-28 February.
- Taylor M, De Lange N, Buthelezi T, Nyawo N, Dlamini S & Sathiparsad R. (2006). Using photovoice to study the challenges facing women teachers in rural KwaZulu-Natal. *Putting People in the Picture: Visual Methodologies for Social Change (Invitational Symposium)*, Killie Campbell Africana Library, Durban, 16-17 February.
- Walsh, S., Mitchell, C., Hoechsmann, M, Low, B., Stuart, J., Islam, F. Tao, R. Wiseman, L., Lightman, N., Cornish, C. Jorgensen, K. (2005). Arts-based approaches to addressing youth and sexuality in the age of AIDS. *Sixteenth International Conference on HIV and AIDS*, Toronto, 13-18 August.
- Walsh, S. (2005). "Pass the Mic!" Girls, video and feminism. *Association for Women's Rights in Development conference*, Bangkok, Thailand. 27-30 October.
- Wood L, Olivier MAJ, De Lange N (2006). Creating Hope. *Health Promoting Schools 2006 Conference*. Stellenbosch, 14-16 September.

### **11.5 Reports**

- Mitchell, C., Hoechsmann, M. and Low, B. (March 2006). Developing a web-tool on arts based and other participatory approaches to HIV and AIDS prevention and education. Paris: UNESCO.
- Mitchell, C. and Kanganyara, P. (January, 2006). Violence in and around schools: Through the eyes of children and young people. Kigali, Rwanda: UNICEF.

### **11.6 Editorial work**

- Guest Edited special issue of *McGill Journal of Education* on HIV and AIDS in Schools (Claudia Mitchell, with N. Muthukrishna), 2006.
- Guest Edited themed issue of *International Journal of Inclusive Education* on HIV and AIDS in South Africa (Claudia Mitchell, with Naydene de Lange and Relebohile Moletsane), forthcoming.

## **12. UNDERGRADUATE AND POSTGRADUATE TRAINING**

Honours Module on Media Theory and Classroom Practice, August-November, 2005.

ACE Module on Media in the Classroom, June-November, 2006.

Honours Module on Critical Awareness of Language and Media, August-November, 2006.

Related Masters and doctoral work:

Jean Stuart. From our frames: Visual arts-based approaches to approaching HIV and AIDS with pre-service teachers. (PhD candidate). (Promoter: Claudia Mitchell).

Edwina Grossi. An ordinary teacher: An autoethnography (PhD, completed 2006). (Promoter: Naydene de Lange).

Maureen St. John-Ward. Bedroom culture: Photovoice, participation and girls' second language learning (M Ed candidate). (Supervisors: Claudia Mitchell and Jean Stuart).

Rekha Mahadev. Indian female youth perceptions of HIV and AIDS in their community (Completed M Ed 2006). (Supervisor: Naydene de Lange).

Helen Lamming. Being HIV and AIDS-affected: The effects on an African female adolescent's school life in KwaZulu-Natal (Completed M Ed 2006). (Supervisor: Naydene de Lange).

Stella Braby Peat. Rural educators' implementation of Curriculum 2005 Arts and Culture learning area: Narrative of the educators (M Ed Candidate). (Supervisor, Jean Stuart).

## **13. LOCAL AND INTERNATIONAL PARTNERS**

### **13.1 Reaching Out To Make A Difference Project**

*South Africa*

Nelson Mandela Metropolitan University. Project Leader: M.A.J. Olivier, Co-investigators: L. Wood, C. Jordaan, N. de Lange, M. Guma and V. Msutwana. (2005-2010).

In this project teachers are assisted in facilitating community projects, using participatory research approaches, which highlight the areas which need intervention, and which become interventions in themselves. Photography-based visual procedures are employed to help explore the experiences of all the stakeholders in the school community in addressing the particular problems they are faced with (e.g. poverty, HIV/AIDS, child sexual activity, etc.) and to identify what is already being done in the community.

### **13.2 International Visual Methodologies for Social Change Project (IVMP)**

*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](http://www.ivmproject.ca), or contact:

Claudia Mitchell, Faculty of Education, McGill University

[claudia.mitchell@mcgill.ca](mailto:claudia.mitchell@mcgill.ca)

Shannon Walsh

[shannon.walsh1@staff.mcgill.ca](mailto:shannon.walsh1@staff.mcgill.ca)

### **13.3 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:

- "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 (15 June, 2005);
- Partnership with "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, and Germany (SSHRC).

