Centre for Visual Methodologies & Social Change

Annual Report, September 2006 – September 2007

Photo of the Motherwell Project
with Nelson Mandela Metropolitan University, Port Elizabeth, 2007.

School of Language, Literacies, Media and Drama Education
Faculty of Education, University of KwaZulu-Natal
http://cvm.za.org/

UNIVERSITY OF
KWAZULU-NATAL

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1. BACKGROUND

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

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, 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.

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 our administrator at 260 3409, or visit the Centre's website at http://cvm.za.org.

2.4 Management

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

Executive Director:

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

Director:

Jean Stuart, Head of Discipline (Media), Lecturer, School of Language, Literacies, Media and Drama Education

Steering Committee:

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

Naydene De Lange, Associate Professor, School of Education Studies

Relebohile 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, 2006-2007

3.1 Self-Study Symposium

Seeing for Ourselves: Exploring the practice of self-study in teaching, learning and researching for social change. Campbell Collections, Durban, 3-4 July 2007. Organized by Kathleen Pithouse.

This two-day symposium explored 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. This symposium looked at the practice of self-study 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. *For full details see Appendix A.*

Kathleen Pithouse

3.2 Youth As Knowledge Producers: A series of arts-based workshops

Arts Based Workshops. Edgewood Campus, UKZN. April-August 2007.
Jean Stuart, Naydene De Lange, Relebohile Moletsane, Thabisile Buthelezi,
Rob Pattman, and Claudia Mitchell.

Youth as Knowledge Producers draws together, in a unique way, 3 key groups in relation to addressing HIV and AIDS: a cohort of young people preparing to become teachers; a cohort of rural teachers in several rural secondary schools, and a group of secondary school learners. This year the beginning teachers participated in 5 arts-based workshops to learn participatory methodologies that will be used in the development of a *Youth, the creative arts and HIV and AIDS* toolkit.
The workshops included:

(1) *Teachers as Resources: Participatory Processes*, April 18, 2007
This workshop explored a range of participatory methodologies, including one-on-one interviews, group discussions and short writing/drawing exercises. Students were invited to see themselves as resources and diarise their responses to the workshops.

The workshop was facilitated by Rob Pattman, a lecturer in the Dept of Sociology at UKZN, who has considerable experience with regard to gender, sexuality, identities and HIV and AIDS in education through his work on participatory workshops for UNICEF.

(2) *Photovoice and Collage*, April 25, 2007.
The second workshop introduced the processes of photovoice and multimedia collage, and the students collaborated to create a dynamic series of posters.

Collages created by Youth As Knowledge Producers

Jean Stuart, Head of Media, SLLMDE, UKZN facilitated the workshop. Jean is a lecturer at UKZN and Director of the Centre for Visual Methodologies, and has done extensive work with visual methodologies in relation to HIV and AIDS.

(3) *Video making workshop*, May 2, 2007.
In this workshop the students were shown how to operate video cameras and create basic unedited videos. They then worked in groups to write, act, and film short videos about HIV and AIDS.

This workshop was facilitated by Shannon Walsh, Centre for Civil Societies, UKZN; Faculty of Education, McGill University. Shannon is a filmmaker, researcher and social activist currently working toward her Ph.D. in education and anthropology at McGill University.

(4) *Forum and Image Theatre*, May 9, 2007.
This workshop explored how drama and role-playing can be used as an interactive process for addressing social issues, with a focus on HIV and AIDS.

Emma Durden and Seloane Mokuku co-facilitated the workshop. Emma completed a BA in Drama before working professionally as an actress and later a facilitator using drama methodologies for issue-based education with DramAidE and a range of other organisations. She later joined the HIV and AIDS unit at the University of Cape Town, and is a partner in the PST Project, which specialises in theatre for social issues. Selloane Mokuku worked as a temporary lecturer in Drama at University of Lesotho, and for UNICEF Lesotho on various projects on edutainment in HIV and AIDS, and child domestic workers. She is a playwright and a regular current affairs newspaper columnist.

(5) *Hip Hop*, May 16, 2007.
This workshop explored ways hip-hop and other musical genres can be used to address social issues. The students took part in a drumming circle, and then created and performed songs with a focus on HIV and AIDS.

The workshop was facilitated by Ronella Laidlaw and Nella de Waal, both teachers in the School of Social Science, Faculty of Education, University of KwaZulu Natal. Nella de Waal obtained her Masters Degree in Music at the University of Durban-Westville, and is solo pianist, accompanist and performer. She has a passion for people and the Arts, as a power tool to enhance learning and to build better human beings.

Ronel Laidlaw obtained her Masters Degree in Music, and is an accomplished vocalist. Her passion lies in school choirs and she has competed internationally. She is actively involved in promoting Music and the Arts on campus, and creates a platform for students to excel.

(6) *Putting it all Together*, August 25, 2007.
This full day workshop brought together all the beginning teachers and the entire research team to look at ways of drawing together the lessons learned from the arts-based workshops for use in schools in rural

communities. What are some of the barriers to implementation? What are some of the possibilities for HIV and AIDS Education? The beginning teachers explored ways of trialing the various approaches in schools in Vulindlela in October, 2007.

Jean Stuart, Rob Pattman and Claudia Mitchell facilitated the sessions. Individual interviews on workshops were conducted by Kaja Fjell Jørgensen, a research intern at the Centre.

3.3 Participatory Videomaking Workshop

Introduction to Digital Video Workshop (via the "Trigger Video" Approach). Edgewood Campus, University of Kwa-Zulu Natal, July 6, 2007.

