

CENTRE FOR
VISUAL
METHODOLOGIES
FOR
SOCIAL CHANGE



ANNUAL REPORT
SEPTEMBER 2009 – DECEMBER 2010



Centre for Visual Methodologies for Social Change

Annual Report, September 2009 – December 2010



Hanging Hands Photo Exhibition: World AIDS Day, 2010, Vulindlela

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

TABLE OF CONTENTS

1. HISTORY	6
2. PURPOSE AND ORGANIZATION.....	7
2.1. HIV and AIDS: PUTTING PEOPLE IN THE PICTURE.....	7
2.2. PARTNERSHIPS AND AFFILIATIONS.....	7
2.3. LOCATION	8
2.4. MANAGEMENT	8
3. KEY ACTIVITIES: 2009-2010	9
3.1. EVERY VOICE COUNTS: TEACHER DEVELOPMENT AND RURAL EDUCATION IN THE AGE OF AIDS	9
3.2. YAHAnet AT THE XVIII INTERNATIONAL AIDS CONFERENCE IN VIENNA IN JULY 2010.....	10
3.3. YOUTH AS KNOWLEDGE PRODUCERS: ARTS-BASED APPROACHES TO HIVAND AIDS PREVENTION AND EDUCATION IN RURAL KWAZULU-NATAL.....	11
3.4. DIGITIZING DATA PROJECT.....	11
4. SPONSORED SEMINARS AND TRAINING	13
5. SYMPOSIA AND CONFERENCES.....	14
5.1. “DIGITAL FUTURES SYMPOSIUM: PARTICIPATORY ARCHIVES IN THE AGE OF AIDS” HOSTED BY CENTRE FOR VISUAL METHODOLOGIES FOR SOCIAL CHANGE	14
6. INTERNSHIPS: VISITING POSTGRADUATE STUDENTS	15
7. COMMUNITY OUTREACH.....	15
7.1 WORLD AIDS DAY COMMUNITY SYMPOSIUM.....	15
7.2. YOUTH, HIV AND AIDS, AND MY COMMUNITY: DIGITAL STORYTELLING WORKSHOP.....	16
8. FUNDED RESEARCH: NATIONAL AND INTERNATIONAL.....	17
8.1. CURRENT RESEARCH	17
8.2. PENDING RESEARCH	21
9. SELECTED PUBLICATIONS.....	23
9.1. BOOKS	23
9.1.1 MONOGRAPHS.....	23
9.2. ARTICLES	23
9.3. CHAPTERS IN BOOKS.....	24

9.4. CONFERENCE PAPERS	27
9.5. WORKSHOPS	30
9.6. RELATED THESES	30
10. MEDIA	32

Interact & act Interact & act Interact & act

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 (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, a community organization focusing on the uses of drama in addressing issues of gender and HIV&AIDS 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 participatory video conducted by Monica Mak of McGill University. Appropriate cameras and film making equipment were purchased, and it was at the time that this module and the accompanying workshops were being presented that the Centre 'came to be'.

The CVMSC celebrated its fifth birthday in September 2009. Around this same time the CVMSC officially was authorised to operate under the name of 'centre' at UKZN. Our work in the CVMSC, 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. At the centre 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.

Now in its sixth year, the CVMSC is travelling in new directions. The CVMSC is now attached to the JL Dube Chair in Rural Education (through Professor Relebohile Moletsane). In addition to taking on a stronger focus on community engagement in rural settings through visual Methodologies in South Africa, we have also moved into the regional/international arena. The CVMSC continues to co-sponsor workshops across the province and throughout the country, but is now working in other parts of the continent and beyond. 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. In February, 2010, we conducted video-making workshops with participants from Jimma University in Ethiopia. In July, 2010, we mounted an interactive photo-voice exhibition at the 18th International AIDS Conference, held in Vienna as part of YAHANet (a partnership involving the Participatory Cultures Lab, GAAP, the CVMSC and Nelson Mandela Metropolitan University).

Interact & act Interact & act Interact & act

2. PURPOSE AND ORGANIZATION

The CVMSC has several main purposes:

- to advance the study of visual methodologies (photovoice, participatory video, 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 such groups as youth, community health workers, and teachers;
- to ensure appropriate training opportunities for staff and students at UKZN 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

The CVMSC draws on several partnerships, both internationally and nationally. These include 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 Image and Identity Research Collective www.iirc.mcgill.ca and the Gendering Adolescence and AIDS Prevention Project www.utgaap.info.

Interact & act Interact & act Interact & act

Nationally, the CVMSC is also linked to the Visual Methodologies for Social Change Unit, under the umbrella structure of the Centre for Educational Research, Technology and Innovation (CERTI) in the Education Faculty at Nelson Mandela Metropolitan University. The unit was established in 2010 and will be officially launched in 2011. The objectives of the research-intensive and community outreach unit are as follows: to contribute to the study of visual and participatory methodologies in general; to provide opportunities for staff at the NMMU to become involved in research projects; and to raise the community engagement and research profile of the Faculty:

2.3. LOCATION

The Centre for Visual Methodologies for Social Change 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 and other posters, photographs, community-based videos, drawings, visual installation material). Much of this material has now been digitalized. The Centre houses several editing stations, video cameras and other digital cameras.

New! From March 1, 2011 the centre for Visual Methodologies will be located in S 515/S 516. 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. MANAGEMENT

The CVMSC is managed through a Steering Committee:

Co Executive directors: Prof Claudia Mitchell and Prof Naydene de Lange

Co Directors: Dr Jean Stuart and Prof Relebohile Moletsane

Management Team:

Dr Jean Stuart

Prof. Claudia Mitchell

Prof. Naydene de Lange

Prof Relebohile Moletsane

Centre Members:

Dr Linda van Laren, School of Maths, Science and Technology

Dr Jenni Karlsson, School of Education and Development

Ms Bonakele Mhlongo, School of Languages, Literacy, Media and Drama Education

Ms Nokukhanya Ngcobo, School of Languages, Literacy, Media and Drama Educaiton

Dr Kathleen Pithouse-Morgan, School of Education and Development

Dr Lorraine Singh, School of Social Sciences

Advisory Board members:

Prof Michael Samuel, Dean of Faculty of Education, UKZN

Prof Deevia Bhana, Associate Dean of Research and Postgraduate Studies, Faculty of Education, UKZN

Prof Keyan Tomaselli, Centre for Communication, Media and Society

Dr Emmanuel Mgwashu, HoS, School of Languages, Literacy, Media and Drama Education

Ms. Debbie Heustice, HIVAN

Dr Juliette Leeb du Toit, Centre for Visual Arts

Interact ≠ act Interact ≠ act Interact ≠ act

International Members:

Dr Jon Prosser, Leeds University
Prof Gerry Bloustien, University of South Australia.