For further information see: [www.utgaap.info](http://www.utgaap.info), or contact:

June Larkin, Ontario Institute for Studies in Education, University of Toronto

[jlarkin@oise.utoronto.ca](mailto:jlarkin@oise.utoronto.ca)

### **13.4 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](http://www.digitalgirls.org) or contact:  
Sandra Weber, Faculty of Education, Concordia University  
[sandra.weber@education.concordia.ca](mailto:sandra.weber@education.concordia.ca).

## **14. MEDIA**

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UKZNdaba online edition, September 11, 2006. “Putting People in the Picture.”  
<http://wip.hivan.org.za/arttemp.asp?id=4624>.

UKZN News, “Digital Hope.” <http://www.ukzn.ac.za/news/digitalhope.asp?navid=4>.  
Originally appeared in UKZNdaba 2(12), December 2005.

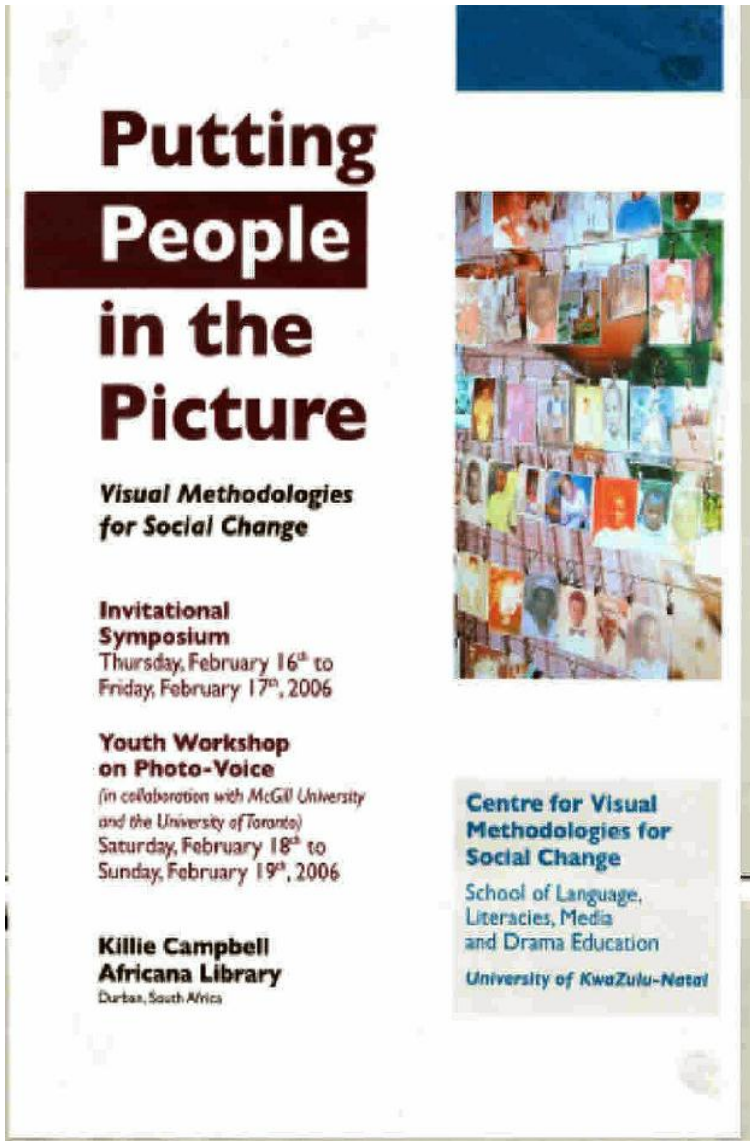
## 15. APPENDICES

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### 15.1 Appendix A

#### PUTTING PEOPLE IN THE PICTURE: VISUAL METHODOLOGIES FOR SOCIAL CHANGE

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**Putting People in the Picture**


**Visual Methodologies for Social Change**

**Invitational Symposium**  
Thursday, February 16<sup>th</sup> to Friday, February 17<sup>th</sup>, 2006

**Youth Workshop on Photo-Voice**  
(in collaboration with McGill University and the University of Toronto)  
Saturday, February 18<sup>th</sup> to Sunday, February 19<sup>th</sup>, 2006

**Killie Campbell Africana Library**  
Durban, South Africa

**Centre for Visual Methodologies for Social Change**  
School of Language, Literacies, Media and Drama Education  
University of KwaZulu-Natal



This invitational symposium focused on methodological issues associated with using photography and video documentary in social research. Presentations centred upon: photovoice, ethical and other challenges of working with visual data, artful engagement, and interpretive frameworks for working with visual data. The symposium opened on Thursday, February 16<sup>th</sup> with a screening of the documentary “*My photos, my video, my story*” and a performance by the Sekwanele Youth Organization. The symposium continued on Friday, February 17<sup>th</sup> with panel discussions and presentations. Presenters included researchers and practitioners of visual methodologies from academic institutions across South Africa, Canada, and the U.S.A.



