

Centre for Visual Methodologies for Social Change

Annual Report, September 2008 – October 2009



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

<http://cvm.ukzn.ac.za>



A Message from the Directors...

It is with a great deal of satisfaction that we now can look back at 5 years of exploring the use of visual methodologies for social change in our work in the Faculty of Education, University of KwaZulu-Natal and in local schools and communities. Although we have not had a splash event to celebrate our five years in existence, perhaps the greatest testimony to our success after five years is the fact that it is 'business as usual'.

As can be seen in the pages of this report, September 2008 to October 2009, the Centre has been busy with the hosting of two national/international symposia, the publishing of a number of books, with several others 'under development' or 'in press', along with many conference papers, articles and book chapters. However, the newest achievement relates to the growing number of requests by other universities, both nationally and regionally, for workshops and training on the use of visual methodologies in research. In the last year we conducted four workshops in the country, reaching approximately 80 academics and graduate students, and one in Rwanda that also involved colleagues from the Democratic Republic of Congo, Tanzania and Ethiopia and across a range of faculties including Agriculture, Education, Psychology and Design. The growth of community outreach by universities means that we anticipate an increase in participatory methodologies as interventions and as research. A celebration of the university's community involvement was held by UKZN in October, 2009, with the Centre for Visual Methodologies playing an important part. Broadly speaking we see this work as particularly critical in the context of partnership-building. However, more specifically it is linked to working with young people 'in the age of AIDS' and in the context of participatory cultures, new media and social action.

We thank all our colleagues at UKZN, in local communities, and internationally, who have supported us thus far, and we look ahead to the next five years of exciting new ventures in working with visual and other participatory methodologies.

Claudia Mitchell, Jean Stuart and Naydene de Lange

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1. HISTORY

The establishment of the *Centre for Visual Methodologies and Social Change* (CVMSC) came out of several initiatives by the Faculty of Education, UKZN, but chiefly through two research grants awarded in 2004 related to HIV&AIDS, i.e. the *Learning Together Project*, funded by the NRF and headed up by Naydene de Lange, and the *Seeing for Ourselves Project*, through the *Competitive Grant* 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 signalled 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. It was at the time that this module and the accompanying workshops were being presented that the Centre ‘came to be’.

Now, having celebrated its fifth birthday in September 2009, the CVMSC has been officially authorised to operate under the name of ‘centre’ at UKZN. Our work in the CVMSC over the past five years, particularly in the Vulindlela district of KwaZulu-Natal, has been committed to the idea of working with schools and the community clinic in one area of the ward with an “intensification for results” approach to development. The centre-piece of this work has been the use of participatory methodologies such as photography and video to engage learners, teachers, community health care workers and parents in addressing HIV&AIDS-related issues and to see themselves as their own resources. Driving this work has been a core team of about a dozen South African and Canadian researchers, along with a group of postgraduate students.

Going into its sixth year, the CVMSC, with its focus on community engagement through visual methodologies, has moved into the regional/international arena. It has co-sponsored workshops across the province and throughout the country, and now in other parts of the continent. Recently, in November 2009, a five day programme on participatory visual methodologies for social change was held at the Kigali Institute of Education, in Rwanda, involving participants from Tanzania, Ethiopia, the Democratic Republic of Congo and Rwanda.

2. PURPOSE AND ORGANIZATION

The CVMSC has several main purposes:

- 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;
- 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;
- 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 extend and investigate 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 is in sub-Saharan Africa. Young people themselves, teachers and other community workers all have a key role to play in ‘taking action’” (from *Our Photos, Our Videos, Our 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 UKZN—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 need to have a voice in their work ‘on the front lines’.

2.2 Partnerships and affiliations

There is a partnership between the CVMSC 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 CVMSC’s website is also linked to its partner sites, International Visual Methodologies Project www.ivmproject.ca, the 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 material on visual methodologies and visual documentation (visual research data, photo novella posters, posters, photographs, video documentaries, 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 27-31-2603409, or visit the Centre’s website at <http://cvm.ukzn.ac.za>

2.4 Website - <http://cvm.ukzn.ac.za>



The new look of the CVMSC Website

2.5 Management

The CVMSC 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

Co-Director:

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

Naydene de Lange, Head of Discipline (Educational Psychology), School of Education
Studies

Management Team:

Dr Jean Stuart
Prof. Claudia Mitchell
Prof. Naydene de Lange

Administrator:

Suzette Hattingh

Contact details:

3. KEY ACTIVITIES, 2008-2009

3.1 EVERY VOICE COUNTS: TEACHER DEVELOPMENT AND RURAL EDUCATION IN THE AGE OF AIDS

The NRF funded Research Niche Area: “Teacher development and rural education in the age of AIDS,” (2007-2011) takes as its broad goal the notion of drawing together several research areas which ‘converge’ on teacher development in rural education in the age of AIDS:

- (1) Reflexive methodologies in studying teachers’ lives,
- (2) School leadership and management,
- (3) Participation of young people in addressing HIV and AIDS,
- (4) Teachers and communities tackling gender violence in and around the schools,
- (5) Partnerships and pedagogies in preparing new teachers for new times.

The team members are De Lange N (Project Leader), Bhana D, Mitchell C, Moletsane R, Balfour R, Wedekind V, Buthelezi T and Pillay, G.

3.1.1 Study Area 1: *Teachers’ Lives*

Daisy Pillay, with her M.Ed student Sheeren Saloojee, has now completed the data production and analysis for Sheeren’s study titled, “*Portraits of Rural Schooling: What does it mean to be a teacher in a rural school?*” The writing up of the full research dissertation is nearing completion and Sheeren will be submitting her dissertation at end of 2009. Two papers on the preliminary findings have been presented, one at the EASA conference and another at the International Symposium, *Every Voice Counts: Critical partnerships for teacher Education and Rural Communities*. These papers are being prepared for publication. Further work is being undertaken exploring learners’ experiences, through the drawings and poetry of their teachers, who teach in rural schools. This data is being



analysed and is yielding interesting results. In addition to exploring the lives of rural teachers, it is of equal importance to explore the lives of principals working and managing schools in rural settings. Principals are the key to ensuring the success of schools and how they work. This holistic understanding of rural schooling has led to further planning of research studies with two principals for a possible Masters study in 2010 entitled, “*Principals’ lives: Understanding schooling in rural settings.*”

3.1.2 Study Area Two: *School Leadership and Management*

Another of our studies included how management engages with the issue of vulnerable children in schools. This research was based on a master’s study by Fumane Khanare, who was supervised by Naydene de Lange, and who passed her degree cum laude! She presented her findings at the international symposium, *Every Voice Counts: Critical Partnerships for Teacher Education and Rural Communities*, held in February 2009 and has subsequently published a chapter, “*We are not alone: Taking an asset-based approach in responding to the needs of orphaned and vulnerable children*”, in the book, “*Teaching and HIV&AIDS in the South African Classroom*”, edited by C. Mitchell and K. Pithouse, and published by Macmillan.

In August 2009, the proposed plans of Relebohile Moletsane and Vitallis Chikoko to engage the School Management Team (SMT, consisting of the principal and the heads of each department) of

the two schools came into being. The aim was to use self-reflecting activities with a view to improving their leadership and management performances. One school in particular has been approached with a view to develop an appreciation of the importance of the leadership and management role of the SMT. What we have learnt is that this should be carefully negotiated with first the principal and SMT and also with the whole staff. The principal, with the SMT and staff members, should negotiate the research agenda, which once again engages in research as social change. The focus is rural-centred, with HIV and AIDS, and gender-based violence in the foreground. This study is underway, and a one-day workshop with the SMT members, staff and the School Governing Body (SGB) has been held at Calderwood and a SWOT analysis has been undertaken. A second workshop was held to develop a plan of action. A third workshop was planned for November 2009 with the view of bringing together the SMT, staff, learners, SGB and the community, to engage with each other on how to collectively improve the school experience.

3.1.3 Study Area Three: Working with youth and children

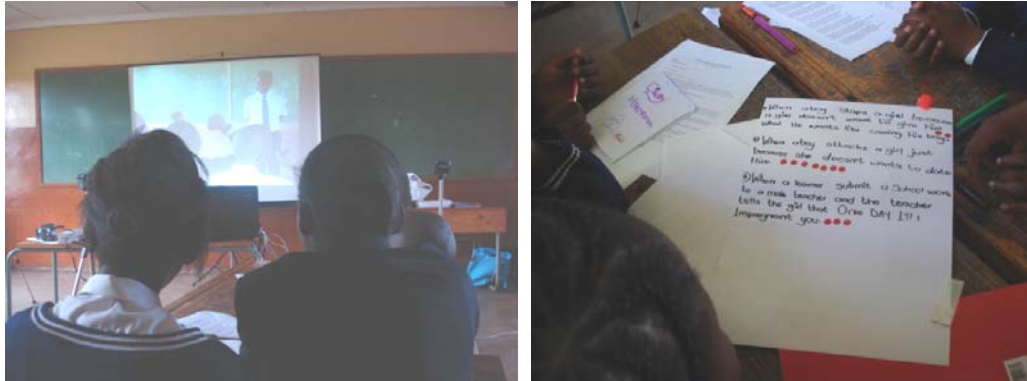
This study draws together, in a unique way, three key groups in relation to addressing HIV and AIDS: a cohort of young people preparing to become teachers; a cohort of teachers in several rural secondary schools, and a group of secondary school learners.