Administrator:

Ms Suzette Hattingh
Contact details:
Tel: 00 27 (0)31 260 3409
Email: cvm@ukzn.ac.za

3. KEY ACTIVITIES: 2009-2010

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.

In August 2010 a Retreat was held at Calderwood Hall, data was collected and a workshop on gender-based violence was held with teachers, articles were conceptualised and a new proposal was written and submitted to NRF. (See NRF “Nothing about us without us”). On 3 December a World AIDS day celebration was held at the community hall in Vulindlela (Also see 7).

Interact ≠ act Interact ≠ act Interact ≠ act

3.2. YAHAnet AT THE XVIII INTERNATIONAL AIDS CONFERENCE IN VIENNA IN JULY 2010



What can a pair of hands express?

A clenched fist. A hand enclosing a fist. Two fingers interlocking. Thumbs and forefingers forming a heart.

Female, Age 24, Ukraine

These are a sampling of the hundreds of hand images taken at an interactive photo activity at the YAHAnet booth in the Global Village during the recent International AIDS Conference in Vienna, Austria. Each of these hand photos was printed at the booth, and participants wrote personal messages directly on their photos about rights to expression related to sexuality and HIV & AIDS. Photos were then strung up across the booth to form a “Wall of Hands”.

The photo activity attracted participants from a diversity of backgrounds, including a young female Kenyan dancer, an Argentinean sex worker, and a team of four young Hungarian lab technicians with their supervisor. All were eager to share their hand messages on the necessary steps to a successful AIDS response. Eighty-three countries were represented in what resulted in an impressive photographic display at the conference – a display that continues to spread awareness and attract international recognition and support for the effectiveness of arts-based initiatives as a virtual 3D gallery on YAHAnet.org.

YAHAnet (or Youth, the Arts, HIV & AIDS Network) was honoured to be selected to run a photovoice booth during the main conference in Vienna that was attended by over 19,000 delegates. John Murray, Katie MacEntee, Lukas Labacher from McGill University staffed the booth over the whole week, with Prof Naydene deLange and Prof Claudia Mitchell.

YAHAnet was also privileged to facilitate a collage workshop at the YouthForce Pre-Conference, a week-long event planned by a youth council and attended by youth delegates from across the world. Entitled “Rights to Expression: Social Networking Spaces, Advocacy, and the Arts”, the workshop was run by two members of the YAHAnet team, Katie MacEntee and Lukas Labacher – doctoral and masters students, respectively, in McGill’s Faculty of Education – and YAHAnet Coordinator, John Murray – a McGill alumnus with a degree in International Development Studies.

Interact & act Interact & act Interact & act

The collage workshop attracted participants from thirteen countries, many of whom had no previous experience using collage. Participants individually chose several magazine images before forming small groups in which they discussed their reasoning for choosing their images and their personal understandings of the workshop theme of “youth rights to expression in the age of AIDS”. Completed collages were shared with the other groups and follow-up video interviews with three of the workshop participants were conducted at the YAHAnet booth, where the collages were also put on display for all conference delegates to see. Interviewees emphasized that they would be introducing ‘collage’ as an important awareness-raising technique in their own HIV & AIDS organizations or projects in Bolivia, Lebanon, and Bosnia-Herzegovina.

To view photos and video from the collage workshop and to take a virtual walk along the “Wall of Hands”, go to www.yahanet.org. Membership on YAHAnet is free, and members can comment on any of the work produced at the Vienna conference. Taking a ‘youth as knowledge producers’ stance, YAHAnet is an innovative social networking website for youth that connects youth groups and individuals around the world that are addressing, or would like to learn how to address, HIV and AIDS issues through arts and media. YAHAnet members can use newly-gained knowledge, strategies, and techniques from the website to develop or improve their own organizations/groups and become leaders in their communities. On the website, members can show creative talent in a virtual Gallery, share ideas within specific Workgroups and on the site-wide Forum, learn from a variety of How-To Guides and resources, and plan and advertise events in a Community Calendar. The development of the website was sponsored by UNESCO in partnership with the University of Toronto and the Centre for Visual Methodologies for Social Change, University of KwaZulu-Natal and Nelson Mandela Metropolitan University.

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

This NRF funded project, 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, is also a sub-study of the Every Voice Counts project (see 3.1). The aim of this project is to test out 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 so far has been 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 is to contribute to the support of learner-centred arts based approaches to addressing HIV and AIDS. (See also Centre-sponsored workshops)

3.4. DIGITIZING DATA PROJECT

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.

Interact ≠ act Interact ≠ act Interact ≠ act

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 Prof Eun Park) and the evaluation report was used to refine the digital archive. The archive has also provided Thoko Mnisi 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. Thoko has submitted her work for examination and graduated in 2010. An article by De Lange, Mnisi, Mitchell & Park entitled: *University-Community Partnerships in addressing HIV and AIDS through Building Digital Archives*, has been published. 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*. This work has been published in *Communitas*, In March 2010 the Digital Futures symposium was held at Calderwood.

4. SPONSORED SEMINARS AND TRAINING

What Can Young People Do in the Age of AIDS? Youth as Knowledge Producers Peer-Education Using Collage

Twenty-seven of UKZN's Edgewood campus preservice teachers came together in May 7-9th and May 12th 2010 to take part in collage-making workshops to learn more about how to address HIV and AIDS in classrooms and with young people. Teachers, along with others professionals are often in a position to address HIV and AIDS in a variety of new and innovative ways on a daily basis. This workshop offered training on how integrating the arts can bring to the fore how difficult- to- discuss issues such as stigma, religion, and adolescent sexuality might be connected to HIV and AIDS. In particular, it focused on how young people- students and learners- might contribute to addressing HIV and AIDS in their communities. With the support of the NRF-funded projects: *Youth As Knowledge Producers*, *Every Voice Counts*, and the SSHRC funded project, *What Difference Does This Make?* and the support of the *Centre for Visual Methodologies for Social Change* the workshops were very successful. One student says, "I gained a lot [participating in this workshop] especially the fact that it is possible to teach and learn using a collage."