This workshop, led by Monica Mak, provided youth who have little or no experience in digital filmmaking with an introduction to short scriptwriting and the use of digital video cameras, for talking about HIV and AIDS with their peers. The objective of this workshop was to enable youth to become the principal creators of educational videos targeting their peers, and to empower youth with technical training in basic digital videography and factual knowledge about youth-relevant social issues. Participants watched a short educational video (for inspiration), and participated in workshops on shooting scriptwriting (a form of scriptwriting), and basic digital camera theory. After the workshops, participants worked in groups to film one-minute educational videos about HIV and AIDS awareness.

3.4 Publishing: *Putting People In The Picture*

Putting People in the Picture: Visual methodologies for social change is the title of a new book edited by Naydene De Lange, Claudia Mitchell, and Jean Stuart of the CVMSC. The book examines the ways in which scholars, practitioners, and activists are using techniques such as photovoice, collaborative video, visual images and performance as both modes of inquiry and modes of representation in social research in Southern Africa. Addressing methodological, interpretive, and ethical concerns in the study of such issues as HIV and AIDS, poverty, and gender violence in and around schools, the book addresses some of the theoretical challenges offered by research that is both visual and participatory. Please see *Appendix B* for the complete table of contents.

De Lange, N., Mitchell, C. and Stuart, J. (Eds.) (in press) *Putting people in the picture: Visual Methodologies for social change*. Amsterdam: Sense, 2007.

3.5 YAHAnet Presentation from the Centre at World Summit on Children

5th World Summit on Media for Children. Sandton Convention Centre, Johannesburg, 25-28 March, 2007.

The 5th World Summit on Media for Children was held in Johannesburg from March 25-28, 2007, and was attended by over one thousand participants – both children and adults – from all corners of the world. On March 27th, 2007, Lesley Cohen, then-CIDA sponsored research intern at the CVMSC, facilitated a presentation on the

development of YAHAnet – Youth, the Arts, and HIV and AIDS webtool. Please see *Appendix D* for more information.

3.6 Rural Teacher Education Project

For four weeks in July and August 2007, twenty-two UKZN Education students were joined by two students from McGill to conduct their teaching practice in the rural area of Vulindlela. The students stayed together in a lodge in Bulwer, travelling each day to the three schools selected for the project. They conducted their teaching practice as well as research in the form of interviews, observation tools, reflective journals and focus groups. It was the first phase of a multi-year project, and an incredible opportunity for the students to gain first hand experience teaching in a rural area. *For full details please see Appendix B.*

RTEP Student Teachers

3.7 Developing and Expanding the CVMSC's website: http://cvm.za.org

"What is in a website?"' An important component of the Centre is its community outreach and international presence. The 'all new' easy-to-upload website created by Edrich DeLange and Lesley Cohen does that. Its management also draws on the skills of a group of interns at McGill University who in the coming year will be assisting in the expansion of the website.

4. CENTRE-SPONSORED SEMINARS

"Transana: Qualitative Analysis of Audio and Video Data." Workshop led by Lesley Cohen, February 2007.

Lesley Cohen led an introductory workshop on Transana, a software programme for analysing video and audio data that facilitates transcription, categorization, data mining and theory building. Faculty participants came from Edgewood, Pietermaritzburg, and Howard campuses.

"Curriculum design and new media" Lee Rother, PhD, McGill University, March 2007.
>Lee Rother gave a talk on curriculum design in relation to media, and taught a post-graduate seminar on Media Theory and Classroom Practice.

"From sonare to videre? Exploring the implications of changing literacies for changing formations and methodologies", Teresa Strong-Wilson, Department of Integrated Studies, Faculty of Education, McGill University, July 2007.

>In her talk at UKZN, Dr. Strong-Wilson explored how storied formations are changing as sonare and videre vie for our attention, and how the visual, in particular, presently figures within literacy formation.

5. PUBLIC ENGAGEMENT

5.1 Video production

Sekwanele Youth Organization: A Vehicle for Youth Empowerment (March, 2007).

The Centre would like to thank Ruan Henning for all of his work in aiding to edit and produce this video.

5.2 Exhibitions

"Things come together: Portraits of pain and possibility in a practicum," Exhibition of RTEP photographs, Kenton Education Conference, Pumula Beach, October 2007.

6.0 COMMUNITY OUTREACH

6.1 Sekwanele Youth Organization

The Centre for Visual Methodologies has been working closely with the Sekwanele Youth Organization for the past three 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.

7. FUNDED RESEARCH

7.1 Current

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 field-tested in 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 and 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:

- 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 and AIDS in their local school communities;
- 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;
- 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.

2005-2010   *Reaching Out To Make A Difference.* Project Leader: MAJ Olivier, Co-investigators: L Wood, C Jordaan, N De Lange, M Guma, V Msutwana.

The research project emerged from a request by Zanoxolo Primary School in the disadvantaged township of Motherwell, Port Elizabeth, for assistance in aiding them to implement strategies to enable them to become a Health Promoting School. They requested our help in assisting them to reach their vision of collaborating with parents and learners to solve the problems raised by adversative issues and "to implement a holistic, coordinated and action-oriented approach to health education in the school community" (Zanoxolo Primary School, 2004). The concept of health does not only relate to physical health, but is concerned also with the mental health and psychological wellbeing of the person. After initial discussion with the school, it became

apparent that there are several schools in the close vicinity where teachers experience the same problems and would like to be included in any initiative that we undertake. The project takes up the above issue through participatory research methodologies, such as photo voice and video documentary.

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.

2007-2008 *YAHAnet- Arts-based and Other Participatory Approaches to HIV and AIDS Prevention and Education*. A partnership of UNESCO,McGill, the Gendering Adolescence and AIDS Prevention project and the Centre for Visual methodologies and Social Change (Claudia Mitchell, Bronwen Low and Michael Hoechsmann (R100,000).

