



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

**Martha Crago, PhD, C.M.**

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December 2, 2019

Selection Committee  
José Vasconcelos World Award of Education  
World Cultural Council  
Case Postale 8, 1630 Bulle 1  
Switzerland

Dear Members of the Selection Committee,

I am delighted to present Dr. Claudia Mitchell — a visionary educator, pioneering researcher, inspiring teacher and passionate advocate for youth — for the “José Vasconcelos” World Award of Education. Over the past 40 years, Dr. Mitchell’s work has transformed the lives of thousands of young people around the world, particularly girls from marginalized groups. Dr. Mitchell’s innovative approaches to education and her zeal for tackling difficult social issues have had a profound and lasting impact on the well-being and self-esteem of girls in countries such as South Africa, Rwanda, Ethiopia, Russia and Canada. Her championing of social justice issues, such as combating gender-based violence and promoting HIV and AIDS prevention, has encouraged “girl-led activism” — empowering girls to find their voices and giving them the tools to speak about their own health and well-being and propose ideas for change.

As these girls grow up and become mothers, community members, and even educators, they in turn empower the next generation of girls and young people, creating healthier communities and promoting social change and justice. In this crucial moment in history, we are seeing powerful examples of the strong voices of girls and young women driving social change. Malala Yousafzai, Greta Thunberg, Nadia Murad and Autumn Peltier are examples that immediately come to mind. Dr. Mitchell has demonstrated the role of community engagement in relation to social change, successfully engaging young people, teachers and community health care workers in strengthening, for example, HIV and AIDS prevention and education.

A Distinguished James McGill Professor in the Department of Integrated Studies, Faculty of Education at McGill University, Dr. Mitchell established Girlhood Studies as an academic discipline. To address the lack of academic outlets for publishing scholarly research in this field, Dr. Mitchell then co-founded and became Editor-in-

Chief of Girlhood Studies: An Interdisciplinary Journal in 2008. Just a year later, the Association of American Publishers granted the fledgling journal a PROSE Award, deeming it the best new journal in the social sciences for providing “the evidence-based knowledge urgently required for advocacy for, and mainstreaming of, gender equity for policy-making, planning, programming and evaluation.”

Dr. Mitchell is an internationally acclaimed scholar in the development and use of innovative visual and arts-based methodologies, such as participatory photography, video production, digital storytelling and archiving in community-based research. Supporting the ideas of “learning from the ground up” and the significance of communities at the centre of social change, Dr. Mitchell’s use of the creative outputs of these methodologies is strongly influencing international policy and programming in the interrelated areas of girls’ education, prevention of gender-based violence, and safety and security in sanitation and housing. She is the author of 30 books (with several in press) and several hundred peer-reviewed journal articles and book chapters. Her work has appeared in such prestigious journals as Teacher and Teaching, Culture, Health and Sexuality, and Children and Society.

At McGill University, Dr. Mitchell is the founder and director of the Participatory Cultures Lab, which trains students and fosters collaborative research in these visual methodologies and technologies for nonviolence. Established in 2010, the Lab received a Canada Foundation for Innovation grant in 2014. Dr. Mitchell is also the founder of YAHAnet, a virtual hub for youth-led visual and other arts-based approaches to addressing HIV and AIDS. Supported by UNESCO, this “site of sites” advances the idea that, through media-making, young people can serve as resources to each other in combating what Dr. Mitchell has described as the “sick of AIDS phenomenon”.

In 2015, Dr. Mitchell became the Founding Director of the Institute of Human Development and Well-being, a transdisciplinary unit at McGill that seeks to set a broad community-based agenda for deepening the understanding of human development, happiness and well-being. Under her leadership, the Institute advocates for the use of the arts in healing and well-being. The scope of the Institute, with its working groups on sexual violence, participatory research and digital gaming and well-being, complements Dr. Mitchell’s engagement with an extensive network of scholars in Canada and around the world.

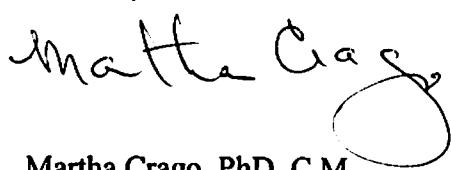
Many national and international prizes and awards acknowledge the uniqueness of Dr. Mitchell’s research and the extraordinary impact of her work on communities and society. These include the 2016 Social Sciences and Humanities Research Council of Canada (SSHRC) Gold Medal, SSHRC’s highest research honour, and the 2019 Léon-Gérin Prize in the social sciences and humanities from the Government of Quebec. Dr. Mitchell was appointed a 2019 Peter Wall International Visiting Research Scholar at the University of British Columbia and a 2017 Pierre Elliott Trudeau Foundation Fellow. The Foundation supports her Circles within Circles: Girl-led Transnational Dialogues to Combat Sexual Violence project, which uses

visual tools to help youth communicate strategies to prevent sexual violence and promote well-being. In 2015 Dr. Mitchell was inducted into the Royal Society of Canada, and in 2008 the Canadian Bureau of International Education honoured her for her innovative work with young people in development contexts. She also received an Honorary Doctorate from Mid-Sweden University in 2015 for her contribution to “community engagement and social change”, and has held an Honorary Professorship at the University of KwaZulu Natal South Africa since 2006.