The workshop was facilitated by Katie MacEntee, a doctoral student from McGill University in Montreal, Canada. Katie has experience working with young people from many different parts of the world running collage workshops in Canada and in the highly HIV affected areas of rural KZN. During the workshops the participants reviewed and expanded their knowledge about the tensions of addressing HIV and AIDS in the classroom and at the same time learned about collage – an art making process through which one might explore and express ideas through cutting and gluing images from magazines. One workshop participant reflects on the range of ways HIV and AIDS might be addressed, he says, "I have learnt that people think differently about HIV/AIDS. I have gained that there are other ways that could be used to let people know about HIV and AIDS. Not just about killing the disease." And although young people might feel uncomfortable talking about HIV and AIDS, one participants writes, "through a collage, you can be able to know what they think and what they feel" and start tailoring HIV and AIDS education to be more relevant to particular communities and age groups.

The collages produced during the workshops open up issues that the participants themselves saw as central to answering the questions "what are the challenges of HIV and AIDS?" and "What can we do as young people to address HIV and AIDS?" These questions are important because while it is important to identify challenges we need to acknowledge that young people have a voice in addressing issues in their schools and communities.

The answer to these questions varied. One group identified how teachers can work in conjunction with health care professionals to educate about HIV and AIDS, combat stigma, and the potential of integrating culturally specific messages into HIV intervention.

What their collages have in common in the idea "we can do something". The young people in this workshop felt that talking and educating people about the fear and stigma around HIV will make a positive contribution in their community. They are picturing social change.

5. SYMPOSIA AND CONFERENCES

5.1. “DIGITAL FUTURES SYMPOSIUM: PARTICIPATORY ARCHIVES IN THE AGE OF AIDS” HOSTED BY CENTRE FOR VISUAL METHODOLOGIES FOR SOCIAL CHANGE

March 18-19 2010 found local and international researchers gathered at Calderwood Hall in the Vulindlela area to consider the ways in which digital archives and technical tools are being used by researchers working in the area of visual arts-based methodologies in addressing youth, sexuality and HIV & AIDS. The symposium was organized through the Centre for Visual Methodologies for Social Change in the School of Language, Literacies, Media and Drama Education of the Faculty of Education. Funded by the Social Sciences and Humanities Research Council of Canada, the symposium is part of a larger collaborative project involving the Social Uses of Digital Data project led by Professor Naydene de Lange, and the Digital Futures project involving Professors Eun Park and Claudia Mitchell, McGill University.

The symposium contributed to the establishment of a Digital Futures Network of social scientists working with visual data, drawing together researchers from Australia, the UK, Canada and South Africa. Central to the project are such topics as visual ethics, youth engagement and IT and other technical support, all issues that were given a practical angle during the Symposium through field visits to the Mafakatini Clinic (CAPRISA project) and to Gobindlovu Secondary School, one of the schools participating in CVMSC activities.

A highlight of the Symposium was a digital futures ‘new directions’ panel made up of 4 participants all developing doctoral research studies in the area of the visual and HIV and AIDS: Thoko Mnisi, Fumane Khanare, Nokukhanya Ncgobo and Bona Mhlonga.

The Digital Futures symposium was part of a series of events to mark the fifth birthday of the Centre for Visual Methodologies for Social Change. These events included a presentation on visual ethics given by Dr. Jon Prosser of Leeds University and organized through the College of Humanities Ethics Committee. It also included a talk by Dr. Gerry Bloustien, author of *Girl-making*, on digital media and youth engagement.



6. INTERNSHIPS: VISITING POSTGRADUATE STUDENTS

Katie MacEntee, McGill University (May, 2010; November-December, 2010)

Katie MacEntee, is a PhD student in the Department of Integrated Studies in Education at McGill University. Supervised by Professor Claudia Mitchell, Katie is researching how we assess the consequences of participatory arts-based methodologies in sexual and HIV and AIDS education. In May, 2010, Katie conducted workshop on collage with B.Ed students from UKZN and learners from Kuklekonke and Gobinglovu schools. In November-December, 2010 she conducted The *Youth, HIV and AIDS and My Community* Digital Storytelling Workshop at Gobinglovu School. The intent of these techniques is to explore how different assessment methods work in the setting of participatory arts-based methods.

Lukas Labacher, McGill University (November-December, 2010)

Lukas Labacher is in his final year of his Masters in the Department of Integrated Studies in Education at McGill University, supervised by Professor Claudia Mitchell. His MA research focuses on how young people at McGill University in Canada and the University of KwaZulu Natal in South Africa want to use cell phones to communicate about HIV and AIDS, obtain VCT results, and communicate with partners, peers, and family about their sexual health. In addition to co-facilitating a workshop on digital storytelling, Lukas presented his research at the World AIDS Day held on December 3, 2010.

7. COMMUNITY OUTREACH

7.1 WORLD AIDS DAY COMMUNITY SYMPOSIUM

A 2010 World AIDS Day Community Symposium, held December 3rd at Vulindlela Community Hall, was filled with participatory arts-based activities, symposium research presentations, and role-laying scenarios presented by graduate students, researchers, and students from nearby Vulindlela. Organized under the umbrella of 'Every Voice Counts', the daylong event began early in the morning, as visitors first passed through the *Hanging Hands Exhibition*, a collection of images streamed across the doorway of the Hall. Visitors to the Community Hall were invited to contribute to the *Exhibition*, by having their own hands photographed. Images were printed at one of two printer stations, and participants could write a slogan about *Youth's Rights Here, Right Now in Our Communities*.

Mr. Nkabine from nearby Gobindlovu Secondary School welcomed everyone to the event. Throughout the day, visitors from the community were invited to participate in an arts-based collage-making workshop facilitated by Ph.D. Student Katie MacEntee from McGill University and Dr. Daisy Pillay from UKZN.

Fumane Khanare, a lecturer from the University of Kwa-Zulu Natal, and Lukas Labacher, a current MA student from McGill University along with community health researchers presented studies, panel discussions, and community initiatives to an audience of over 1000 learners from nearby elementary and secondary schools.

Two learners from Gobindlovu School presented a PowerPoint presentation that they had created as part of a group at a workshop about *How HIV and AIDS Affects My Community*, facilitated by Katie MacEntee and Lukas Labacher during the week leading up to the World AIDS Day Event.