This project focuses on developing an online toolkit on youth, the arts, HIV and AIDS called YAHAnet. The webtool is a vibrant and dynamic approach to addressing youth-based education and advocacy around HIV and AIDS: it will enable youth groups to showcase their projects and network with like-minded leaders of social change, sharing best practices and innovations in the field. YAHAnet is also an acknowledgment of the importance of creative expression and the media in relation to the identities of young people, particularly in the context of sexuality and HIV and AIDS. For more details please see *Appendix D*.

2007-2008 *Youth as Knowledge Producers: Arts-based approaches to HIV and AIDS prevention and education in rural KwaZulu-Natal*. Jean Stuart, Naydene De Lange, Relebohile Moletsane, Claudia Mitchell, Thabisile Buthelezi. (R144,000).

This study aims to engage in what Schratz and Walker would describe as 'research as social change' through an in-depth study of a set of arts-based interventions involving a cohort of beginning teachers, who are themselves young people, and a group of learners and practicing teachers and principals in several rural schools.

Project Objectives:
- To explore how arts-based methodologies can be used with young people in rural schools to create a more youth-focused and learner-centred approach to knowledge production and behaviour change in the context of HIV and AIDS;
- To study the ways that a Faculty of Education can effectively set up a partnership to work with a cohort of young people who are beginning teachers and a cohort of practicing rural teachers and principals and community health workers to contribute to the support of learner-centred arts based approaches to addressing HIV and AIDS;
- To test out and evaluate the particular tools and approaches that can be used to study the impact of these various arts-based approaches within HIV and AIDS education and prevention interventions.

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

2007-2010   *Giving Life (to data) to Save Life (in the age of AIDS):*
Meta-analyses through Digitization of Visual Data in the Social Sciences
Social Sciences and Humanities Research Council of Canada
Eun Park, Claudia Mitchell and Naydene De Lange.

The idea for "Giving Life (to data) to Save Life (in the age of AIDS)" comes out of a recognition of the *successes* of using visual methodology tools such as photovoice to study the social determinants of HIV and AIDS (particularly in working with youth and youth-focused professionals), the *challenges* of fully mining the resulting (and expanding) sets of photographs as visual data, and the *potential* of new developments within the study of digital technology to provide opportunities for librarian/archivists and social scientist researchers to collaborate to develop metadata systems for analysis. While the overarching objective of our work as social scientists is, of course, ultimately to 'save lives' through a deeper understanding of the social determinants of HIV and AIDS, the specific objectives of the study relate to how to 'give life' to the visual data with which we work.

Project Objectives:
- To explore the most effective ways of managing data sets that draw on photovoice data;

- To develop, test out, and implement protocols for meta-analysis which will allow research teams to mine the data most effectively;
- To advance the study of the development of digital archives for health/education research;
- To contribute to the establishment of a 'digital futures' network of social scientists working with photo data, particularly in the area of HIV and AIDS.

2007-2011   *Every Voice Counts: Teacher development and rural education in the age of AIDS*. Naydene De Lange, Deevia Bhana, Claudia Mitchell, Relebohile Moletsane, Robert Balfour, Volker Wedekind, Thabisile Buthelezi and Daisy Pillay (R100,000 per annum).

This project aims to draw together several research areas or nodes, which 'converge' on teacher development in rural education in the age of AIDS. Through a dual focus on an 'asset-based' approach and on participatory methodologies, we have identified five study areas within teaching and learning that we regard as critical if schools are to make a difference in the lives of children and young people in rural areas in the context of HIV and AIDS:

(1) *Reflexive methodologies in studying teachers' lives*: At the centre of this project we would argue, is the specific study of teachers' lives, and the use of reflexive methodologies that contribute to teachers acquiring a greater awareness of themselves as assets. There is a need to build in a recognition of the ways that HIV and AIDS is having an effect on teachers' everyday lives – ranging from dealing with bereavement and loss in the school, through to dealing with bereavement and loss in their own lives.

(2) *School leadership and management*: The studies within this Study Area will explore school leadership through an asset-based 'lens'. Critical questions revolve around the overall effectiveness of 'whole school development': what are some examples of effective leadership within an informal context? How does gender come into play in terms of overall effectiveness? How does leadership play out in relation to taking into account the community and in particular community support for vulnerable children?

(3) *Voices of young people*: Developing a coherent and relevant approach to interacting with children and young people in rural areas is critical. In rural areas where 'every voice counts' it is critical that schools see young people as allies in developing a future for communities. How teachers can engage young people themselves as knowledge producers in addressing HIV and AIDS prevention, education and care is a key question in testing out asset-based approaches in schools.

(4) *Teachers and communities addressing gender violence*: Addressing gender violence in rural schools remains a critical area of concern. As we have seen in our recent work in a rural district, young people are asking

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what life after abuse looks like, a question which implies a lack of understanding of care and counselling, and a lack of opportunity for these voices to be counted or heard. Beyond this, though, what has also become obvious in some of our work with young people is that they themselves are noting the absence of a discourse for discussing gender violence, and for addressing masculinities and femininities amongst the community and in their own homes. There is clearly no one answer except to begin to see it as a cross-cutting issue that runs beyond the school and into the community, and to see the community itself as an asset in creating safe schools and safe communities in terms of the response of the school, the community, parents and so on.

(5) *Partnerships and pedagogies in preparing new teachers:* Increasingly there is recognition that a key dimension of preparing new teachers is the induction in schools. This takes place either as part of formal programmes (teaching practice and learnership) or in the first years of work. Attracting teachers to and retaining teachers in rural schools is significantly dependent on the induction process, and this requires universities and schools to work in partnership – to see each other as assets.