In 2008, a draft Toolkit based on prior research was developed. It highlighted ways of using participatory arts-based methodologies including photovoice; collage; video making; forum and image theatre; and hip hop. Pre-service teachers then trialled its usage for extra-mural activities in rural schools. A number of these students facilitated these arts-based methods in a UKZN module in order to pass on their knowledge to pre-service guidance teachers. Further refinements of the toolkit resulted from its introduction to another cohort of student teachers through two workshops in 2009 to prepare them for implementing visual participatory methodologies in the schools. The Toolkit (referred to in the 2008 report) is now ready for publication. Through these activities and reflective debriefing we were able to identify some of the possibilities for using arts-based approaches for HIV and AIDS education and also possible difficulties. This was written as a chapter, “*What difference does this make? Studying South African youth as knowledge producers in the age of AIDS*”, in “*Applied Linguistics in the Field. Local Knowledge and HIV/AIDS*”, edited by C. Higgins and B. Norton, and published by Multilingual Matters. Dominic Ndengu, a PhD candidate, contributed to this study through his exploration of the vulnerability and resilience of adolescent learners to HIV & AIDS. He drew on visual participatory methodologies with youth. He has completed the data collection and analysis and is finalising his thesis to be submitted for examination shortly.

3.1.4 Study Area Four: Community Partnership in addressing gender-based violence

This study headed up by Naydene de Lange, Claudia Mitchell and Deevia Bhana, has led to the publication of several articles related to the use of participatory video. These include: “What can a woman do with a camera? Turning the female gaze on poverty and HIV/AIDS in rural South Africa.” *International Journal of Qualitative Studies in Education*, 22(3), 315-331, and “Women and community-based video: Communication in the age of AIDS”, *Agenda*, 77, 19-31. Naydene de Lange and Mart-Mari Bosch, an NRF funded student, have also taken up participatory video work with the secondary school learners in addressing gender-based violence, envisioning how learners can make their schools safe. Data generation has been completed and the work is now in the analysis phase. Mathabo Khau, an NRF funded student, in the second year of her PhD, and supervised by Deevia Bhana, has completed data generation and is writing up her findings. She has disseminated her findings by publishing three chapters, “‘We are also human...’ How do teachers’ own sexualities affect how they deal with HIV & AIDS in the Classroom?” in Mitchell, C. & K. Pithouse (Eds.), *Teaching and HIV & AIDS*; and “Dressing death: Gender and the politics of dressing the widow” and another, “Gender and the politics of the Basotho blanket”, in Moletsane, R. & Mitchell, C. (Eds.) *‘Was it something I wore?’ Gender, dress and material culture in social research in South Africa*, published by HSRC Press. Jessie Karam, a MPH student from Canada,

supervised by Claudia Mitchell, has also contributed to the third study area, through her work, entitled: *Rural Community Healthcare Workers: Actors for Social Change of Gender Based Violence in the context of HIV & AIDS*. The research aims to provide an opportunity for health care workers to explore the experiences of their day to day challenges, tactics, strategies and lessons. The research aims to identify channels that can be strengthened so as to improve the connection of their work with that of those in the education system. This, it is hoped, will contribute towards the reduction of HIV transmission amongst vulnerable young women who are exposed to gender-based violence, which is often the indirect cause for the spread of HIV.



Learners at Kuhlekonke Senior Secondary School engaged in video documentary work around gender-based violence

3.1.5 Study Area Five: Partnerships and Pedagogies in preparing New Teachers

This study area focuses on what can be learnt in terms of a pre-service teacher development, but also in-service teacher development, and school change when approximately 20 pre-service teachers are placed in two rural schools for their professional practicum experience. This year (2009) was the third year of the project, the Rural Teacher Education Project (RTEP). Third and fourth year students are offered diversity in their preparation through working in a rural context. However, this study area also offers the participating schools the opportunity to have enthusiastic, well trained and well supported pre-service teachers working in their community. UKZN supports the mentor teachers through workshops on mentoring, but also in various curricular areas such as Science Education and IT, and in relation to HIV and AIDS. Through the eyes of the pre-service teachers and their after school engagement projects, and reflective journals, along with the participation of UKZN staff, this study area provides valuable, up-close data on the needs of rural schools. Ultimately, this work is feeding back into the B.Ed programme, the life of the faculty more generally, and the mission of the university around issues of rurality. Pre-service teachers have drawn attention to issues of food insecurity and gender violence, but they have also helped to draw attention to ways of engaging learners in taking care of their environment. Critically, this study area is contributing to a revised agenda on what it means to provide for diverse contexts in pre-service teacher education in South Africa, especially in relation to a number of questions including: What kind of preparation is required for the pre-service teachers in the age of AIDS? What kind of support is needed? How does this model contribute to building a community of practice? This study area is also helping to explore the issue of ensuring more efficient and more meaningful Practicum experiences. By assigning a cohort of pre-service teachers to only a few schools, they themselves learn what it means to be a part of a community of practice. This model, as we are seeing in the study area, also means that there is a greater capacity for professional development for the schools as well. Although this is applied to rural contexts, it clearly has practical implications for working with pre-service teachers in urban, peri-urban and township schools. We are seeing that such an approach has the potential to radically alter (and improve) the delivery of the Professional Practicum in South African faculties of education. The study area is also contributing to greater community involvement (both for the schools themselves and the pre-service teachers). Linkages have been forged with a local clinic (that is now focusing on adolescent

health in the context of HIV and AIDS), the Department of Agriculture and school gardens, along with an after-school engagement programme. Faisal Islam, a PhD student from Canada, and supervised by Claudia Mitchell, has contributed to this work in evaluating the work done in the study area. In 2008, Faisal Islam produced the second of his evaluative reports on RTEP: “Teacher Education for Rural Schools.” There is now also an edited book, *Partnerships for Hope*, under development (Edwin Mellon).

3.2 YOUTH AS KNOWLEDGE PRODUCERS: ARTS-BASED APPROACHES TO HIV AND AIDS PREVENTION AND EDUCATION IN RURAL KWAZULU-NATAL.

This NRF funded project (2007-2009) is headed up by Jean Stuart (Project Leader and Principal Investigator), with co-investigators Naydene De Lange, Relebohile Moletsane, Thabisile Buthelezi, Rob Pattman and Claudia Mitchell. The aim of this project is to trial innovative participatory and arts-based methodologies with pre-service teachers so that they acquire the skills to tackle HIV-related challenges. The project takes place in schools with learners and in-service teachers. One of the outcomes is the development of a media toolkit for pre-service teachers to take into schools for further work with in-service teachers. Project objectives include: (1) exploring how arts-based methodologies can be used with young people in rural schools; (2) studying the ways that the university can effectively set up a partnership to work with a cohort of young people who are emerging teachers together with a cohort of practicing rural teachers and principals and community health workers. The purpose being to contribute to the support of learner-centred arts based approaches to addressing HIV and AIDS.

In 2008 and 2009 we consolidated the learning gained through workshops into the use of arts-based methods of teaching in relation to HIV and AIDS issues. In these workshops peer educators, who are also pre-service teachers, were encouraged to develop themselves as resources as they experimented with hip-hop, forum and image theatre, video making, collage and photovoice before taking them into a rural school and using them to position learners as knowledge producers. Findings from this work helped shape an arts-based toolkit which was given to students involved with the Rural Teacher Education Project together with a further workshop to assist them with using arts-based approaches in their teaching context. Teachers supplied with this toolkit were supported in the field by a workshop offered by Professor Pattman and Dr Stuart. The objective was to highlight ways in which, as methods, photovoice and skilled and well focused question techniques could contribute to addressing issues around for example gender which were emerging in the school environment. Presentations made by students of this RTEP group showed students endorsing the effectiveness of several of the arts-based methods in the toolkit, particularly hip hop, poetry and drama, in after school programmes.

Following this period in the schools, several of the YAKP students took up an invitation to introduce the effectiveness of these methods to peer educators studying a guidance module on their own home campus at University of KwaZulu-Natal. In these sessions, and to broaden the teaching palettes of peer teachers, they chose to demonstrate how hip hop, poetry and image theatre can address HIV related issues and emotions.



As an invited guest of a UKZN guidance module and using the YAKP toolkit as a starting point this RTEP pre-service teacher demonstrated how image theatre could enhance poetry writing addressing emotive issues related to HIV/AIDS.



The video taped sessions of such sessions were carefully scrutinised by the YAKP students afterwards as they reflected on their own method delivery to their peers. This is suggestive of the depth of reflection promoted by layers of arts-based methods

Work on adjustment to this toolkit has continued in 2009 with the assistance of two enthusiastic CVM interns; Jess Smith and Dorothe Raht, and voluntary input from a young German graphic designer, Martin Brombacher. We were again able to hand out further toolkits for pre-service teachers to work with during Teaching Practicum 2009 and to provide some training on how to work with the toolkit and arts-based methods.



In this introductory workshop drawing on YAKP arts-based methods, RTEP 2009 pre-service teachers, experiment with forum theatre

The project “Youth as Knowledge Producers” (Stuart et al.) interlinks as a node with the work of De Lange (Project Leader), Bhana, Mitchell, Moletsane, Balfour, Wedekind, Buthelezi, and Pillay, (2007-2011), *Teacher Development and Rural Education in the Age of AIDS*, - an NRF Research Niche Area. We are grateful to the NRF and McGill University, who have made provision for further funding which now makes it possible to continue with this project until 2011.