Finally, Professor Relebohile Moletsane announced the awarding of a new NRF partnership grant "Nothing about us without us" involving researchers at UKZN, NMMU, McGill and Mr. Nkabine, the

Interact & act Interact & act Interact & act

principal of Gobindlovu School. The learners of Gobindlovu were especially thanked for having communicated their thoughts and ideas about how HIV and AIDS affects them and their community.

7.2. YOUTH, HIV AND AIDS, AND MY COMMUNITY: DIGITAL STORYTELLING WORKSHOP

Over three days in November 2010, a group of eleven grade 8 learners from Gobindlovu secondary school participated in a digital storytelling workshop. In the workshop they created digital stories about what they think and know about youth, HIV and AIDS, and their community. The *Youth, HIV and AIDS and My Community* project focused on learning how young people both experience and engage with the issue in a context where there are high rates of HIV and AIDS. The project used digital storytelling - a participatory arts-based method – to explore this topic with the participants. Digital Storytelling is both an educational and research method that combines photography, music, voice-over, and (in this case) Microsoft Power Point to create visual essays that tell a story from the perspective of the participants.

The workshop was sponsored by the Centre for Visual Methodologies for Social Change, and funded through the NRF project Every Voice Counts (PI Naydene de Lange) and the Participatory Cultures Lab (McGill). It was facilitated by Katie MacEntee and Lukas Labacher (both of McGill). The learners worked in three single sex groups to produce three complete stories on the prompt “Youth, HIV and AIDS, and My Community”. The boys told a story about a young, HIV positive learner who gets support from his community when his family abandoned him. One of the groups of girls reflected in their story on how, despite sexual desire, young people (males and females) can choose to abstain from sex when no condom is available. And the third group also made up of girls created a story that dealt with stigma in the community. In the story the community at first stigmatized and rejected a young girl who becomes pregnant and HIV positive as a result of having unprotected sex. In the end, the community, the girl’s mother, her boyfriend, and her peers come around to supporting her.

Two learners from the workshop presented on the stories and their experiences over the three day workshop to their community, during a larger event to mark AIDS Day and the 16 Days of Activism Against Violence Against Women at Gobindlovu School on December 3. On stage with doctors, researchers, the school principal, teachers, and Community Leaders, these youth in their presentation held the attention of their peers and elders. This experience highlights the equal importance young people’s perspectives and knowledge has in addressing HIV and AIDS.

8. FUNDED RESEARCH: NATIONAL AND INTERNATIONAL

8.1. CURRENT RESEARCH

What Difference Does This Make: Studying Youth as Knowledge Producers in the Age of AIDS

Partners: Claudia Mitchell, June Larkin, Sarah Flicker, Naydene de Lange and Jean Stuart.

Funder: Social Sciences and Humanities Research Council of Canada, 2008-2011(R994 000)

Aims:

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.

To explore the ways in which new projects on youth, the arts and HIV and AIDS can incorporate an evaluation component.

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 photovoice 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 projects.

Interact & act Interact & act Interact & act

Building an international digital futures network for HIV and AIDS prevention: Participatory visual data archives

Partners: McGill University, Centre for Visual Methodologies for Social Change (Eun Park, PI, Claudia Mitchell, Naydene de Lange, Sarah Flicker, Jon Prosser)

Funder: Social Sciences and Humanities Research Council of Canada (75,000)

Aim:

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, South Africa, and the UK. This work is building upon the existing Canadian research team's protocols and data sets that have been drawn from previous projects.

The objectives of the program include:

1. 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. Establish a 'DIGITAL FUTURES NETWORK' of social scientists working with photo data related to addressing HIV and AIDS.
3. Locate Canada as a leader in the network; and
4. Provide training for local and international researchers in community-based visual research.

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. The findings of this study will also contribute to understanding the role of digitization for improving pedagogy on HIV and AIDS through sharing and accessing 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 participants themselves can both inform and benefit from what might be regarded as grassroots policy-making. The study will contribute to developing an international network of teachers, researchers, and public health workers who use the visual for stimulating social awareness and disseminating information in specific contexts. The results of the study will contribute to 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.

Interact & act Interact & act Interact & act

Through their eyes: Rural Rwandan Girls' and Women's Vision for Engendering Poverty Reduction Strategies

Partners: Myriam Gervais, Claudia Mitchell, Eliane Ubalijoro, Euthalie Njioro, Naydene De Lange).

Funder: SSHRC 2009-2012: 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 analyse 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.

Interact & act Interact & act Interact & act

Can Art Stop AIDS?

Naydene de Lange (PI), with Claudia Mitchell, Relebohile Moletsane, Jean Stuart, Linda Theron, Kim Berman 2010

Funder: NRF

Purpose:

A National Discussion on arts-based research/intervention in the context of HIV and AIDS, and what difference it makes, took place on 15 September 2010 at the NMMU, Port Elizabeth. The event was hosted by the HIV and AIDS Education Research Chair and funded through the NRF New Knowledge Field Development grant.

Aim:

The purpose of the discussion was to explore the critical issues surrounding the effectiveness of arts-based research/interventions in the context of education and HIV and AIDS. Twenty-three participants from universities and non-governmental organizations from all over South Africa attended the discussion. Their expertise in arts-based research made them particularly suited to making valuable contributions to a discussion of this nature.

Nothing about us without us: Participatory approaches to teacher development and community wellness to enhance teaching and learning in rural schools.

Partners: Relebohile Moletsane (PI), Naydene deLange, Claudia Mitchell, Robert Balfour, Daisy Pillay, Vitalis Chikoko, Volker Wedekind, Jean Stuart, Mr MJ Nkabine (School principal). The team will also include: One PhD intern, two MEd students and a Post-doctoral research fellow.