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 2007.

Mitchell, C. Larkin, J., Flicker, S. and Stuart, J. (2009-2012). What difference does this make? Studying youth as knowledge producers. Submitted to SSHRC, September. 2007.

8. INTERNSHIPS

Through the McGill Centre for Research and Teaching on Women (MCRTW), Lesley Cohen participated in a Canadian International Development Agency (CIDA) internship as a research intern at the Centre for Visual Methodologies from September 2006 - April 2007.

Kaja Fjell Jørgensen, from Norway, was a research intern at the CVM from May - August 2007. Summarizing her experience as an intern, she writes:

> *I had an absolutely amazing time in South Africa and at the Center, and one of my best experiences was as a project coordinator in the area of Vulindlela. Here we ran a project (RTEP) around the experience of teaching in a rural school; what it entails to teach when most of the time you have nothing but your two hands to use. It was very educational for me and for the 25 students we brought along for the project. Being in South Africa and working with the people I met there has enormously changed my life.*

Patricia Staniforth and Alice Kits are undergraduate Education students at McGill University in Canada. They conducted their teaching practice and were active participants in the Rural Teacher Education Project in Vulindlela, July-August 2007.

Caitlin Wake was awarded the MCRTW/CIDA internship to serve as a research intern at the Centre for Visual Methodologies from July 2007- February 2008.

9. DOCTORAL and POSTDOCTORAL FELLOWS

Monica Mak of McGill University is a postdoctoral fellow funded by the Quebec Government (FQSRC). Her fieldwork, a project on collaborative video and HIV and AIDS through the Centre for Visual Methodologies, began in July 2007.

Kathleen Pithouse is currently working on her Doctoral study: *Learning through teaching: A narrative self-study of a novice teacher educator* at UKZN, and will be carrying out her postdoctoral fellowship at McGill University.

Faisal Islam is a doctoral candidate at McGill University. His current work is focusing on the issues of partnerships and participatory research and evaluation approaches, especially within the context of international development. He is visiting UKZN to work on the Rural Teacher Education Project as part of his doctoral research.

10. POSTGRADUATE TRAINING

Honours Module on Media Theory and Classroom Practice, February-May, 2007.

Honours Module on Critical Awareness of Language and Media, June-November, 2007.

Related postgraduate work:

Jean Stuart. From our frames: Visual arts-based approaches to approaching HIV and AIDS with pre-service teachers (Completed 2007). (Supervisor: Claudia Mitchell).

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

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

11. LOCAL AND INTERNATIONAL PARTNERS

11.1 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 and AIDS, child sexual activity, etc.) and to identify what is already being done in the community.

11.2 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**, or contact:

Claudia Mitchell, Faculty of Education, McGill University
claudia.mitchell@mcgill.ca

Shannon Walsh
shannondawnwalsh@gmail.com

11.3 Gendering Adolescence and AIDS Prevention (GAAP)
Canada: 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 and 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**, or contact:
June Larkin, Ontario Institute for Studies in Education, University of Toronto; jlarkin@oise.utoronto.ca

12. MEDIA

UKZNdaba online edition, March 28, 2007. "Exciting NRF Education Project." http://www.ukzn.ac.za/ukznonline/onlineissue3.html#14.

UKZNdaba online edition, August 15, 2007. "Rurality, Education and Change: From Passive to Proactive Conceptions of Practice, Research, and Education Development." http://www.ukzn.ac.za/ukznonline/13/onlineIssue13.html#story10.

13. PROJECTED ACTIVITIES, 2007-2008

Conferences and Symposia

- Young Peoples' Lives and Identities in Southern Africa: New directions for research in childhood and youth studies at UKZN, November 28 2007 [co-sponsored with Faculty of Arts].

    This one day symposium will bring together researchers across the university whose work focuses on childhood and youth. One anticipated outcome of the day is creating a knowledge cluster around the area of youth studies. This fits with an emerging international agenda on childhood and youth studies (eg the Rutgers Interdisciplinary Centre on Chilhood Studies).

- Symposium on Ethical issues and Participatory Visual Research, 2008.

    This two day university-wide event will focus on some of the critical ethical issues in working with the visual. The Centre will convene the event and with anticipated support from the NRF will invite several international speakers.

Course development

- Undergraduate study of Media Education will be launched in 2008 with an elective module.

<u>Training and Workshops</u>

- Three board members of the Centre will serve as key experts in the national rollout of HIV modules in all South African higher education institutions as part of the HSRC and White Young Green International's HESA (Higher Education South Africa) commissioned project.

- 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- an ongoing project undertaken with media Honours students.

- Piloting of new applications of visual forms, such as video diaries, in pre-service teaching.

<u>Research</u>

- Conducting a study on cell phones, youth, and digital learning.

- Developing materials to address gender violence in rural schools.

<u>Other</u>

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

14. SELECTED PUBLICATIONS

14.1 Books

De Lange, N., Mitchell, C. and Stuart, J. (eds.) (in press). *Putting people in the picture: Visual research as social change.* Amsterdam: Sense.

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

Mitchell, C. & Reid-Walsh, J. (in press) *Girl Culture: An Encyclopedia* (2 volumes). Conneticut: Greenwood Press.

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Moletsane, R., Mitchell, C., Chisholm, L. & Smith, A. *Mapping a Southern African Girlhood.* Amsterdam: Sense.