## PROGRAM

### Day One: 16 February 2006

**17:00 – 17:30** Registration

**17:30** Opening in *The Masekhane Room*

Welcoming remarks:

Prof Renuka Vithal, Dean Faculty of Education

Prof Ahmed Bawa, Deputy VC of Research

Prof Fikile Mazibuko, Deputy VC of Humanities

**18:00** Public Screening of video documentary

### **‘My Video, My Photos, My Story’**

**18:30** Performance within visual methodologies

#### **Wena Wenzani?**

What are we Doing to Make a Difference?

Sekwanele Youth Organization

and

Professor Sandra Weber (Concordia University)

#### **Methodologies for Performing Bodies**

**19:15** Cheese and Wine Reception on *The Veranda*

### Day Two: 17 February 2007

**08:30 – 09:00** Coffee in *The Masekhane Room*

**09:00 – 09:15** Welcome and overview  
Naydene de Lange

**09:15 - 10: 45** **Panel 1: Photovoice**

Chair and discussant: Lebo Moletsane



Marijka du Toit (UKZN). *The Durban South Photography Project: reflections on an ongoing programme of taking, finding and showing pictures in a local context*

Myra Taylor, Naydene de Lange, Thabisile Buthelezi, Nosipho Nyawo, Siyabonga Dlamini, Reshma Sathiparsad (UKZN) *Using photovoice to study the challenges Facing Women Teachers in Rural KwaZulu-Natal*

Caryn Barnes (UKZN) and Tony Kelly (Digby Neck Consolidated School) *East Coast Rural Horizons: Imagining our future selves*

**10:45 – 11:30      Tea and ‘Visual Walk About’**

Rekha Mahadev (UKZN). *Indian female youth, photovoice and HIV and AIDS*

Liz Ralfe (UKZN). *Picturing gender*

Naydene de Lange, Claudia Mitchell, Relebohile Moletsane, Jean Stuart, Thabisile Buthelezi, Myra Taylor, Fikile Mazibuko (UKZN). *The fight against HIV and AIDS stigma in rural KwaZulu-Natal Schools*

**11:30 - 13:00      Panel Two : On ethical and other challenges in working with visual data**

Chair and discussant: Thabisile Buthelezi

Roshan Galvaan (University of Western Cape) *Getting the picture: Whose participation is enabled?*

Jean Stuart (UKZN) *Finding Frames : Exploring the ethical dilemmas of making photo representations of HIV and AIDS.*

Julie Ann Kniskern (Brandon University) *The perils and pitfalls of using photovoice in an on line community*

**13:00 - 14:00      Lunch**

**14:00 - 15:30      Panel Three : Artful engagement**

Chair and discussant: Naydene de Lange

Daisy Pillay (UKZN) *(Re)Visioning Self and Other through Visualizations.*

Greg Norris (St Henry's Marist Brothers College) and Thembinkosi Mbokazi *Where to start? Using collage to explore the situatedness of knowledge about HIV and AIDS in 4 senior primary schools in KZN*

Edwina Grossi (Embury Institute for Teacher Education) *The I through the Eye: Visuals in arts-based Autoethnography*

Shannon Walsh (McGill) *'Facing the Truth' collaborative video, youth, race and HIV and AIDS*

**15:30 – 15:45**      **Tea**

**15:45 – 17:15**      **Panel Four : On interpretive frameworks for working with the visual**

Chair and discussant: Myra Taylor

Denise Newfield (Wits University) *Interpreting visual data in language classrooms*

Kathleen Pithouse (UKZN) and Claudia Mitchell (McGill) *On looking at looking*

Jeanne Prinsloo (Rhodes University) *Reading the pictures and then reading the frames: Thoughts on challenges in interpreting visual texts*

Jenni Karlsson (UKZN) *An ABC for the infernal seduction of field images*

**17:15-17:30**      **Concluding comments : Claudia Mitchell**

Acknowledgements: National Research Foundation (Learning Together Project); Social Sciences and Humanities Research Council (Gendering Adolescence and AIDS Project and Seeing for Ourselves Project).