3.3 RURAL TEACHER EDUCATION PROJECT (RTEP) (See also Study Area Five above)

In 2009, as a follow up to the placement of student teachers from UKZN in rural schools in the Vulindlela district for their four week practicum in 2007 and 2008, we worked with the teachers and principals of two secondary schools, and 23 student teachers. From 20 July to 14 August the student teachers, along with three interns attached to the project, a visiting McGill faculty member and various members of the UKZN staff stayed at Calderwood Lodge and worked in the schools. The RTEP was funded through the NRF Research Niche Area: Every Voice Counts, along with support from Toyota and Social Sciences and Humanities Research Council of Canada.

Two evaluation reports produced in 2007 and 2008 by Faisal Islam, a doctoral student, formed the basis for revised programming. RTEP in 2009 followed up on the recommendations as noted below:

- One faculty member should stay with the group most of the time and focus specifically on the Professional Practicum requirements;
- There is a need for closer contact with the schools and mentor teachers starting with mentor workshops at the beginning of the project;
- There is a need for students to get actively involved with after school projects and to establish a good relationship between students and learners;
- There should be strong support from the interns and faculty member to assist students with their teaching and after school projects;
- There should be greater involvement of UKZN staff: Staff to be encouraged to join the project and assist the school in their development;
- There is a need for greater attention to the research possibilities;
- There should be stronger support for the schools to use their equipment that they received (each participating school received a laptop, lcd projector and digital camera. UKZN, A related project (Digitizing Data) provided an internet hookup and is providing some training on managing the set up;
- There is a need for stronger support for community engagement and to assist and develop the school;
- There should be greater visibility within the Faculty as a whole for the possibilities for rural teacher placements. (To this end, the student teachers were involved in a Symposium at UKZN on October 8 to present their work).



Student teachers ready to set off to Vulindlela

This year 3 Norwegian students joined the project and stayed with the cohort for the 4 weeks duration in Vulindlela. They were 3rd and 4th year students. Their University allowed them to do their Teaching Practice in South Africa and provided us with the necessary documentation. This was a great success and the students learnt a great deal from this experience.



Three Norwegian Students at Vulindlela

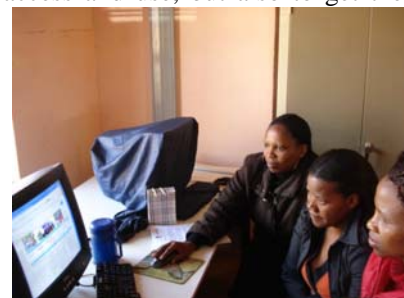


After School Activities – Modern dancing classes

3.4 DIGITIZING DATA PROJECT - *Giving Life (to data) to save lives (in the age of AIDS)*

This NRF funded project (2008-2011) draws on the vast collection of visual data of the previous ‘Learning Together’ project (2004-2006). Its aim is to pilot the management, storing, and analysis of the collections of visual data, not only for researchers to access and use, but also to get the community, where the data originated, to access and use it to address HIV and AIDS related issues.

After being trained in Greenstone Software, Thoko Mnisi, an NRF funded M Ed student, supervised by Naydene de Lange, was assigned to build the digital archive, which is now hosted on the DISA (Digital Imaging South Africa) site (with restricted access). In 2009 the digital archive site was evaluated by Library and Information Technology students from McGill University (under the supervision of Eun Park)



and the evaluation report was used to refine the digital archive. The archive has also provided Thoko with the opportunity to use the digital archive around 'stigma and HIV and AIDS' with a group of teachers at two rural senior secondary schools. Here they explored the archive, decided which photographs were to be used to design an activity to address HIV and AIDS-stigma in the class, tried it out with the learners and then reflected on their own work. Thoko has submitted her work for examination. An article by De Lange, Mnisi, Mitchell & Park) entitled: *University-Community Partnerships in addressing HIV and AIDS through Building Digital Archives*, is in press. Furthermore, a paper was presented at the EASA conference at Illovo Beach in January 2009, *ARV and ICT: Potential to save lives in the age of AIDS?* and in Barcelona, *Learning to use visual data to 'save lives' in the age of AIDS*.

4. CENTRE-SPONSORED SEMINARS AND TRAINING

4.1 Workshop in preparation for the Rural Teacher Education Project (RTEP) 2009

The annual preparation of the twenty RTEP pre-service students to do their Teaching Practice at two senior secondary schools in the Vulindlela district, happened on Friday 22 May 2009. This interesting event is an induction of the 'new' students into the project, drawing on the returning students' experiences as well as the input from the research team members. Prof de Lange introduced the students to the Faculty Research Niche Area: Every Voice Counts, Rural Teacher Development in the age of AIDS, the umbrella for the RTEP project. As this RNA is underpinned by visual participatory methodologies, Dr Jean Stuart presented the Youth as Knowledge Producers' Toolkit and engaged the students in a workshop on the use of image theatre in the classroom. Prof Claudia Mitchell addressed the students, highlighting what was required of them in terms of their teaching practice, but also in terms of their co-curricular activities with the learners at the two schools. The preparation session was concluded by highlighting each student, staff member and research team member's role in the project. Suzette Hattingh, our capable administrator, arranged the event and a light lunch.



RTEP students training under the guidance of Youth as Knowledge Producers leadership peer group and YAKP toolkit for use of Forum theatre.



RTEP Workshop Hip Hop

4.2 TRAINING WORKSHOPS AND HIGHER EDUCATION

The steady growth in the use of visual participatory methodologies have been strengthened by invitations to the CVM to present workshops at other universities wishing to explore using these methodologies.

4.2.1 Naydene de Lange at North West University and the University of Johannesburg

Two workshops were presented by Naydene de Lange. The first one was held on 3 June 2009 at University of Johannesburg, titled *Visual participatory methodology: Introduction to Photovoice*, and was attended by 25 enthusiastic staff members and postgraduate students. A similar workshop was held at Northwest University on 14 August 2009 with 25 staff and postgraduate students attending. The feedback re the hands-on workshops was positive and participants felt encouraged to try out photovoice in their various research endeavors.



Workshop participants at UJ



Workshop participants at NWU

4.2.2 Relebohile Moletsane, Kathleen Pithouse, Claudia Mitchell and Mathabo Khau at the Durban University of Technology

A workshop was presented at the Durban University of Technology, Centre for Excellent in Teaching and Learning on 19 August 2009. The workshop was entitled: *Self Study – what difference does it make?* This workshop using participatory approaches to self-study was conducted as part of the Self Study for Higher Education Project in the ECP Programme and headed up by Dr. Joan Connelly. The day long workshop involved approximately 25 participants from DUT, UKZN (Edgewood and PMB) and Mangosothu University of Technology. The workshop focused on a variety of approaches to engaging in self study. These included the use of drawings and narrative writing and were meant to engage the participants as much as possible in thinking about how they could use self study in their own research and teaching.

What I liked about this workshop:

- I got to learn much more about self study and what it means as a learning/teaching activity.
- I believe the exercises we had to do made people examine parts of our self that we assume are there or taken for granted but don't face. I knew all this about myself, its really good to see that efforts are being made to incorporate this into the classroom and to better assist teachers in their process.
- That self study is an authentic undertaking.
- The variety of methodologies explored.
- I had a few aha! Moments, the magic of sharing our ideas, methods and concerns were great. New inspiration and I'm leaving with more direction.

- Studying about my self, bringing back positive and negative emotions. That self study can lead to social action...theories underlying theories.
- Hands on approach –action required, meeting different researchers interested in self study.
- Amazing presenters, well organized..
- It was interesting to see how self study is applied and that it is valid.
- Self study opened a new avenue for my research. I can now relate to what I am doing and I now see its value and place in academy.
- What self study is? Explaining and looking at different ways of looking at my self. Everything needs to start with the self and be able to share your experience with others.
- The emphasis on Plato’s voice and visual methodologies for social change.
- The self reflection was very liberating. Its like a confirmation on what you already know but not brave enough to see.
- Information. Likeminded people to share experiences with.
- Participatory nature of workshop –meeting the team from UKZN.
- Informative, interesting realistic.
- This subject is highly relevant both to personal growth and education. & liked the action/drawing dimension.
- Everything; the possibility of introducing self study into our academic programme at DUT.
- I liked the performance, the narration and the involvement of participants in programme. The focus on visual art production/culture and its role in transforming society.

4.2.3 Jean Stuart, Naydene de Lange, Claudia Mitchell and Fumane Khanare, MACAIDS

Participatory visual and other arts based methodologies in working with youth in the age of AIDS took place on 22 June 2009 at Granny Mouse, the Midlands, KZN. This one-day workshop was conducted as part of the MACAIDS Leadership Initiative. The focus of the MACAIDS programme is on reducing the spread of HIV and the impact of AIDS by seeding new and innovative HIV prevention programmes and promoting gender equality. The Leadership Initiative provides a structured, supportive training Fellowship that enables participants to learn about and engage in the exchange of successful approaches to HIV/AIDS prevention that can be modified to meet local needs. This programme is underwritten by the MAC AIDS Fund and is directed by the HIV Centre for Clinical and Behavioral Studies (Columbia University, New York City), the UCLA Program in Global Health (University of California, Los Angeles), and the Human Sciences Research Council of South Africa (HSRC).