14.2 Articles

Buthelezi T, Mitchell C, Moletsane R, N, Taylor M & Stuart J (2007*)* Youth voices about sex and AIDS: implications for life skills education through the 'Learning Together' project in KwaZulu-Natal, South Africa. *International Journal of Inclusive Education*,11(4):445-459.

De Lange, N. (2007) Educational Psychology and the challenge of HIV and AIDS: Opportunity to deliver? *Journal of Psychology in Africa (Accepted)*

De Lange, N, Moletsane R, Mitchell C, Stuart J, Buthelezi T (2007) Photo Voice as an Analytical and Activist Tool in the Fight Against HIV and AIDS Stigma in a Rural KwaZulu-Natal School. *South African Journal of Child and Adolescent Mental Health, 2007,19:19-28.*

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Johnny, L. & Mitchell, C. (2006). "Live and let live" An analysis of HIV/AIDS related stigma and discrimination in international campaign posters. *Journal of Health Communication.*

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

Larkin, J. & Mitchell, C. HIV Risk, Systemic Inequities, and Aboriginal Youth: Widening the Circle for HIV Prevention Programming. *Journal of Public Health.*

Mitchell, C. (2006). *In My Life: Youth Stories and Poems on HIV/AIDS*: Towards a new literacy in the age of AIDS. *Changing English.*

Mitchell, C., Moletsane, R., De Lange, N. Editorial: Every Voices Counts. *International Journal of Inclusive Education.*

Mitchell, C., Stuart, J. Moletsane, R, & Nkwanyana, C. (2006). Why we don't go to school on Fridays On youth participation through photo voice in rural KwaZulu-Natal. *McGill Journal of Education, 41 (3)*, 1-17.

Moletsane, R. Delange, N. Mitchell, C. Buthelezi, T. & Taylor, M Photo voice as an analytic tool in studying youth sexuality. *South African Journal of Mental Health.*

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Park, Eun G. 2007. AIDS Awareness and Prevention through Building Digital Archives. *AIDS Care*. AIDS Impact Conference 2007 Special Issue (in review).

Park, E. Mitchell, C. and De Lange, N.. Social Uses of Digitization on the Context of HIV and AIDS: Metadata as Engagement. *Online Information Review* (in review).

Stuart J. (2006). From our frames: Exploring with teachers the pedagogic possibilities of a visual arts-based approach to HIV and AIDS. *Journal of Education HIV/AIDS special issue 38 (3)*, 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.

14.3 Chapters

Published

Mitchell, C. and Reid-Walsh, J. (2007). Tween culture and digital technology in the age of AIDS. In S. Weber and S. Dixon. *Growing up online*. New York: Palgrave.

Mitchell, C. and Sokoya, G. (2007). New girl (and new boy) at the internet café: Digital divides/digital futures. *Growing up online*. New York: Palgrave.

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

Mak, M. Unwanted Images: Tackling Gender-Based Violence in South African Schools through Youth Artwork. In F. Leach and C. Mitchell (eds.) *Combating Gender Violence in and around Schools* (113-123). London: Trentham Books, 2006.

Mitchell, C. (2006). In my own handwriting: Textual evidence and self-study. In A. Freese, C. Beck, C. Kostnick (eds). *Making a difference in teacher education through self-study: Studies of personal, professional and program renewal.* Toronto: Kluwer (101-118).

Mitchell, C. (2006). Visual arts-based methodologies in research as social change. In T. Marcus (ed.) *Shifting the boundaries of knowledge*. Pietermartizburg: UKZN Press.

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.

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Mitchell, C. and Allnutt, S. Working with photographs as objects and things: Social documentary as a new materialism. In G. Knowles and A. Cole (eds.) *Handbook of the arts in qualitative research: Perspectives, methodologies, examples and issues.* London: Sage.

Mitchell, C., De Lange, N., Moletsane, R. Stuart, J., Taylor, M. & Buthelezi, T. & Walsh, S. (2007). Addressing gender violence in and around South African schools through participatory video. In Ogunleye, F. (Ed.) *The Video Book Project*. Swaziland: Academic Publishers.

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

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

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Weber, S. & Mitchell, C. Imaging, keyboarding and posting identities: Young people and new media. In D. Buckingham (ed.) *Digital identities*. Cambridge: MIT Press.

14.4 Conference Papers

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De Lange, N., Mitchell, C., Moletsane, R., Stuart, J., Buthelezi, T., and Olivier, T. Photovoice: A tool against the fight of HIV and AIDS in rural KwaZulu-Natal schools. *10th European Adolescent Research Association Conference*. Antalya, Turkey, May 2-5, 2007.

De Lange, N & Moletsane R (2007) Participatory video in addressing gender violence in and around schools. (Oral Paper) *Fourteenth International Teaching and Learning Conference*, Wits University, Johannesburg, 26-29 June, 2007.

De Lange, N., Moletsane, R., Mitchell, C., Stuart, J., and Taylor, M. Our photos, our video, our stories. *EASA Conference*, Ilanga Estate, Bloemfontein, January 18-20, 2007.

Mitchell, C. Combating gender violence in and around schools: A case for visual methodologies in policy making. *16th Commonwealth Conference*, Cape Town, SA. December 16-20, 2006.

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Mitchell, C. Mapping youth participation and cultural production through the lens of a 'new literacies in the age of AIDS' framework. *New Literacies Invitational SSHRC workshop*, Memorial University, Newfoundland. October 13-16, 2006.

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Moletsane, R., Stuart, J., De Lange, N., Mitchell, C . Every voice counts: Re-mapping young people's participation through visual methodologies in the Age of AIDS (Symposium) *Fourteenth International Teaching and Learning Conference*, Wits University, Johannesburg, 26-29 June, 2007.