Funder: NRF (R1, 030 000.00 over three years 2011-2013)

There is a widely held consensus amongst researchers, politicians, education officials and educators that the state of the schooling system in South Africa is in crisis. Indicators include the poor achievement and throughput rates amongst learners in national and international assessments, the high levels of violence in schools, the poor quality of the teacher workforce and poor transition rates to further and higher education. This is a major brake on social and economic development in South Africa. A second consensus is that improving educational quality hinges on the quality of the teachers (see Hugo et al, 2010). Addressing the question: *How can professional development and community wellness enhance teaching and learning in rural schools*, this study seeks to improve our understanding of how teachers (both pre-service and in-service) can best be supported and professionally developed. The study aims to examine the role of teacher professional development and community wellness in enhancing teaching and learning in rural schools. In particular, the study aims to use participatory methods to involve teachers and rural communities in understanding and harnessing the potential reciprocal relationships for the professional development of teachers and community wellness generally, and for enhancing teaching and learning in rural schools. , Balfour, Mitchell and Moletsane (2008) have argued that the very isolation of the rural space makes for the intensity of lived experience. Similarly, Harley & Wedekind (2004) as well as Joseph (2007) also note that the negative impacts of poverty, HIV and AIDS, and climate change, among others, are more pronounced in rural areas than in urban areas. Unfortunately, despite this, the voices of rural people and rural teachers and learners continue to be marginalized in most research and development projects. To illustrate, an Amnesty International study (AI, 2008) *"I am at the lowest end of all"*, noting the gaps in how

Interact ≠ act Interact ≠ act Interact ≠ act

rural life is understood for women, particularly in the context of HIV&AIDS and access to resources, focused entirely on rural women in two of the most rural provinces, Mpumalanga and KwaZulu-Natal, two provinces which are also notably the poorest. What this study does is to draw attention to the absences of a rural voice in several other studies. It addresses the question: How can professional development and community wellness enhance teaching and learning in rural schools?

8.2. PENDING RESEARCH

The following proposals have been submitted for funding and are awaiting response:

Agency in transforming the digital archive: Historical and contemporary girls as knowledge producers.

Partners: McGill University, CVMSC (and School of Languages, Literacy, Media and Drama Education and Queensland University of Technology)

Proposed Funder: Social Sciences and Humanities Research Council of Canada (\$255,000)

Through cross-sectoral and international academic partnerships, the overall goal of this partnership development project is to contribute to transforming how digital archives are constructed, used and thought about in the context of girls' lives and social practices. The objective is to develop a Girlhood Exchange meta portal (in essence a 'portal of portals' on girls' cultural productions) – with girls and with scholars and digital media specialists – made up of a participatory archive, collaborative (and restricted) workspaces for both girls and girlhood scholars, as well as public spaces for the engagement and participation of a wider network of girls. The project explores how, digital technology, particularly through the development of a participatory digital archive, can legitimize (and make it possible to fully mine) cultural artefacts produced by girls (both historically and in the present), by making them accessible to scholars and to girls themselves. The project as a whole responds to critical issues within Girlhood Studies and a simultaneous focus on advocacy (a voice for girls in speaking out about their own lives), and a focus on legitimizing girls' cultural expression through various forms of cultural production including digital media. The use of digital media to explore the meanings of these productions (as well as to inspire girls' production of new artefacts through sound, image and text) offers a particularly 'hopeful' platform in terms of partnership development in working with girls. Indeed, although the study of girls' cultural productions (or what is often referred to in current work in the area of digital media as DIY do-it-yourself expression) remains an understudied area in social research. The study and use of girls' productions have a great deal to say about the critical issues of their lives.

Interact & act Interact & act Interact & act

Digital voices of rural teachers: Participatory analysis, 'being a teacher in the age of AIDS' and social action

Partners: McGill University, CVMSC, and Nelson Mandela Metropolitan University
Proposed Funder: Social Sciences and Humanities Research Council of Canada (\$200,000)

This study asks the question, what difference can the participation of rural teachers make to deepening an understanding of youth sexuality and HIV&AIDS, and how can these meanings be translated into more nuanced understandings and treatment of critical cultural issues in community-based programs and policy? In developing a framework for engaging teachers in working with transcript data, the study will explore the ways in which digital technology can be simultaneously a tool for deepening an understanding of the issues (meaning-making) and an entry point to building the capacity of rural teachers in working with new media as a tool for social action.

Aim:

- 1: Study the engagement of teachers in using digital technology as central to participatory analysis.
- 2: Provide evidence-based data on how teachers (both community-based teachers and teachers who commute rural communities to teach) analyze and interpret teacher-produced data on youth sexuality.
- 3: Identify some of the critical ethical issues surrounding this sensitive cultural work and ways of addressing these issues in communities.
- 4: Consider how participatory analysis can inform local and regional policy.

Design: Participants in the study will be rural teachers in KwaZulu-Natal and the Eastern Cape. In total we plan to work with 4 groups of teachers, each made up of 8-10 participants.

Stage 1 (Year 1). In this first stage the team will be working with previously collected transcripts to identify appropriate cultural data, which could be used in the fieldwork. This first stage will involve reviewing all of the transcripts and identifying key themes (and will constitute a data source). This first stage will also contribute to developing the curriculum procedures for conducting the digital storytelling and mobile phone (cellphilm) workshops.

Stage 2 (Year 1 and 2). The fieldwork in each of the sites will take place over two sessions. The first will be a local one-day session which will involve engaging a larger group of teachers (approximately 20) in focus group work in relation to various cultural issues related to youth and sexuality in the age of AIDS, and an introduction to the digital component of the work. The second session in each site will involve a smaller group of teachers (8-10) in each site and will take place over 5 days as a Digital Participatory Analysis workshop.

Stage 3 (Year 2 and 3). As part of the third stage of the project, we plan to bring all of the teachers from the two provinces together for a two day Digital Voices Colloquium where participants will screen their work for each other, critique the work and consider the ways in which this work can be taken forward into communities and other forums. We will also set up Community Engagement Forums in each of the 4 districts (where teachers will screen their work to a wider audience of parents, students, district officials and other community members).

9. SELECTED PUBLICATIONS

This list is a partial list of publications of CVMSC members published in 2009-2010.

9.1. BOOKS

Islam, F., Mitchell, C., De Lange, N., Balfour, R., & Combrinck, M. (eds.) (In press). *School-University Partnerships for Educational*. New York: Edwin Mellen.

Mitchell, C. (In press). *Doing visual research*. London and New York: Sage.

Mitchell, C., Strong-Wilson, T., Pithouse, K., & Allnutt, S. (eds.) (2011). *Memory and pedagogy*. London and New York: Routledge.

Moletsane, R., & Mitchell, C. (eds.) (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*. PmB: UKZN Press.

Theron, L., Mitchell, C., Smith, A., & Stuart, J. (eds.) (In press). *Picturing research: Drawings as visual methodology*. Rotterdam: Sense.