The session involved 14 participants in the MacAids leadership programme, and included hands on training in the use of drawings, forum theatre, collage and photovoice, all arts based tools that could be used to engage youth.



Participants in the MACAIDS leadership programme

In November 2008, Fumane Khanare was selected as fellow of the MACAIDS leadership programme, spending 6 weeks in New York on the training programme. She subsequently implemented an HIV and AIDS prevention programme – using photovoice - in one rural school. In June 2009 Thoko Mnisi was also selected as fellow of the MACAIDS leadership programme (See photograph) spending 6 weeks in the Drakensberg on the training programme. Her intervention programme will also be implemented in the two senior secondary schools in the Vulindlela district.



Thoko Mnisi and Naydene de Lange

4.2.4 Claudia Mitchell, Naydene de Lange and Relebohile Moletsane, Kigali Institute of Education, National University of Rwanda

See FemSTEP – Appendix D.

5. SYMPOSIA AND CONFERENCES

5.1 The International Symposium - Every Voice Counts: Critical partnerships for teacher education and rural communities (Thursday 26 and Friday 27 February 2009)

The focus of the symposium was on *rural education*. This international symposium drew together researchers and practitioners in schools and communities working across a variety of geographic and social contexts where issues of community, place, partnership and social action are critical. The symposium, organized through two complementary multi-partner projects: Every voice counts: Teacher education in rural communities in the age of AIDS (South Africa) and Partnerships for Change (Canada and South Africa), takes up a number of key questions and themes related to deepening an understanding of rural education (See Appendix B)



Naydene de Lange, Claudia Mitchell and Relebohile Moletsane at the International Rural Symposium in February 2009

5.2 “Was it something I wore?” Writing and Research Workshop, Southern Sun Elangeni Hotel, Durban, August 25-26

The workshop was supported by the Center for Visual Methodologies for Social Change (UKZN) and the Human Science Research Council. Twenty-one South African-based contributors to the edited volume “*Was it Something I Wore?*” *Gender and dress as material culture in social research in Southern Africa*, attended the workshop which aimed to:

- Bring together contributors to fine-tune and focus the manuscript
- Facilitate dialogue among scholars interested in broadening and deepening an understanding of methodologies within social research that focus specifically on gender and dress as material culture in South Africa
- Build a network of social research scholars working in the area of dress and material culture in South Africa

Plenary sessions were given by Sarah Nuttal, Juliette Leeb du Toit, Desiree Lewis and Claudia Mitchell (See Appendix A).



Was it something I wore? Workshop

5.3 Rural Teacher Education Project Symposium (RTEP) (See Appendix C)

The annual RTEP Symposium was held on the 8 October 2009. The students presented their experiences of the project to staff and students in the Faculty. The Deputy Dean of Initial Teacher Education invited the students to present their work at a later stage to a wider Faculty audience.



Rural Teacher Education Symposium

5.4 Visiting Academics

5.4.1 John Creswell

Prof John Creswell, a world-renowned mixed methodologist and Fulbright scholar, from the University Nebraska-Lincoln, visited the Centre for Visual Methodologies for Social Change in October 2008. He met with many students and staff engaged in their Masters and PhD work as well as with research team members. He also attended and spoke at the launch of the edited book, *Putting People in the Picture: Visual Methodologies for Social Change*, by De Lange, Mitchell and Stuart, at the Edgewood Campus. His own interest in video documentary work brought him to the CVM as he was interested in exploring how mixed methodologies could be applied to video documentary work. He subsequently co-presented a paper with De Lange and Olivier at the Mixed Methodology Conference held in Leeds in June 2009.



*Prof Creswell visited the CVM in Oct 2008
– Here he is discussing the work of students
linked to the centre*



*Gale Seiler with three CVM Interns from
Canada and three Norwegian students of
RTEP Project.*

5.4.2 Gale Seiler, McGill University

Gale Seiler, was a visiting “in resident” faculty member working within RTEP. Returning for a second time in 2009, she provided logistical and organizational support to the student teachers at their lodging site and the schools. At Gobindlovu and Kuhlekonke schools, Gale worked to facilitate communication with the mentor teachers, the principal, and other administrators at each site. She was present at one of the two schools each day, offering advice, encouragement, and troubleshooting in a variety of ways. She often observed the student teachers in their classrooms and offered informal feedback to them.

6. INTERNSHIPS

Ellen Grieshammer from Germany is a Masters student in Social Sciences and was an intern At the CVM from June to September 2009.

“The Internship at the CVM was a great experience for me. I learned a lot about how to integrate Visual methodology into participatory research and how people from different backgrounds (i.e. learners, student teachers and teachers) get a voice through these methodologies. It was great to be able to work in the context of teacher development, especially with the emphasis on rural development. Being part of the Rural Teacher Education Project was the best part of my internship. I have learned so much in Vulindlela, through participating in conducting daily debriefings during

the work with the student teachers, and being at the schools. Seeing how passionate student teachers were with their after-school activities and how they dealt with positive and negative experiences during their teaching practice, was very inspiring. It was a constant struggle between keeping up the motivation and trying to make a difference and realizing the limitations and unsustainability of our actions at the schools. The RTEP offered the unique opportunity for the student teachers and for us to explore, discuss and reflect on teaching in rural contexts, gender, becoming a teacher in the age of AIDS etc. RTEP offered a space where we could share our experience and learn from each other. I really enjoyed being able to work not only with South Africans but also with the interns from Canada and Norway, because we learned a lot from each other”.

Rodney Handelsman, a PhD student in the Department of Integrated Studies from McGill University (Montreal, Canada), helped to facilitate the RTEP project from July-August 2009 and was responsible for the student-community engagement activities run-by the students.

“It was an invaluable experience for me to learn from, and work with, student-teachers, school staff, students, interns, and UKZN Faculty during the course of the RTEP project. It was wonderful to work with such a dedicated team of interns as we engaged in teacher education that attempted to address and explore student-teachers’ needs as beginning teachers as well as the challenges and opportunities of the community in which we were working. I enjoyed supporting student-teachers in the planning, running, and presentation of their own student/community engagement activities at their schools. For myself, the final "showcase" prepared by students and student-teachers as a result of these activities was as memorable as it was challenging and rewarding for those involved.”

Jessie Karam is a Masters student in Public Health at the University of Montreal, working under two co supervisors, Claudia Mitchell and VinhKim Nguyen. From July to November 2009 she worked in collaboration with the CVMSC and the Mafakatini Clinic in Vulindlela district to implement a community based project involving community health care workers and teachers on Gender-based violence. The project has valuable lessons for work within Every Voice Counts.

Katie MacEntee is a first year doctoral student at McGill University, Canada. Before joining the RTEP team Katie was busy finishing up her Masters in Culture and Values in Education where she completed an exploratory case study of the assessment and evaluative methods of Canadian sexual health education initiatives using participatory, arts-based methods. Drawing on her MA research as well as her experiences as an RTEP intern, her PhD studies will focus more in depth on the role of assessment in participatory, arts-based, HIV and AIDS and sexual health education.

"Being a part of RTEP was a great experience. The team and the students are so supportive and working together was very rewarding. For me, it was a great introduction to how education, rurality, gender, poverty, race, and HIV and AIDS issues all are interrelated in South Africa."

Meghan Prince recently completed her Bachelor of Education program at McGill University. In July-August, 2009 she was an intern as part of RTEP. She worked primarily at Gobindlovu School.

7. DOCTORAL FELLOWS

Faisal Islam is a doctoral student from the Faculty of Education, McGill University (and the Partnerships for Change Study) working on the Rural Teacher Education Project from August 2007- to the present. In each of the 3 years of RTEP, Faisal has conducted participatory evaluation of the project.

John Pascarella: Having started linkages to the CVMSC in 2008, John returned to cultivate university partnerships with two rural secondary schools in Vulindlela in February, 2009. He hosted a series of tutorial workshops on computer literacy skills for teachers and administrators. John is currently a high school English teacher in New Jersey. He recently received his doctorate

from McGill in Culture and Values in Education. His thesis examines the uses of new media and critical theory in the preparation of pre-service teachers in Canada and South Africa.

8. UNDERGRADUATE AND POST GRADUATE TRAINING

Media courses taught:

Honours: Critical Awareness of Language and Media (27 students)

Masters: Cinematic and Documentary Film Narratives

Theses:

Stella Beth Maureen Peat's Masters Dissertation was entitled: *Rural Educator's Implementation of the National Curriculum Statements' Arts and Culture Learning Area: The Educators' Narratives*. She graduated in 2009 and her supervisor was Dr J. Stuart.

Fumane Portia Khanare's Masters Dissertation was entitled: *School management teams' response to orphaned learners who are vulnerable in the context of HIV&AIDS*. This was a study of two senior secondary schools in a rural area in KwaZulu-Natal. Her supervisor was Prof Naydene de Lange and she graduated in 2009, *cum laude*.