We gratefully acknowledge the financial support of the Faculty of Education of McGill University and the ongoing support of Dean Roger Slee and the Faculty of Education of University of KwaZulu-Natal and Dean Renuka Vithal.

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## 15.2 Appendix B

### 'IN MY LIFE': PARTICIPATORY VIDEOMAKING WORKSHOPS

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During two one-day videomaking workshops at Gobindlovu and Kuhlekonke schools in rural KwaZulu-Natal, community health care workers, parents, teachers and students came together with researchers from UKZN and members of the Sekwanele Youth Organization to explore issues confronting their lives. Each workshop consisted of 30-35 participants, none of whom had ever worked with video before.

Groups of learners, groups of teachers, and groups of community health care workers and parents were offered the simple prompt: 'what are some of the issues that are important in your lives?' In small

groups of 5-6, participants identified many critical issues ranging from teen pregnancy to gangs, violence, rape and poverty. Several of the youth groups consisted of 'boys only' or 'girls only' although in both schools there was also one mixed-sex grouping.

Amongst one group of girls, the very first issue that was raised in their brainstorming session was "I am worried that I will get pregnant before I finish school". Group members had a chance to vote independently on the topics that they thought were the most salient. Significantly, five out of six of the groups of young people across the two schools chose to document the issue of gender violence, represented through such titles as "Rape at School: Trust No One", "Rape", "Raping and HIV/AIDS" and "Stop Abuse".

The students' diverse treatment of issues of gender violence demonstrates the multi-faceted and seemingly all-pervasive nature of gender violence – at home in "Stop sexual abuse" (where a father rapes his daughter), at school in "Trust No One" (where a male teacher



rapes a female student), and by a gang in "Rape" (where a girl is raped four times).

Participants were given several hours to film their stories in and around the schools. At the end of the day, the resulting videos were screened for all participants to see, allowing them to explore and debrief the issues raised by the project in a community setting. During follow-up workshops at Kuhlekonke and Gobindlovu schools, the original participants of each workshop viewed and critiqued the rough cuts of the resulting documentary films, respectively entitled *Seeing for Ourselves/Asizibonele Ngokwethu* and *Our Stories/Izindaba Zethu*.

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## 15.3 Appendix C

### “SEEING FOR OURSELVES”: UPCOMING SELF-STUDY CONFERENCE

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#### ***“Seeing for Ourselves”: Exploring the practice of self-study in teaching, learning and researching for social change***

CENTRE FOR VISUAL METHODOLOGIES AND SOCIAL CHANGE  
UNIVERSITY OF KWAZULU-NATAL, DURBAN, SOUTH AFRICA  
TUESDAY 3 JULY AND WEDNESDAY 4 JULY

This two-day symposium will explore the practice of self-study in teaching, learning and researching for social change. Although self-study has longstanding philosophical antecedents, it has only fairly recently begun to take shape as a distinct movement in the social sciences. Thus far, much of the growing body of research and literature on self-study has been produced by teacher educators examining their own contextualised teaching to inform and advance both their individual practice and that of the teacher education community. In this symposium, we will take a wide view of self-study to look at its practice across disciplines, in a variety of genres (such as visual and arts-based inquiry, participatory research, practitioner inquiry, action research, narrative inquiry, auto-ethnography, life history and oral history) and by a range of individuals and groups (including teachers, health-care workers, students, activists, community workers, academics, researchers and policy-makers) that are interested in working for social change.

Proposals are invited (in the form of a 200-word abstract, plus brief biographical and contact details) for presentations exploring ‘the self’ as a lens through which to look critically and creatively at not only individual experiences, viewpoints and actions, but also the broader historical, social, institutional, economic and political contexts and issues that situate and interact with them. Presentations should address key questions in the practice of self-study for social change, such as:

*What are the complexities, contradictions and challenges of practicing self-study in teaching and learning and/or researching for social change?*

*What philosophical, ethical and methodological issues arise from the practice of self-study in teaching and learning and/or researching for social change?*

*What contributions can the practice of self-study make to teaching and learning and/or researching for social change?*

Presentations should take up to 25 minutes (including questions) and should be accessible to a broad audience. The organisers wish to encourage a range of presentation styles, including performance and visual and arts-based styles. Group presentations are welcome.

Proposals must be submitted by 31 January 2007. (Please note that places are limited).

Registration fee: R250 (R80 for students.)

Symposium participants will be responsible for arranging their own accommodation and transport.

For further information or to submit a proposal, email Kathleen Pithouse at [kpithouse@gmail.com](mailto:kpithouse@gmail.com).