9.1.1 MONOGRAPHS

Chisholm, L., Haupt, I., Hoadley, U., Lewin, T., Mawoyo, M., Moletsane, R., & Moorosi, P. (2009). *Gender, Identity and Institutional Culture: Women Students' Constructions of Success at Three South African Universities*. Pretoria: Department of Education.

Mkhize, N., Bennett, J., Reddy, V., & Moletsane, R. (2010). *The Country We Want to Live In: Hate Crimes And Homophobia in the Lives of Black Lesbian South Africans*. Cape Town: HSRC Press.

9.2. ARTICLES

De Lange, N., Mitchell, C., Moletsane, R., Balfour, R., Wedekind, V., Pillay, G., & Buthelezi, T. (2010). 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*, 14 (3): S45-S55.

De Lange, N., Mnisi, T., Mitchell, C., & Park, E. (2010). Giving life to data: University-community partnerships in addressing HIV and AIDS through building digital archives. *E-learning and Digital Media*, 7(2), 160-171.

MacDonald, J., Gagnon, A.J., Mitchell, C., DeMeglio, G., Rennick, J.E., & Cox, J. (In press). Asking to listen: Towards a youth perspective on sexual health education and needs. *Sex Education*.

Mitchell, C., Dillon, D., Strong-Wilson, T., Pithouse, K., Islam, F., O'Connor, K., Rudd, C., Staniforth, P., & Cole, A. (2010). Things fall apart and come together: Using the visual for reflection in alternative teacher education programmes. *Changing English*, 17, 1 (45-55).

Mnisi, T., De Lange, N., & Mitchell, C. (2010). Learning to use visual data to 'save lives' in the age of AIDS? *Communitas*, 15, 183-201.

Olivier, M.A.J., De Lange, N., & Wood, L. (2010). Using participatory video to explore educators' 'lived experience'. *Perspectives in Education*, 28 (4), 43-51.

Stuart, J. (2010). Youth as Knowledge Producers: Towards changing gendered patterns in rural schools with participatory arts-based approaches to HIV and AIDS. *Agenda 84, Gender and Rurality*, 53-65.

Stuart J. (2009). Yesterday, today and tomorrow: the future of girlhood in South Africa in the age of AIDS. *Agenda*.

Tao, R., & Mitchell, C. (2010). I Never Knew that Pictures Could Convey Such Powerful Messages: Chinese Students in an English Department Explore Visual Constructions of HIV and AIDS. *Changing English*, 17(2), 161-176.

9.3. CHAPTERS IN BOOKS

Balour, R., Mitchell, C., & Moletsane, R. (In press). Understanding Rurality in the Troubling Context: Prospects and Challenges. In F. Islam, C. Mitchell, N. de Lange, R. Balfour and M. Combrinck. (Eds.), *School-university partnerships for educational change*. New York: Edwin Mellen.

De Lange, N., & Combrinck, M. (In press). What will we do with 24 ducks? Building community partnerships. In F. Islam, C. Mitchell, N. De Lange, M. Combrinck, & R. Balfour (Eds.), *School-University Partnerships for Educational Change in Rural South Africa: Particular Challenges and Practical Cases*. New York: Edwin Mellen Press.

De Lange, N., Mitchell, C., Moletsane, R., & Stuart, J. (In press). Youth as knowledge producers in community based video in the age of AIDS (authors S. Poyntz and M. Hoehsmann) a sidebar In *Teaching and Learning the Media: From Media Literacy* Blackwell/Wiley.

De Lange, N. (2010). Was it something she wore? Gender-based violence and the policing of girls' place in the school space. In Moletsane, R. & Mitchell, C. (Eds.), *Was it Something I Wore? Gender, Dress and Material Culture in Social Research in Southern Africa*. Peter Lang. (In Press).

De Lange, N., & Grossi, E. (2009). An arts-based thesis: Reflections on the how and the who and the why of the I. In K. Pithouse, C. Mitchell & R. Moletsane (Eds.), *Making Connections: Selfstudy and social action* (187-206). New York: Peter Lang.

De Lange, N., Stuart, J., & Mitchell, C. (In Press). Learning together: teachers and community health care workers draw each other. In L. Theron, C. Mitchell, A. Smith and J. Stuart (Eds.),

Picturing research: Drawing(s) as visual methodology. Rotterdam: Sense.

Islam, F., Mitchell, C., De Lange, N. & Balfour, R. (In press). Partnerships for Hope: An Introduction. In F. Islam, C. Mitchell, N. De Lange, M. Combrinck, & R. Balfour (Eds.), *School-University Partnerships for Educational Change in Rural South Africa: Particular Challenges and Practical Cases*. New York: Edwin Mellen Press.

Kirk, J., Mitchell, C., & Reid-Walsh, J. (2010). Toward political agency for girls: Mapping the discourses of girlhood globally. In J. Helgren and C. Vascolles (Eds.), *Girlhood: A global history* (pp. 14-29). N.J: Rutgers University Press.

MacEntee, K., & Mitchell, C. (In press). Lost in translation. In L. Theron, C. Mitchell, A. Smith and J. Stuart (Eds.), *Picturing research: Drawing(s) as visual methodology*. Rotterdam: Sense.

Mitchell, C., De Lange, N., Balfour, R., & Islam, F. (In press). Transforming teacher education? A Rural Teacher Education Project Experience. In F. Islam, C. Mitchell, N. De Lange, M. Combrinck, & R. Balfour (Eds.), *School-University Partnerships for Educational Change in Rural South Africa: Particular Challenges and Practical Cases*. New York: Edwin Mellen Press.

Mitchell, C., Islam, F., De Lange, N., Balfour, R., & Combrinck, N. (In press). Epilogue. New Teachers for New Times . . . and New Places. In F. Islam, C. Mitchell, N. De Lange, M. Combrinck, & R. Balfour (Eds.), *School-University Partnerships for Educational Change in Rural South Africa: Particular Challenges and Practical Cases*. New York: Edwin Mellen Press.

Mitchell, C., & DeLange, N. (2010). Community-based participatory video and social action in rural South Africa. In Margolis, E. & Pauwels, L. (Eds.), *The SAGE Handbook of Visual Research Methods*. London: Sage. (In Press)

Mitchell, C., Pascarella, J., De Lange, N., & Stuart, J. (2010). "We wanted other people to learn from us": Girls blogging in rural South Africa in the age of AIDS. In S. Mazzarella (Ed.), *Girl Wide Web 2.0: Revising Girls, the Internet and the Negotiation of Identity* (pp.161-182). New York: Peter Lang.