Stella Peat and Jean Stuart



Cinematic and Documentary Film Narrative



Technical training in editing of documentary film



Fumane Khanare and her students at Vulindlela

9. COMMUNITY OUTREACH AND TRAINING

9.1 Community Engagement Conference

The CVM was represented at the University of KwaZulu-Natal's College of Humanities Community Engagement Conference of 8th and 9th October 2009 by Dr Jean Stuart and we were pleased to be able to showcase there some of the community based work undertaken by this Centre

and referred to in this report. It was particularly pleasing that on this occasion there was opportunity for conversations between and across disciplines as delegates shared how they see their work as responsible community engagement in line with the UKZN aim: ‘To contribute through knowledge to the prosperity and sustainability of our province, and to nation-building, by connecting with and committing ourselves to the communities we serve in a manner that adds value and earns their respect, admiration and trust.’

Our work in the Centre for Visual Methodologies for Social Change over the past 5 years in the Vulindlela district has been committed to the idea of working with schools and the community clinic in one area of a ward with an “intensification for results” approach to development. The centre-piece of this work has been the use of participatory methodologies such as photography and video to engage learners, teachers, community health care workers and parents in addressing HIV&AIDS-related issues and to see themselves as their own resources. (See description of ‘Every Voice Counts’, ‘Youth as Knowledge Producers’). Through our networks with a number of global and other NGO actors in the region focusing on youth, visual methodologies and HIV and AIDS (e.g. UNESCO, CIDA), and through the work of our core team, we have also now developed a community based digital archive that draws together the visual data produced by the participating schools on such HIV&AIDS related issues as stigma, gender violence, poverty, and the situation of orphans. While clearly there is a need to address the digital divide that currently separates rural and urban schools more broadly, the focus of our work around community-based support in relation to IT and Media is to enable the community of teachers, community health care workers and learners to access and work with the CVM’s digital archive (built from the vast collection of visual data the participants in Vulindlela have generated) to address issues around HIV & AIDS, and at the same time to see IT, e-learning and other media as critical resources in addressing the ‘engagement gap’ in HIV & AIDS more broadly. To achieve this, the base of IT skills needs to be expanded. Currently one senior secondary school (Gobindlovu) has a computer laboratory, to which we have, through our Digitizing Data project, provided 24 hour internet access. This was enabled through setting up a wireless internet connection from CAPRISA at the Mafakatini Clinic, a site linked to UKZN. According to UKZN IT manager Abdullah Shariff, the existing infrastructure is able to hook up more of the schools near Gobindlovu Senior Secondary school to the internet via UKZN. This opportunity should not be forfeited and hence we intend establishing a relationship with 3-4 schools clustered around Gobindlovu Senior Secondary School that has at the centre the uses of IT and media to address HIV&AIDS.



Mr Duncan Hay, Jean Stuart, Angela James and Dr Mark Dent at the Community Engagement Conference at Makaranga, 8-9 October 2009

9.2 Vegetable Garden at Gobindlovu

The vegetable garden at Gobindlovu School is developing further with the assistance of the Department of Agriculture. The Department of Agriculture provided lime to the school to prepare

the soil and the school already planted some vegetables. We are in the process of funding an irrigation system for the garden.



Vegetable garden at Gobindlovu School

9.3 Leadership and Management Workshops in Vulindlela

In mid August, 2008, Professor Moletsane and Dr Vitallis Chikoko began a series of ‘turning around’ workshops at one of the focus secondary schools in Vulindlela which had been found to have serious issues overall. The two visited the school and had a conversation with the School Management Team.

Report: We resolved to engage all stakeholders: parent representatives, teachers, school management, learners, support staff, local political leadership, and education officials in workshops to discuss ways of improving the performance of the school. We (Professor Naydene De Lange and Dr Chikoko) held the first such workshop on 16th September 2009 at Calderwood Guest House. In this workshop, we assisted the participants to analyse the school’s strengths, weaknesses, opportunities and threats. These were compiled in preparation for the next workshop. The latter workshop was held at the same venue on 14th October 2009. In this workshop, we assisted participants to prioritise what needed to be done at the school. A major decision was the formation of a task team that would, among other things, call a stakeholders’ meeting to seek donations and other forms of support for the school. This meeting has been scheduled for 28th November 2009. Another breakthrough was that one teacher volunteered to oversee the cleanliness of the school. Overall, we seem to see gradual buy-in on the part of the school managers, the parents and teachers. This is a good sign. We plan to utilise the stakeholders’ meeting to craft the way forward regarding helping the school. It is emerging that with our support, which is mainly helping the stakeholders to take ownership of decision-making and action, the school can improve.”



Dr Chikoko and Prof De Lange engaged with Kuhlekonke Secondary School staff and School Governing Body in a management workshop.

10. FUNDED RESEARCH: National and International

10.1 Current Research

What Difference Does This Make: Studying Youth as Knowledge Producers in the Age of AIDS (Social Sciences and Humanities Research Council of Canada, 2008-2011, R994 000) Claudia Mitchell, June Larkin, Sarah Flicker, Naydene de Lange and Jean Stuart.

Aims:

- (1) To develop and test out evaluative tools that can be used to study the impact of our arts-based approaches to HIV and AIDS education and prevention interventions with South African youth.
- (2) To explore the ways in which new projects on youth, the arts and HIV and AIDS can incorporate an evaluation component.
- (3) To contribute to the field of youth participation and arts-based research by developing evaluative tools that can be modified to provide evidence-based data to assess the value of projects beyond those of the Gendering Adolescence and AIDS Prevention Project (GAAP) and the Centre for Visual Methodologies for Social Change (CVMSC).

Design and Methodology:

1st Stage: Protocol development

The first stage will be devoted to conducting several pilot participatory group evaluations as a way to begin to map out the qualitative indicators relevant to arts-based research projects, particularly in the field of HIV/AIDS. We are seeing this as an iterative process and for this reason we plan to study as a group in depth data from least one project in the first year which will provide common ground for the team to refine future work. We will test out through feminist research methodology procedures adapted from Holland et al (1999) a team approach to looking at the data. We will also develop a restricted-access web portal for collecting and analyzing the data. This will be managed through CVMSC.

2nd Stage: Protocol refinement and application

The second stage involves expanding the work to include participatory evaluative approaches to working with young people from least 3 more projects sites, and testing out the ways that arts-based approaches such as photo voice can also serve as an evaluative tool, and which could also contribute to public exhibitions and presentations.

3rd Stage: Building networks

In the third year of the study we will have developed several versions of evaluative protocols which could be used by other groups including research teams such as ours, but also young people (and those working with youth groups). These we will design as part of a draft toolkit which will be tested out at a regional policy forum on evidence based approaches to evaluating youth-focused visual and arts-based participatory approaches to HIV education to be convened by the CVMSC. An important ‘spin off’ of this work will be to develop tools which can also be incorporated into YAHANet (www.yahanet.org) the webtool on youth, the arts and HIV and AIDS and which could therefore contribute to the design of new media projects.

Partnerships for a Change: Becoming teachers in changing times. (Social Sciences and Humanities Research Council of Canada, 2007-2010, R700 000) Claudia Mitchell, David Dillon and Teresa Wilson.

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:

- generating 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.

Youth As Knowledge Producers: Arts-based approaches to HIV and AIDS prevention and education in rural KwaZulu-Natal. (National Research Fund, 2006- 2008) Jean Stuart, Naydene deLange, Lebo Moletsane, Thabisile Buthelezi, R. Pattman, Claudia Mitchell (see section 3.2).

Digitization and Data Management with Visual Data in Social Research: Giving life (to data) to save lives. (National Research Fund, 2007- 2011) Naydene de Lange, Claudia Mitchell, Lebo Moletsane, Jean Stuart, Thabisile Buthelezi and M. Taylor (see section 3.4).

Through their eyes: Rural Rwandan Girls' and Women's Vision for Engendering Poverty Reduction Strategies SSHRC, 2009-2012 (Myriam Gervais; Claudia Mitchell, Eliane Ubalijoro, Euthalie Njioro; Naydene De Lange; SSHRC, R1,155,000)

This research project aims to identify lessons, challenges and opportunities for enhancing gender equality, and to reveal ways of rethinking current poverty strategies through the inclusion of women in development processes. As such, it draws upon an interdisciplinary approach, utilizing participatory visual methodologies to analyze key issues through the experiences of rural girls and women, using rural Rwanda as a case study. This case study will focus on extensive analysis of gender in relation to the lives of girls and women and draw attention to women's own perspectives, helping to (a) provide insight into the challenges, desired solutions and realities they prioritize, and (b) incorporate girls' and women's tacit knowledge and priorities with expert opinions into development programs and poverty strategies reduction (PRSP). The research findings and data gained from this particular study can provide theoretical insights for other contexts or situations which are comparable elsewhere in Africa.

Design

Years 1 and 2: The focus group sessions will draw on our already existing protocol for conducting photovoice sessions: (1) An introductory session on the project and the use of cameras; (2) taking the pictures; (3) engaging the participants in working with the pictures; (4) community exhibitions with follow up interviews. The focus group sessions will be conducted during the latter part of the first year and the first part of the second year. All sessions will be conducted in Kinyarwanda and will be audio-taped so that the resulting data will include both the visual data as well as transcripts of the narrative stories and discussions. In addition we will use a follow-up questionnaire with local leaders to probe further the underlying causes and the desired solutions identified in photovoice sessions.