Park, E. AIDS Awareness and Prevention through Building Digital Archives. *International AIDS Impact Conference*, Marseille, France
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Stuart, J., Mitchell, C., De Lange., N, Moletsane, R., Buthelezi, T & Taylor, M
Participatory video in addressing HIV and AIDS in a rural community: A methodology for dialogue? *Third South African AIDS Conference*, Durban, 5-8 June, 2007.

14.5 Editorial work

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Muthukrishna, N. And Mitchell, C. (2006). Themed issue on HIV and AIDS in Education in Southern Africa. *Journal of Education.*

15. APPENDICES

15.1 Appendix A

"SEEING FOR OURSELVES": A SYMPOSIUM ON SELF-STUDY FOR SOCIAL CHANGE

From a three dimensional concrete poem by Marlene de Beer. Title translated: *The road is long and difficult.*

On July 3-4 2007, the Centre for Visual Methodologies and Social Change hosted an interdisciplinary symposium on *self-study in teaching, learning and researching for social change*. The symposium was held in Durban at the Campbell Collections. Presenters came from Christopher Nxumalo Primary School, the Durban University of Technology, the Family Literacy Project, Isibonelo Secondary School, McGill University, the KwaZulu-Natal Department of Education, the University of KwaZulu-Natal, and the University of Technology, Sydney. The themes of the presentations included *self-studies of teachers and teacher educators*, *researching self and taboo/sensitive subjects*, and *bringing awareness of self to teaching and learning*. There were a range of presentation media, including performance, film, and visual arts.

Relebohile Moletsane, Marlene de Beer, Peter Aubusson

A group presentation by Mathabo Khau, Mimi Kunene, Phumzile Langa, Lungile Masinga, Loretta Mkhonta, Relebohile Moletsane & Kathleen Pithouse

<center>**PROGRAMME**</center>

<center>*"Seeing for Ourselves"*
Exploring the practice of self-study in teaching, learning and researching for social change</center>

Venue: The Campbell Collections, 220 Marriott Road, Berea, Durban
Day 1: Tuesday 3 July

09:10 **Welcome** **(Masakhane Room)**
Robert Balfour *(Head of School of Language, Literacies, Media & Drama Education, University of KwaZulu-Natal)*

09:15 **Opening Remarks** **(Masakhane Room)**
Fikile Mazibuko *(Deputy Vice-Chancellor of Humanities, University of KwaZulu-Natal)*

09:25 **Self-study: Shifting the boundary of** **(Masakhane Room)**
knowledge in professional inquiry
Claudia Mitchell

10:00 **Panel 1: Choosing to study self** **(Masakhane Room)**
Chair: Naydene De Lange
Liz Harrison*: The story – a story – my story*
Thelma Rosenberg*: From reflective practice to self-study: Steadying and guiding my future course of action*

11:00 **Panel 2: Journeys of self** **(Masakhane Room)**
Chair: Teresa Strong-Wilson
Peter Aubusson*: An evolving self in metaphor: From sheep dog to travel agent via sex therapist*
Marlene de Beer*: Journey of awareness: A demonstration of identity through design*
Relebohile Moletsane*: Which way does the octopus move? Exploring the evolution of my personal, political and intellectual project of teaching sexuality in education*
Kriben Pillay*: From self-study to self-inquiry: Fictional history and the field of discovery*

13:00 **Lunch & mini exhibition by Marlene de Beer** **(Verandah & Foyer)**

14:00 **Panel 3: Self-studies of teachers and teacher** **(Masakhane Room)**
educators
Chair: Peter Aubusson
Angeline Kunene*: "How can I facilitate learner-centred pedagogy in my work as a subject advisor?"*
Lungile Masinga*: A journey of an African educator dealing with sexuality education in a grade 6 class*
Linda van Laren*: A self-study that counts on a mathematics education with pre-service teachers at a higher education institution for HIV/AIDS integration*

<center>24</center>

Mathabo Khau, *Mimi Kunene, Phumzile Langa, Lungile Masinga, Loretta Mkhonta, Relebohile Moletsane & Kathleen Pithouse: "You get someone's cell number and then, you meet—it's that easy...": Studying ourselves as teacher-researchers in and through group talk*

16:30-17:30   Learning 'race'; Our early experience   (Masakhane Room)
Dennis Francis & Crispin Hemson

**17:45-20:00   Evening function & book launch of *Combating*   (Verandah)
*Gender Violence in and Around Schools***

Day 2: Wednesday 4 July

**09:30   Panel 4: Researching self and taboo/sensitive   (Masakhane Room)
subjects**
Chair: Anthony Collins
Derek Buchler*: (Re)constructing reality: Memories method(ology)*
Mathabo Khau*: Researching female sexuality within a culture of silence: Methodological challenges and innovations*
Jean Stuart*: Unexpected challenges and changes attached to researching student perceptions of HIV & AIDS*

**11:00   Exploring Memory through Performance: (Masakhane Room)
Bona Ngokunye 'Qwasha'/ Hlokumela/
Journeys of Awareness/ Lumkela/ Paar Arivu**
Joan Conolly & DUT research team

**14:00   Panel 5: Bringing awareness of self to   (Masakhane Room)
teaching and learning**
Chair: Relebohile Moletsane
Anthony Collins*: Theory and identity: Accidental lessons from a course in trauma studies*
Angela James*: My journey of developing student teachers personally and professionally*
Kathleen Pithouse*: Learning to cry: Taking a narrative self-study approach to teaching and learning in a postgraduate course on HIV and AIDS in Education*
Teresa Strong-Wilson*: Seeing what I mean: Using visual narratives in self-study methodologies in teacher development*