Mitchell, C., Stuart, J., De Lange, N., Moletsane, R., Buthelezi, T., Larkin, J., & Flicker, S. (2010). What Difference Does This Make? Studying Southern African Youth as knowledge Producers within a New Literacy of HIV and AIDS. In Higgins, C. & Norton, B. (Eds.), *Language and HIV/AIDS* (pp. 214-232). Toronto: Multilingual Matters.

Mitchell, C., Wilson, T., Pithouse, K., & Allnutt, S. (2010). Introducing memory and pedagogy. In C. Mitchell, T. Strong-Wilson, K. Pithouse and S. Allnutt (Eds.), *Memory and Pedagogy*. London and New York: Routledge.

Mitchell, C., Theron, L., Smith, A., & Stuart, J. (In press). Introduction. In L. Theron, C. Mitchell, A. Smith and J. Stuart (Eds.), *Picturing research: Drawing(s) as visual methodology*. Rotterdam: Sense.

Mitchell, C., Theron, L., Stuart, J., & Smith, A. (In press). Drawing as visual methodology. In L. Theron, C. Mitchell, A. Smith and J. Stuart (Eds.), *Picturing research: Drawing(s) as visual methodology*. Rotterdam: Sense.

Mitchell, C. (In press). Picturing violence. Participatory visual methodologies in working with girls to address school and domestic violence in Rwanda. In K. Mundy (Ed.), *Education in conflict: A tribute to Jackie*. New York: Teachers College Press.

Mitchell, C. (2010). Things, objects and gendered consumption in childhood studies. In D. Buckingham and V. Tingstad (Eds.), *Childhood and consumer culture* (pp. 94-112). London: Palgrave MacMillan.

Pithouse, K., Mitchell, C., Moletsane, R., De Lange, N., Olivier, M.A.J., Wood, L., Stuart, J., & Van Laren, L. (In press). Arts based and other participatory strategies for teacher development in the Age of AIDS. In J. Kirk & M. Dembele, *In More and Better Teachers : Teachers and Teacher Issues in Development Context*. UNESCO IIEP and id21 Insights Education.

Sorensen, I., & Mitchell, C. (In press). Tween-method and the politics of studying kinderculture. In S. Steinberg (Ed.), *Kinderculture*, 3rd edition. Westview Press.

Stuart, J. (In press) Drawings as reflective tools for teacher development in the age of AIDS. In L. Theron, C. Mitchell, A. Smith & J. Stuart (Eds.), *Picturing research: Drawings as visual methodology*. Rotterdam: Sense.

Stuart, J., Rath, D., & Smith, J. (In press). Youth as Knowledge Producers: Re-visioning teacher/learners roles through extra-curricular activities. In F. Islam, C. Mitchell, N. De Lange, M. Combrinck, & R. Balfour (Eds.), *Partnerships for hope: a school-university collaboration for educational change in rural South Africa*. New York: Edwin Mellen.

Theron, L., Stuart, J., & Mitchell, C. (In press). A positive, African ethical approach to collecting and interpreting drawings. In L. Theron, C. Mitchell, A. Smith and J. Stuart (Eds.), *Picturing research: Drawing(s) as visual methodology*. Rotterdam: Sense.

9.4. CONFERENCE PAPERS

Conference Proceedings

Combrinck, M., De Lange, N., Swart, M., & Wolhuter, C. (Eds.). (2010). *Education: Making every voice count*. Proceedings of the 2009 Annual Conference of Education Association of South Africa, Karridene, Illovo Beach, 13-16 January 2009. ISBN- 978-1-86822-580-4

Moletsane, R. (2009). Gender and Development: Universities for Social Change in Sub-Saharan Africa. In E. Motala and P. Watson (Eds.), *Development and its Implications for Higher Education in Southern Africa. SARUA Leadership Dialogue Series*, 1 (3), 35-41.

International Conferences

De Lange, N. (2010). Digitizing Data: Giving life to data to 'save' lives in the age of AIDS 2008-2011. *Digital Futures Symposium*, Calderwood Hall, Vulindlela, 18-19 March.

De Lange, N., & Mitchell, C. (2010). Photovoice: A visual participatory methodology – a tool in engaging marginalized groups in voicing and analysing issues that affect their lives and taking action. (Skills Building Workshop). *The 4th Africa conference on Sexual health and rights*. UNECA Conference Centre, Addis Ababa, Ethiopia, 7-12 February.

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, 2009.

Mitchell, C. (2009). Keynote Address: Arts-based approaches to working with youth in the age of AIDS. International Experiential Education Conference, Montreal, October 29-30, 2009.

Mitchell, C., De Lange, N., MacEntee, K., Labacher, L., Murray, J. (2010). Youth, Arts, and HIV and AIDS Network (Yahanet) in the Global Village and Youth Programme (Participatory workshop). XVIIIth International AIDS Conference, Vienna, Austria, 18-23 July.

Mitchell, C., Stuart, J., & De Lange, N. (2010). Re-playing, re-remixing, and re-making media texts: Youth as knowledge producers in the age of AIDS. *Digital Futures Symposium*, Calderwood Hall, Vulindlela, 18 - 19 March.

Mnisi, T., & De Lange, N. (2010). Beyond data production: Exploring the use of a digital archive in addressing HIV- related stigma with teachers in two rural schools in KwaZulu-Natal. *Digital Futures Symposium*, Calderwood Hall, Vulindlela, 18 - 19 March.

Moletsane, R. (2010). Beyond Nostalgia: Re-imagining sexuality education in South African schools in the era of Aids. Paper presented as part of the panel: *Nostalgia and Knowledge Creation: Mourning, Play, and Re-enchantment*. Presented at the Annual AERA Conference, Denver, Colorado, April 30-May 04, 2010.

Moletsane, R. (2010). Understanding the gendered aspects of poverty and poverty eradication interventions in southern African rural contexts. Paper presented as part of the Social Justice Sig panel: *Global poverty, Social Justice and Education Research* at the Annual AERA Conference, Denver, Colorado, April 30-May 04, 2010.