Year 2: The interpretation will begin during the second and third years, during which efforts will be oriented towards interviews with professional workers and stakeholders on gender barriers and social and economic empowerment related to agriculture, health, education and water management. The Women’s Council, and organizations such as UNIFEM and UNICEF, will be invited to take part in the interpretative process and discuss with investigators how our data could be of use to them. The focus group and the follow-up questionnaire with fieldwork by the research team will also provide the basic information used to document practical solutions and positive deviance models.

Years 2-3: We will complete the analysis/interpretation early in the Year 3. Given the significance of ‘getting the word out’, much of the work of year 3 will focus on communication outputs. These will capture the lessons learned from the communities (including the community outreach through photovoice exhibitions), and will also include a report on the methods and another on key issues, both of which will feed into the newly formed UNESCO Regional Centre on Women and Policy making. As a separate activity for which we will apply for additional funding, we plan to host an invitational workshop on “through their eyes” methodologies for working with girls and women at the end of Year 3.

Building an International Future Network for HIV and AIDS Prevention: Participatory Visual Data Archives International Opportunities Fund, SSHRC 2009-2010 (Eun Park, Claudia Mitchell, Jon Prosser, Sarah Flicker Naydene De Lange, R 500 000)

The aim of this program is to refine and expand the use of digital archives and technical tools by teams of researchers working in the area of visual arts-based methodologies and HIV and AIDS through the creation of an international network of researchers working across three countries, Canada, the UK and South Africa. This work is building upon the existing Canadian research team’s protocols and data sets that have been drawn from the previous projects.

The objectives of the programme include:

1. to EXPAND the development of a digital archive network around visual representations of HIV/AIDS in three international sites (Canada, South Africa, and the United Kingdom (UK));
2. to establish a ‘DIGITAL FUTURES NETWORK’ of social scientists working with photo data related to addressing HIV and AIDS;
3. to locate Canada as a leader in the network; and
4. to provide training for local and international researchers in visual community based research.

At present, there is no digital archive network of visual data sets on HIV and AIDS that has at its centre the idea of communities themselves as both producers and users in relation to sexuality and well being. Because visual participatory research is taking a more central role in research in health care and in the social sciences more broadly, the network for this programme will make it possible for communities themselves (made up of teachers, youth, health care workers, agriculture extension workers and others), to be producers, consumers and protagonists in relation to the use of primary visual data. Through this network, it will be possible to offer training in visual community based research across faculties and disciplinary areas (Public Health, Education, Agriculture, Development Studies, Aboriginal Studies, Visual Anthropology, Media Studies), but also respond to development training for researchers and community workers needed within global agencies such as UNESCO, CIDA and UNICEF.

The primary contribution of this program of research will be to expand the use of methodological protocols for the development of digital archives of visual images, resulting in a robust set of methodological practices that can be applicable to Canadian and International research areas in such areas as public health, social medicine, and education. The findings of this study will also contribute to understanding the role of digitization for improving pedagogy on HIV and AIDS by

sharing and access to digital archives. Our visual participatory work with youth in the various sites where we already have studies underway (in South Africa, Rwanda, aboriginal youth in Quebec and Ontario) offers an opportunity to deepen an understanding of the ways in which they themselves can both inform and benefit from what might be regarded as grass roots policy making.

The study will contribute to developing an international network of teachers, researchers, public health workers who use the visual for stimulating social awareness and disseminating information in specific contexts. The results of the study will contribute bridging the gap in adopting digital technologies and anticipating future uses of technology in the area of sexual health between developed, developing and undeveloped countries. At the same time, the network can expand the possibilities for deepening an understanding of how remote linkages can work, for diminishing some of the technological, social, and cultural barriers associated with digital divides, and critically for addressing key global issues around the health and well-being of young people.

10.2 Pending

Mitchell C. (FQRSC, \$550 000) *Youth as Knowledge Producers in the Age of AIDS Digitizing Project* (with Stuart, Delange, Flicker, Parker, Gervais, Otis, Meunier, Gumbrium, Weber, Prosser, and Pauwels).

This project unites an interdisciplinary team of researchers from four Quebec universities, along with national and international collaborators from the UK and US, Belgium and, South Africa. The focus of the program is on the use of digital archives in working with visual and other arts-based data sets *with* and *about* youth in relation to sexuality and HIV&AIDS. The particular geographic focus is on work with youth in development contexts in the South (Rwanda, South Africa and Ethiopia), where there is a particular urgency, although the protocols to be tested out in the study will be informed by and relevant to work in the North (including work with aboriginal youth in Quebec and the rest of Canada). This programme draws together a team of researchers who are working across several research areas including (1) visual and other participatory methodologies, (2) youth and sexuality in the context of HIV&AIDS, and (3) data and data mining and text mining systems, and across a number of disciplinary areas: Public Health, Education, Gender Studies, Philosophy, Computer Science, Visual Studies and Information Studies.

The Problem: Worldwide young people between the ages of 15 and 25 make up close to 50 per cent of all new HIV&AIDS infections with young women being disproportionately affected (UNAIDS, 2008). While the greatest number of new infections is in sub-Saharan Africa, there are also increased rates amongst aboriginal youth in the Quebec and Canadian context (Flicker et al, 2008). In work with youth in addressing sexuality, such approaches are framed within the idea of 'youth as knowledge producers', a term first used by Lankshear and Knoebel (2004) to refer to the ways in which young people can be resources to each other and simultaneously, central to knowledge production related to understanding youth sexuality more broadly. These participatory visual approaches go beyond simply being interventions in health education in that they provide valuable visual data in the form of photo and video images which researchers might use to document 'the face of AIDS' (see for example Mendel, 2002; Mitchell et al, 2005).. As we have discovered in our work based on the development of a small digital archive of visual data through the Centre for Visual Methodologies for Social Change (CVMSC) in South Africa, there is also the potential for a much more robust life (and after life) for the data when communities themselves can interact with the data in order to reflect on the issues and envisage solutions (see Delange, Mnisi, Mitchell and Park, in press).

Objectives: Our focus here is on developing, refining and expanding the use of digital archives in working with visual data as one key component of the puzzle. This work builds on the research team's protocols and data sets that have been drawn from previous projects, but aims to draw on the strength of an interdisciplinary team working across the social sciences and humanities, health

and information science and computer technology to advance what can be regarded as a unique problematic in the study of youth and sexual health. In this way we also aim to expand Quebec leadership in the area of HIV&AIDS prevention, focusing on two central themes:

1. 'Giving a voice to those most affected' through participation in local archives based on data that they themselves produced. In so doing our program aims to respect and valorize the voice of communities and youth (more specifically) engaged in participatory visual research.
2. Creating prototypes for expanding the use of digital archives for those working in HIV&AIDS research in community-based settings in order to deepen an understanding of the dynamic nature of the virus in relation to its social determinants. In so doing our proposal also aims to facilitate a more nuanced, contextualized approach to storing, coding and interpreting visual data sets.

11. SELECTED PUBLICATIONS

The list below is representative of the range of publications of CVMSC members published in 2008-2009.

11.1 Books

Islam, F., Combrinck, M., Balfour, R., De Lange, N. & Mitchell, C. (under contract). *Partnerships for hope*. New York: Edwin Mellen.

Mitchell, C. & Pithouse, K. (2009). *Teaching and HIV&AIDS Johannesburg: Macmillan*.

Mitchell, C., Strong-Wilson, T., Pithouse, K. & Allnut, S. (under contract). *Memory and pedagogy*. London and New York: Routledge.

Moletsane, R. & Mitchell, C. (in press). *Was it something I wore? Gender and dress as material culture in social research in Southern Africa*. Pretoria: HSRC Press

Morrell, R., Unterhalter, E., Epstein, D., Bhana, D & Moletsane, R. (2009) *Intervening against the Odds: Gender equality and schooling in the context of HIV/AIDS in South Africa*. Pietermaritzburg: UKZN Press.

Olivier, M.A.J., Wood, L. & De Lange, N. (2009). *Picturing hope In the face of poverty, as seen through the eyes of teachers*. Cape Town: Juta.

Pithouse, K. Mitchell, C., and Moletsane, R. (Eds). (2009). *Making Connections: Self-Study & Social Action*. New York: Peter Lang. (See Appendix E)

Theron, L., Mitchell, C & Stuart, J. (under contract). *Picturing research: Drawings as visual methodology*. Rotterdam: Sense. (See Appendix F)

11.2 Articles

Balfour, R., Mitchell, C. & Moletsane, R. (2008). Troubling contexts: Toward a generative theory of rurality as education research. *Journal of Rural and Community Development*, 3 (3), 100–111.

Bhana, D., De Lange, N., & Mitchell, C. (2008). Male teachers talk about gender violence: Zulu men demand respect. *Educational Review*, 61 (1), 49-62.

De Lange, N., Mitchell, C., Moletsane, R., Bhana, D., Balfour, R., Wedekind, V., Pillay, G. & Buthelezi, T. (2009). Every voice counts: Towards a new agenda for teachers and schools in rural

communities in addressing children's vulnerabilities in the age of AIDS. *Education as Change* (Accepted)

De Lange, N, Mnisi, T., Mitchell, C. & Park, E. (In Press). University-Community Partnerships in addressing HIV and AIDS through Building Digital Archives. *E- learning*.

De Lange, N. (2008). Women and community-based video: Communication in the age of AIDS. *Agenda*, 77, 19-31.

De Lange, N., Olivier, M.A.J. & Wood, L. (2008). Participatory video documentary: just for whom? *Education as Change*, 12(2), 109-122.