**16:00   Closing discussion   (Masakhane Room)
Chair**: Claudia Mitchell

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

Editors: Naydene De Lange, Claudia Mitchell and Jean Stuart
Amsterdam: Sense

11. Getting the picture: The processes of participation (Roshan Galvaan)

Section Four: Tools

12. Working with digital archives: Photovoice and meta-analysis in the context of HIV & AIDS (Eun Park, Claudia Mitchell and Naydene De Lange)

13. Transana : Qualitative analysis for audio and video data (Lesley Cohen)

14. The novice visual researcher (Jenni Karlsson)

15. Lessons from postgraduate studies employing photographic methodology (Liesel Ebersöhn and Irma Eloff)

Section Five: Visualising Social Change

16. East Coast rural horizons: Young children draw their futures (Tony Kelly and Caryn Barnes)

17. Drawings and transformation in the health arena (Jean Stuart)

18. Power, race and agency: 'Facing the truth' through visual methodology (Shannon Walsh)

19. The means to turn the social key: the South Durban Photography Project's workshops for first-time photographers (Marijke du Toit and Jenny Gordon)

RURALITY, EDUCATION, AND CHANGE: FROM PASSIVE TO PROACTIVE
CONCEPTIONS OF PRACTICE, RESEARCH, AND EDUCATION DEVELOPMENT
By Professor Robert Balfour

The Rural Teacher Education Project funded by Nedbank, the National Research Foundation, and the Social Sciences and Humanities Research Council of Canada and led by three project leaders (Professors Balfour, Mitchell, and Moletsane) began in earnest in July 2007. Twenty-two education students drawn from the third and fourth year of study of the Bachelor of Education at UKZN and McGill received a number of orientation and training workshops before setting off to the Vulindlela area near Bulwer where researchers from the Faculty of Education's Centre for Visual Methodologies for Social Change have been involved with projects for over four years. An excellent network of schools and health care workers already exists providing an infrastructure supportive of research and community engagement.

Students selected for the RTEP project were chosen with diversity in mind as well as commitment to the education of children located in communities characterised by poverty and isolation. The preparatory phase of the project involved Francis o Brian from the School of Adult and Higher Education who provided students with workshops on research and service learning in communities. Professor Moletsane (Deputy Dean: Postgraduate Education and Research) and Professor Balfour (Head of School: Languages, Literacies, Media and Drama Education) then oriented students towards issues and contexts in which rurality is central, both as lived experience but also as a social and transformative agent in which teachers and community workers often find themselves changed by the context in part because they are ill-equipped to deal with it both from a personal and conceptual perspective. The engagement phase of the project thus involved considerable groundwork as students not only had to be accommodated within close proximity to the communities and schools, but also had to be transported to the schools on a daily basis in order to be properly integrated into the teaching and learning life within this context. The twenty-two South African students, drawn from white, black, Indian and male and female groups were accommodated in Bulwer for a period of four weeks during which time they observed the effects of the strike, assisted with the teaching of the curriculum, and participated in the daily life, administrative and extracurricular activities associated with teaching. The twenty-two South Africans were joined by two Canadian students from McGill, the CVMSC Interns Kaja Jorgensen and Caitlin Wake (from Norway and Canada respectively). The interns coordinated the activities of the students in the schools over the period of four weeks, paying special attention to research and data collection activities. Each day of work was accompanied by briefing and debriefing sessions in which ideas concerning the students' and teachers' perspectives of what is considered to be normal in rural areas, were contrasted and interrogated to make for a rigorous process of self-reflection and triangulation of data. What emerges from such reflections is that education as received by students and teachers is a "placed resource" (Blommaert, 2002, 20) where "resources that are functional in one particular place…become dysfunctional as soon as they are moved into other places". Understanding how such resources as are received by student-teachers can be made effective

across a variety of education contexts (urban, rural, middle class, working class) is the key issue affecting the quality of teaching and learning in 21st century South Africa.

To understand this key issue within the context of Vulindlela Professors Moletsane and Balfour met with the principals (Mr Ngcobo, Mr Nkabeni, and Mrs Ngcobo) of the three schools (KhuhleKonke High, Gobindlovu High, and Mafakatini Primary) prior to the arrival of the students to determine which students could be accommodated at which schools depending on their phase and subject specialisation; this to ensure that the students would be able to integrated into existing curricula. This we believed would ensure that the schools would be able to mentor the students not only in the pedagogic strategies needed for effective teaching in rural, impoverished, and isolated contexts, but also to engage the students in deepening their professional practice. Professors Balfour and Moletsane also attended to professional preservice development of the students whilst they conducted research since professional development in rural areas such as Vulindlela is a focus of RTEP.