Moletsane, R., & Ames, P. (2010). Connecting social policy: climate change, health, AIDS and girls' education. Moderators Keynote Address for Week 4 of UNGEI E4 conference, Dakar, Senegal, May 03-May 07, 2010.

Moletsane, R., Mitchell, C., & Lewin, T. (2010). A critical analysis of gender violence and inequality in and around schools in South Africa in the age of Aids: Progress or retreat? Paper present at the UNGEI E4 Conference, Dakar, Senegal, May 17-22, 2010.

National Conferences

De Lange, N., Mitchell, C., Combrinck, M., Moletsane, R., & Balfour, R. (2010). "I did not know what to expect... I have never been in such an area, the deep rural area": Partnerships for rural teacher development. EASA Conference, Quest Conference Estate, Vanderbijlpark, 11-14 January.

De Lange, N. (2009). How can our research make a difference? *Postgraduate Research Conference*, Nelson Mandela Metropolitan University, 30 Nov-1 Dec 2010.

Mitchell, C. (2010). Shifting the boundaries of knowledge: Girlhood in Rwanda, gender violence and the democratic archive. *Girls, Cultures, Texts* Conference. University of Winnipeg, October 21-23.

Mitchell, C. (2010). Provocative images of childhood produced by children. *Imagining Childhood* Conference, iPlai, McGill University, March 10-11, 2010.

Moletsane, R. (2010). Beyond Deficit Paradigms: Re-Imagining Education Research and Development Initiatives on Rurality and Rural Education. Keynote address presented at the Kenton Education Association Conference, 28-31 October, 2010, Golden Gate Hotel, Free State.

Mitchell, C., Stuart, J., & de Lange, N. (2010). Replaying, re-mixing and re-making media texts: Youth as Knowledge Producers in the Age of Aids. *Digital Futures Symposium*. Calderwood Hall, Vulindlela, 18-19 March.

Mitchell, C., Moletsane, R., Theron, L., Stuart, J., Wood, L., & De Lange, N. (2010). Piloting an HIV module in teacher education faculties in higher education institutions in South Africa. *HIV & AIDS and Education Research National Symposium*, Nelson Mandela Metropolitan University, 13-14 September.

Reid-Walsh, J. & Mitchell, C. (2010). From commonplace book to Facebook: DIY self-expression and circulation of ideas in textual and social communities. *DIY Citizenship Conference: Critical Making and Social Media*. University of Toronto, November 12-14.

Stuart J., Mitchell, C., de Lange N., Moletsane, R., Pattman, R., & Khau, M. (2010). *Introducing a toolkit focused on arts-based and other participatory approaches to working with young people to address HIV and AIDS*. Digital Futures Symposium. Calderwood Hall, Vulindlela, 18-19 March.

Stuart, J., Mitchell, C., de Lange, N., & Pattman, R. (2010). *Image and forum theatre: YAKP toolkit for arts-based and other participatory approaches to working with young people to address HIV and AIDS*. Macaids Fund leadership Training Workshop, Blythedale Beach, 28 April.

Interact & act Interact & act Interact & act

9.5. WORKSHOPS

De Lange, N., Stuart J., & Mitchell C. (2010). *Photovoice in address HIV and AIDS*. Macaids Fund leadership Training Workshop, Blythedale Beach, 28 April.

De Lange, N., Mitchell, C., & Stuart, J. (2010). Opening our eyes: Combating gender based violence – What can teachers do? Presented at Calderwood Lodge, July.

Mitchell, C., De Lange, N., & Moletsane, R. (2009). An international workshop on Visual Participatory Methodologies for working with rural girls and women. Kigali, Rwanda, 23-27 November.

Mitchell, C., & De Lange, N. (2010). Visual Participatory Methodologies Workshop. Jimma, Jimma University, Ethiopia, 5-6 February. Moletsane, R. (2010). Facilitator: HIV, Gender and sex HEARD Internal workshop. August, 18, 2010, University of KwaZulu-Natal.

Moletsane R. (2010). Research and Postgraduate Supervision. Presented at the University of Limpopo, November 30 to December 2, 2010.

Moletsane, R. (2010). HIV, Gender and sex. Presented at HEARD Internal workshop. August, 18, 2010, University of KwaZulu-Natal.

Prinsloo, J., Moletsane, R., & MacLean, N. (2010). The Internet and sexual identities – exploring transgender and lesbian use of the Internet in South Africa. Presented at the EroTICs: Exploratory Research on Sexuality & the Internet. 23-26 June 2010, Barcelona, Spain.

Stuart, J, Mitchell, C., de Lange, N., & Pattman, R. (2010). *Image and forum theatre: YAKP toolkit for arts-based and other participatory approaches to working with young people to address HIV and AIDS*. Macaids Fund leadership Training Workshop, Blythedale Beach, 28 April.

9.6. RELATED THESES

M.Ed. dissertations

Mnisi, T. (2010). Beyond visual data: How educators use metadata to help learners understand issues on HIV and AIDS stigma (full dissertation) NRF Funded *Cum laude*. (Supervisor De Lange)

PhD Theses

D'amant, T. (2010). Teachers in transition: Becoming more inclusive practitioners. (Supervisor De Lange)

Ndengu, D. (2010). Speaking their mind: Adolescents' understanding of their vulnerability to HIV and AIDS in the context of existing intervention programmes in schools in Malawi.

(Supervisor De Lange Harrison, L. (2010). Developing a doctoral Identity: A narrative study in

an autoethnographic frame. (Supervisor De Lange, Co-supervisor R Moletsane)

Islam, F. (2010). New teachers for new times? A participatory evaluation of a school-university partnership to improve novice teacher education in rural South Africa in the age of AIDS. Unpublished PhD thesis. McGill University, Montreal, Canada. (Supervisor, C. Mitchell).

Interact & act Interact & act Interact & act

10. MEDIA

Staff and Students in Faculty of Education contribute to two new books
UKZN Online Wednesday 31 March 2010 / Vol 4 / Issue 06

Digital Futures Symposium Participatory Archives in the Age of Aids
UKZN Online Friday 16 April 2010 / Vol 4 / Issue 07

Teachers as Champions in addressing Gender-Based violence in and around schools
UKZN Online Friday 30 July 2010 / Vol 4 / Issue 17

Teachers learn Collage-Making as a way to address HIV and AIDS
UKZN Online Tuesday 10 August 2010 / Vol 4 / Issue 15