Mitchell, C., Dillon, D., Strong-Wilson, T., Pithouse, K., Islam, F., O'Connor, K. Rudd, C., Staniforth, P. & Cole, A. (In press). Things fall apart and come together: Using the visual for reflection in alternative teacher education programmes. *Changing English*, 17(10).

Mitchell, C., De Lange, N. (2008). Through Our Eyes : Using photovoice to address stigma in the age of AIDS. *Girlhood Studies* 1(1), 138-142.

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Mahadev R & De Lange N (2009). Indian female youth on HIV and AIDS in their community. *EASA Conference*, Ilovo Beach, 13-16

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Mitchell, C. (2009). Keynote Address: Making a difference? Participatory visual methodologies and taking action. *First International Visual Methodologies Conference*, University of Leeds, Leeds, UK, Sept 15-17.

Mitchell, C. (2009). What can a girl do with a camera? *Girls, Media and Hypersexualization Conference* YWCA, Montreal, May 29-30.

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Mnisi T. & De Lange, N. (2009). ARV and ICT : Potential to save lives in the age of AIDS. *EASA Conference*, Ilovo Beach, 13-16 January.

Moletsane, R and Reddy, V (2009). Educators' commitment and attitudes to the Millennium Development Goal (MDG) 3: Are Gender Equality Policies and Interventions making a Difference? Paper presented at the Annual *EASA conference*, Karridene, January 13-16, 2009.

Moletsane, R. (2009). Corporal Punishment and the Gendered Aspects of Safety in South African Schools. Panel presentation at the *School Safety Exchange*, Johannesburg, March 28, 2009.

Moletsane, R., Mitchell, C. and Smith, A. (2009). When 'No' means more than 'No'! Some ethical issues in using participatory research to facilitate girls' negotiation of sex in South African rural schools. Paper presented at the 3rd European Conference on African Studies, Leipzig, Germany, 4 to 7 June, 2009.

Olivier MAJ, Wood L & De Lange (2009). Teachers and parents as partners in the fight against HIV/AIDS. *Partners in education research and practice: collaboration between teachers and education researchers seminar*, Amazingwe, Magaliesberg, 1-3 March 2009.

Stuart J, Mitchell, C. & De Lange, N. (2009). Biography of a toolkit. *Every Voice Counts, Critical Partnerships for teacher education and rural communities. International Symposium*, Killie Campbell Africana Museum, 26-27 February.

Weber, S. Mitchell, C and Pithouse, K. (2009). Self-study, critical pedagogy, and social action: Documenting the ripple effect, *AERA*, San Diego, April 20

11.5 Reports:

Harley, K., de Lange, N., Donald, D., Mitchell, C., Moletsane, R., Stuart, J., Theron, LC., Welch, T., Wood, L. (2009). Piloting of HIV module in teacher education faculties in the higher education institutions in South Africa. Report prepared for higher education South Africa HEAIDS programme.

Islam, F. (2009). Teacher education for rural schools: a struggle for change An evaluation of the second phase of the Rural Teacher Education Project (RTEP) in two rural schools in Vulindlela district of KwaZulu-Natal. Report prepared for Centre for Visual Methodologies for Social Change, UKZN

11.6 Related Theses

Pascarella, John (2009). Blogging as critical praxis: Become a teacher educator in the age of participatory cultures. Unpublished doctoral dissertation, Faculty of Education, McGill University.

Raht, Dorothe (2009). Participatory video for social change: Dialogue between an innovative methodology and Paulo Freire. Unpublished masters' thesis. University of KwaZulu-Natal.

12. LOCAL AND INTERNATIONAL PARTNERS

12.1 Reaching out to Make a Difference Project

South Africa

Nelson Mandela Metropolitan University. Project Leader: M.A.J. Olivier, Co-investigator: 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.

12.2 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.

12.3 Gendering Adolescence and AIDS Prevention (GAAP)

Institute for Women Studies and Gender Studies, University of Toronto Canada

HIV and 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.

For further information see: www.utgaap.info, or contact:

June Larkin, Ontario Institute for Studies in Education, University of Toronto,
jlarkin@oise.utoronto.ca

13. MEDIA

5th Anniversary of CVM UKZN Online Wednesday 9th December 2009 Volume 3 Issue 21

<http://www.ukzn.ac.za/UKZNonline/V2/21/issue21.htm>

14. APPENDICES

Appendix A

“Was it something I wore?” Gender and dress as material culture in social research in Southern Africa Writing and Research Workshop

August 24th – 25th, 2009

Southern Sun Elangeni Hotel



The workshop aims to:

1. Bring together contributors to fine tune and focus our manuscript, “Was it Something I Wore”
2. Facilitate dialogue among scholars interested in broadening and deepening an understanding of methodologies within social research that focus specifically on gender and dress as material culture in South Africa
3. Build a network of social research scholars working in the area of dress and material culture in South Africa

Condom Dress#1 I am woman now

Sandra Weber



Centre for Visual Methodologies for Social Change

UKZN

Programme

Monday 24th August

10:00-10:30	Welcome and overview of the workshop
10:30-11:15	Introductions to chapters and authors
11:15-11:45	Dress as material culture in social research: Claudia Mitchell
11:45-12:30	Dress research in Southern Africa: Juliette Leeb du Toit
12:30- 13:15	Images, identities, cultures: Sarah Nuttall
13:15–14:15	Lunch Break
14:15-18: 30	Working groups
18:30-19:00	Cocktail and Performing Dress 1
19:00	Dinner

Tuesday 25th August

8:30-9:30	Plenary: Report back from working groups
9:30-10:15	Spectacle and the body: Desiree Lewis
10:15-10:45	Canadian Pie: The video
10:45-11:15	Performing Dress 2
11:15-12:30	Where do we see this work going? What new questions arise? How can this work inform field of social research?
12: 30-13:30	Lunch
13:30-14: 30	Plenary threads
14:30-15:15	Wrap up and way forward

Appendix B



Every Voice Counts
Critical partnerships for teacher education and rural communities
International Symposium
26-27 February 2009
Campbell Collections, 220 Marriott Road, Berea, Durban

Programme

Day 1: Thursday 26 February

- | | | |
|--------------------|--|-------------------------|
| 0830 - 0900 | Registration | (Foyer) |
| 0830 - 0900 | Tea/Coffee | (Verandah) |
| 0900 | Welcome
Prof Michael Samuel (<i>Dean, Faculty of Education, UKZN</i>) | (Masakhane Room) |
| 0910 | Opening Remarks
Prof Cheryl Potgieter (<i>Dean of Research, UKZN</i>) | (Masakhane Room) |
| 0925 | Setting the scene
Chair: Naydene de Lange
Rural Education Niche Area (<i>Prof Bhana, Deputy Dean Postgraduate Studies and Research</i>) | |
| 0930 | Troubling Contexts: towards a generative theory of rurality as research
Robert Balfour, Claudia Mitchell and Relebohile Moletsane | |
| 1000-1230 | Lives of teachers
Facilitator: Kathleen Pithouse | (Masakhane Room) |
| | Excavating rurality through narrative
“Stories lives tell of teaching, healing, hoping...in rural schools” - Daisy Pillay and Sheereen Saloojee | |
| | Understanding identities of the professionally unqualified practicing teachers in rural secondary schools - Thabitha Mukeredzi | |
| | How rural women teachers see themselves as women and as teachers within sexuality education - Mathabo Khau | |
| | Working to reduce HIV and AIDS in rural KwaZulu-Natal schools and communities
Myra Taylor, SB Dlamini, CC Jinabhai, Reshma Sathiparsad | |

1230-1330	Lunch	(Verandah & Foyer)
1330-1530	Visual methodologies and social change Facilitator: Liesel Ebersöhn Biography of a toolkit Jean Stuart, Claudia Mitchell & Naydene de Lange “3...2...1... Action!”: Giving young people a voice through participatory video Dorothe Raht Blogging as a Liberatory Practice: Pre-service teachers and youth as knowledge producers for HIV/AIDS education in the age of participatory culture John Pascarella Pictures of change: A closer look at how visual methodologies encourage expressions of change - Linda Theron	(Masakhane Room)
1530-1600	Tea/Coffee	(Verandah)
1600-1700	Round table discussion by Rural Teacher Education Project students and interns Facilitator: Martin Combrinck	(Masakhane Room)
1700-1800	Learning to become a teacher Facilitator : Volker Wedekind Professional practicum in two rural schools: expectations and experiences of teachers Mari van Wyk and Martin Combrinck Experiential learning in an Indigenous context: Praxis of place, experience and criticality Kevin O'Connor	
1800	Cocktail function	(Verandah)

Day 2: Friday 27 February

0830-0900	Registration (for those not already registered)	(Foyer)
0900-0930	Screening of ‘ <i>Our Stories</i> ’	(Masakhane Room)
0930-1130	Teachers and rural communities Facilitator: Thabisile Buthelezi Overcoming adversity: Keeping vulnerable rural learners in school - Dipane Hlalele and V. Gasa “I just want to be an asset”: managing learners at risk in rural schools - Fumane Khanare “Teacher-parent partnership”: Using video production to help teachers and Communities to understand each other - Lesley Wood & Tilla Olivier	(Masakhane Room)
1130-1300	Partnerships for change Facilitator: Relebohile Moletsane	