Students trialled and developed an observation instrument for their first week, and in their second week organised themselves into the five focus areas of the project: literacy, numeracy, HIV/AIDS education, gender, and rurality. Based on their observation in schools, interviews concerning the five focus areas were developed and then conducted with interested mentor teachers, children, and managers within the schools. One of the primary intentions of this first year of the project is to provide the observation data necessary to conceptualise a theory and pedagogy of rurality. Another project in the Faculty of Education which is examining trends and developments in postgraduate education research (lead by Professors Balfour, Moletsane and Dr Rule) has already begun to identify issues arising from research conducted in rural areas. It is becoming clear that rurality in research is largely conceived as a passive construct in which ignorance, poverty, inertia, isolation, and disadvantage are key assumptions in the research located in such contexts. RTEP aims to disrupt, interrogate, and re-caste such assumptions since data (in the form of observations, interviews, video and photographic material collected by the student-researchers) reveals that far from the passive and negative stereotypes associated with rurality, the very context is transformative, capable of changing behaviour and affecting the motivation of teachers, community workers, and learners. The project leaders in RTEP, together with the student researchers, are beginning to map new boundaries for an area which we believe is key to research at UKZN, much of which is located within rural communities and locales. To frame such work RTEP is already beginning to demonstrate that the very generative and transformative nature of rurality serves both to inform but also delimit the effectiveness of intervention programmes designed, often with the best of intentions in mind, for education, health care, job creation, and poverty alleviation. It remains a startling and disturbing fact that some thirteen years after our first democratic elections, very little has changed in rural areas suggesting that initiatives in teacher education and health care remain for the most ineffective since they do not address systemic challenges. What we believe is needed are programmes that specifically address 'ruralities' as part of the identity core to many rural community based professionals who work in clinics and schools. It is perhaps unsurprising, given the urban-focused, our middle-class teacher education curricula of the past two decades (in which OBE and other participatory pedagogies are endorsed), that education in the rural areas of South Africa remains beset with problems and challenges simply not considered within policy, theoretical, and pragmatic, initiatives. It is for this reason, as far as education is concerned, that RTEP seeks through its research to understanding better the needs of professional workers in these areas since we recognise that the curriculum prepares educators best for an urban and largely resourced context in which the assumptions and resources that

make for effective learning are not easily transferable, but need to be reconceived in order to better serve the needs of teachers and learners in such areas as Vulindlela.

RTEP research is not inexpensive since its transformation agenda requires that significant numbers of students and academics participate in and work with rural communities and teachers, given that students are not only researchers in the project, but are gaining valuable experience and insights into rural locales and the challenges associated with these. A further feature of RTEP is that at east half of the students who have participated in Year 1 of RTEP (as teachers in their 2nd and 3rd years of study) will move into Year 2 of RTEP who, it is anticipated, will then recruit a further wave of students which the Project will locate in a wider selection of rural schools. The project leaders foresee that these and other students, have been integrated and steeped in the issues, questions, and challenges associated with rural education, will then proceed to conduct postgraduate research in rural education, drawing on the data collected in their fieldwork, and deepening their academic engagement with the questions posed by RTEP of teacher education. The RTEP project has cost over R200.000.00 in its first year and the anticipated need for postgraduate support and bursaries has meant that the academics involved have yet to gather more research funding to support Years 2-4. Professors Moletsane, Mitchell, and Balfour will present a number of papers on RTEP data at the 2007 Kenton Conference on Education Research which is being hosted by UKZN in October.

15.4 Appendix D

<u>UNESCO PARTNERSHIP ON YOUTH, THE ARTS AND HIV & AIDS</u>

McGill University, the Gendering Adolescence and AIDS Project of the Univeristy of Toronto, and the Centre for Visual Methodologies are currently heading up a project with UNESCO's Culture and HIV division in Paris to develop a webtool on youth, the arts and HIV & AIDS called *YAHAnet*. The webtool is a vibrant and dynamic approach to addressing youth-based education and advocacy around HIV & AIDS: it will enable youth groups to showcase their projects and network with like-minded leaders of social change, sharing best practices and innovations in the field. *YAHAnet* is also an acknowledgment of the importance of creative expression and the media in relation to the identities of young people, particularly in the context of sexuality and HIV & AIDS.

The project itself started a year and a half ago, when the team joined up with a group of interns and graduate students to perform an assessment of the emerging community of youth groups that work in the field for UNESCO. After studying over 300 organizations and conducting interviews with sixty of them, it became clear that the groups use many creative approaches to 'getting the word out,' which include photography, hip hop, graffiti, story telling, radio drama, forum theatre, and music among many others. It also became evident that these groups really wanted a community forum that would help to further their work.

The concept of the webtool was officially 'launched' at the Fifth World Summit on Media and Children held in Johannesburg, March 24-28, 2007. The webtool, which is currently being field tested in South Africa, Chile and Canada, offers video, audio, and image galleries where groups can share the work they have done and a searchable database of literature on how and why to use the arts for social change.

There are also several broader uses for such a webtool. One of these is the recognition on the part of many of these organizations – as well as those who work as practitioners and researchers in the area of youth and HIV – that there is a need for such groups to remain up-to-date on "the trigger" information on health and behaviour relevant to HIV & AIDS and young people, such as statistics, new findings about prevention, research and so on. As such, the webtool will also serve as a clearinghouse for this kind of information.

A second issue relates to ensuring that groups have access to relevant information about how to report, monitor, and evaluate their arts-based programs, which are all critical to ensuring a program's funding. Indeed, the assessment of arts-based initiatives is an area that is under studied – and an area where the webtool could provide direction for youth organizations. Consequently, the webtool will have how-to guides that groups can customize according to their needs that will address such issues as program start-up, evaluation, and fundraising.

Finally, a webtool like *YAHAnet* can deepen an understanding of culture in addressing HIV and AIDS. The social networking component of this tool will support richer possibilities for the participation of youth as co-researchers in this area.

The value-added for McGill, the University of KwaZulu-Natal; the Gendering Adolescent AIDS Prevention Project, University of Toronto; and Planet You (the designer) is that it offers an opportunity for working in a meaningful way with youth organizations such as Head and Hands in Montreal and the Sekwanele Youth Group in Mariannhill. However, more than anything, the research team is seeing it as a project that links up to the enthusiasm, energy and expertise of our graduate and undergraduate students. Four undergraduate interns worked on the webtool at McGill l during the May-July 2007 and another group of interns are working on it between September and November 2007. www.yahanet.org will go live on September 1, 2007 and will be officially launched on World AIDS Day, December 1, 2007.