“Rural” Schools and Universities: The Use of Partnerships as a tool for development in diverse and unexpected ways - Jane Pennefather and Neill Avery

From Placement to Partners: “Partnerships for teacher preparation”: Learnings from discursive spaces and critical practices - Daisy Pillay and Marinda Swart

Partnerships imply change: How they challenge teacher education - David Dillon and Kevin O’Connor

1300-1400	Lunch	(Verandah)
1400-1500	The rural classroom Facilitator: Daisy Pillay	(Masakhane Room)
	he WIFM/WIFY/WIFU questions: Partnerships in improving mathematics education in rural schools - Sally Hobden	
	Reflecting on student teachers’ experiences in the Rural Teacher Education Project - Vitallis Chikoko	
1500-1600	Gender violence and the rural landscape Facilitator: Jean Stuart	(Masakhane Room)
	<i>Refreshments available</i>	
	"When no means no": Listening to the sounds of silence in addressing gender violence - Claudia Mitchell and Lebo Moletsane	
	Teachers’ voices : “Zulu men demand respect” - Deevia Bhana, Naydene de Lange and Claudia Mitchell	
1600-1715	Where do we go from here? Facilitator: Claudia Mitchell	(Masakhane Room)
	Introduction: From research to action: can participatory evaluation help the process of transformation in the challenging context? - Faisal Islam (15 minutes)	
	Breakaway groups:	(20 minutes)
	Report back:	(20 minutes)
	Panel response: Relebohile Moletsane, Volker Wedekind, Kevin O’Connor, Mr Ngcobo (principal), Mr Nkanbine (principal)	(20 minutes)
1715-1730	Closing Remarks Naydene de Lange	

Research and Symposium supported by
National Research Foundation of South Africa
and
Social Sciences Human Research Council of Canada

*Please visit
International HIV&AIDS art exhibition at the Durban Art Gallery, Durban City Hall,
25 February onwards*

Appendix C



NEW TEACHERS FOR NEW TIMES RURAL TEACHER EDUCATION SYMPOSIUM

THURSDAY 8 OCTOBER 2009

PURCELL ROOM

12.00 – 13.45

- | | | |
|-----------|---|----------------------|
| 1. | Welcome (Prof De Lange) | 12.00 – 12.05 |
| 2. | About the research Niche Area and the RTEP model (Prof De Lange) | 12.05 – 12.10 |
| 3. | About the RTEP in Vulindlela (Dr M Combrinck) | 12.10 – 12.15 |
| 4. | Thoughts on the Professional Practicum
(Prof Buthelezi and Mari van Wyk) | 12.15 – 12.25 |
| 5. | Panel presentations by students (RTEP students) | 12.25 – 13.15 |
| 6. | Response from the project evaluator (F Islam) | 13.15 – 13.20 |
| 7. | Response from the principals and circuit managers | 13.20 – 13.30 |
| 8. | Questions and discussions (staff members) | 13.30 – 13.45 |
| 9. | Closing remarks | 13.45 |

Appendix D



A THREE-DAY TRAINING SESSION IN KIGALI ON PARTICIPATORY METHODOLOGIES FOR WORKING WITH RURAL GIRLS AND WOMEN.

DATES AND LOCATION: NOVEMBER 23, 24, 25 2009, KIGALI, RWANDA

WEBSITE: [HTTP://femstep/mcgill.ca](http://femstep/mcgill.ca)

DESCRIPTION

The crucial role that rural women and girls could play in determining the success of the Economic and Development Poverty Reduction Strategy in Rwanda has led to the development of an innovative research study, femSTEP, focusing on the participation of girls and women. As a key aspect of the study, we are embarking upon a 3-day training session on the use of visual participatory methodologies. The training on such tools as photovoice, participatory video and other visual methodologies, along with addressing technical and ethical issues will be carried out by a multidisciplinary team from McGill University (Montreal, Canada) in collaboration with Imbuto Foundation in Rwanda and the Centre for Visual Methodologies for Social Change at University of KwaZulu-Natal (UKZN) in South Africa. The participatory training will highlight methodologies which can involve rural girls and women as agents of change in their own communities and country, and present participatory methodologies as a cross-sectoral approach for enhancing poverty reduction strategies in rural areas.

RATIONALE

Visual participatory methodologies such as photovoice and participatory video have increasingly come to be regarded as critical approaches to grassroots policy making and to giving a voice to populations who are often marginalized within decision making and policy making. In the case of rural girls and women because of a lack of data and an absence of an analysis of the data that does exist, girls and women, their choices and capacities are usually not taken into consideration when designing responses to health, water or agricultural challenges, including rural innovations and related micro credit opportunities. With their input, sustainable solutions to fight poverty can be catalyzed and better understood. By promoting and supporting work with the concepts of participatory methodologies and 'giving voice', the training session is offering an opportunity for young researchers and NGOs to gain valuable skills and knowledge in the area of participatory methods. A focus on gender-based analysis and gender equality will be central in both the substantive and procedural aspects of the training session.

OBJECTIVE

The overall objective of the training session is to provide hands-on training to researchers in the area of participatory methodologies. The training session will focus on the use of participatory visual methodologies with rural Rwandan girls and women in addressing health, education and agriculture, and present participatory methodologies as a cross-sectoral approach for engendering poverty reduction strategies in rural areas. Participants will be given opportunities to test out photovoice, participatory video and other visual methods. Central to the training session will be a focus on both the 'how to' and the 'why' along with hands-on opportunities to learn about in all

aspects of the data collecting process. Particular attention will be paid to ethical issues and to critical issues around interpretation.

FORMAT

Throughout the three days of the training session, hands-on sessions will be led by social science researchers who have been working in the area of visual participatory methodologies in rural and urban settings and with girls and women. The training is designed to provide hands-on training for the participants on all aspects of photovoice (from operating cameras, to taking pictures, to working with printers, preparing captions and setting up a curate exhibition). Participants will learn by doing. Participants will also receive training around visual ethics and informed consent, and the interpretive process as well as strategies for working with communities. It will also provide time for reflection, discussion and critique on all aspects of the methods, with particular attention to their appropriateness with rural girls and women in Rwanda.

The training session will also give participants opportunities to consider the ways in which photo-voice data can be complemented by drawings and other visual approaches. Simultaneously, the training session will provide valuable feedback for the research team in relation to conducting photo-voice research in rural communities in Rwanda. A certificate will be awarded at the end of the training.

ANTICIPATED RESULTS

This training session is meant to prepare researchers to work in a participatory way through various visual methodologies with girls and women in grassroots policy making and development programs. It will have specific relevance to the femSTEP fieldwork which will take place early in 2010. The training carried out during this session will also lead to participation in an international workshop on visual participatory methodologies for working with rural girls and women, and where possible participation in data collection in rural areas.

Partners and Funding Organizations

Imbuto Foundation (Rwanda)

Ministry of Gender and Women in Development (Rwanda)

Centre for Visual Methodologies for Social Change, University of KwaZulu-Natal (South Africa)

Social Sciences and Humanities Research Council of Canada

International Development Research Centre (Canada)

Canadian International Development Agency

FOR FURTHER INFORMATION CONTACT: myriam.gervais@mcgill.ca

Appendix E

Picturing research: drawings as visual methodology

In recognition and response to the national and international need for a new book on the uses of drawing in education and social sciences, two members of the Centre for Visual Methodologies for Social Change (Professor Claudia Mitchell and Dr Jean Stuart), together with Professor Linda Theron, have signed a contract to edit such a book. We anticipate that readers will include under and post-graduate students, researchers in education and the social sciences and working in NGO's.

This edited book is intended for active researchers in southern and middle Africa and for post-graduate students engaged in empirical research. Drawings are acknowledged as an important research tool in social research. However there is little published on this topic, even within the international literature.

And yet...

- Drawings are an **accessible** and **inexpensive** methodology. As such they are highly suitable for use in Africa where researchers often do not have ready access to technological resources such as video cameras or photographic equipment.
- Drawings are **less labour-intensive** than many other qualitative methods (e.g. individual interviews; focus-group interviews).
- Drawings are a suitable data collection tool with **both children and adults**.
- Drawings are **powerful**. The research-based drawings that we will showcase clearly show that the visual metaphors speak loudly. In an African context where limited literacy and language are often barriers to research, **drawings overcome typical barriers**.
- The use of drawings offers a window or entry point into the vast range of **critical issues** associated with social research (the politics of using children's drawings, ethics, uses of visual evidence in international tribunals etc.)

The book will be structured into four sections.

***Section One** will focus on **drawings as research methodology** (i.e. locate drawings within qualitative research; delineate drawings as a research method; and explain the interpretive process).*

***Section Two** will illustrate the ways in which drawings are being used by South African, middle African and Canadian researchers in **work with children** in Southern and Eastern Africa.*

***Section Three** will illustrate the ways in which drawings are being used by South African, middle African and Canadian researchers working with such **adult groups** as pre-service teachers, in-service teachers, and community health care workers and agricultural in Southern and Eastern Africa.*

***Section Four** will highlight **critical issues in working with drawings**, including critical comment on the politics of working with children's drawings. It will also draw attention to the need for an ethically sensitive approach to drawings and the added reflexive benefit of drawings.*

Completed manuscript (includes peer-review process): June 2010; Publication, September, 2010

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