Over the past 25 years, Dr. Mitchell has served as an advisor to Global Affairs Canada, UNESCO, UNICEF, UN Women, and Women and Gender Equality. She has received more than \$47 million in research funds. She is currently the principal investigator on major gender-based violence projects, including “Women and Gender Equity”, “More Than Words”, and “Networks for Change and Well-being: Girl-led ‘From the Group Up’ Policy Making to Address Sexual Violence in Canada and South Africa”, a SSHRC-IRDC (International Development Research Centre) partnership grant. This latter study is the first large-scale transnational study looking at how Indigenous girls and young women can be co-creators of knowledge through video production, photography and other visual methodologies. Dr. Mitchell is a co-investigator on several other large-scale projects that work with young people to address gender-based violence, including a Public Health Agency of Canada study on the uses of art and technology to address dating violence.

On its own, Dr. Mitchell’s scholarly record is impressive. But what is even more admirable is her refusal to limit her energy and expertise to study and research. She is tireless in her efforts to find or create opportunities to apply her research findings to fight for the rights of young people to education and freedom, to inspire them to speak out for social change, and to influence social and education policy at home in Canada and around the world. It is with immense pride that I nominate Dr. Claudia Mitchell for the “José Vasconcelos” World Award of Education World Award of Education.

Sincerely,

A handwritten signature in black ink that reads "Martha Crago". The signature is fluid and cursive, with "Martha" on the top line and "Crago" on the bottom line, with a small circle drawn to the right of "Crago".

Martha Crago, PhD, C.M.

c. c. Dilson Rassier, Dean, Faculty of Education  
Steven Jordan, Chair, Director, Department of Integrated Studies



*Excellence • Innovation • Discovery*

October, 2019

Dear Members of the Selection Committee,

Please accept this letter as my recommendation for Dr. Claudia Mitchell for the very prestigious Jose Vasconcelos World Award of Education. I am very pleased to support Dr. Mitchell's candidature, she is a very deserving recipient of this prestigious award.

I have known Dr. Mitchell for over fifteen years and was familiar with her important work even before meeting her in person. I first met her at a conference in London, England in the early 2000s. Dr. Mitchell's work crosses inter-disciplinary boundaries- from the study of gender-based violence prevention to HIV and AIDS education. She has been actively involved in the development and use of innovative participatory methodologies such as the use of photography and video in community-based research with marginalized populations. This work has not only improved the lives of the young people directly involved with the projects, but also the communities in which they live. Perhaps the most impressive example in the regard, is a video made by a group of young Indigenous girls in Saskatoon, Saskatchewan. The video was made with the support of Dr. Mitchell's project "More Than Words" funded by Status of Women Canada. In the video, young girls, and their family members talk about the community impact of the girls' involvement in a book-writing project. It is a moving and impressive example of what community-based research can be. Dr. Mitchell's work has created healthier communities. Her work is international in scope with projects

in Canada, several African countries and in Asia. She is also a founder of Girlhood Studies as an academic discipline and it is within the context of the field of Girlhood Studies that I know her work the best.

Dr. Mitchell has made invaluable contributions to this relatively new area of study and has been at the fore-front of its development. She has been extremely energetic in creating the structures necessary for the field to gain the recognition that it deserves. For example, Dr. Mitchell is the founder and current Editor-in-Chief of the only academic journal dedicated to the study of girls and girlhood – *Girlhood Studies: An Interdisciplinary Journal*. Dr. Mitchell recognized early on, that there was a serious gap in outlets in which girlhood studies scholars could publish their work, and set about establishing a journal in which they could do so. The journal won the 2009 AAP/PSP Prose Award for Best New Journal in the Social Sciences and Humanities. Dr. Mitchell is also a co-editor (along with Jacqueline Reid-Walsh) of the *Girl Culture Encyclopedia*, published by Greenwood Press, an invaluable resource for both academics and the general public. Another foundational element of Dr. Mitchell's contribution to the field is as one of the Executive Committee members of the International Girlhood Studies Association, which is the professional association for international academic researchers and students working on girls and girlhood in any discipline or interdisciplinary field. The association organizes a regular conference, once again creating an important intellectual community for new and more seasoned scholars in the field.

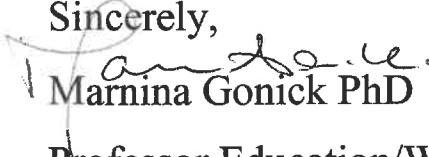
Dr. Mitchell is also a prolific researcher and writer in her own right. She has co-edited numerous volumes included texts such as, *Girlhood and the Politics of Place*, (with Carrie Rentschler) published by Berghahn Press; *Seven Going on Seventeen: Tween Studies in the Culture of Girlhood* (co-edited with Jacqueline Reid-Walsh); and *Girlhood: Redefining the Limits* (co-edited with Yasmin Jiwani and Candis

Steenbergen). Her CV lists numerous other volumes as well as articles published in important peer-reviewed journals such as *Gender and Education*, *South African Journal of Education*, and the *Journal of Rural and Community Development*, amongst many, many others. She is an extremely prolific author, editor and collaborator.

Perhaps what makes Dr. Mitchell stand out in the academic community is her generosity, mentorship and leadership with graduate students, junior and developing scholars. She has supervised an astonishing number of graduate students whilst carrying out her impressive programme of research. Dr. Mitchell not only supports the work of others but includes them in her large-scale research projects, creating communities of scholars, networks and exciting collaborations across disciplines, regions of the country and internationally. I have never heard her decline an opportunity, rather she always seems to see the possibilities and promise in the projects and people she gathers around her. Her energy seems limitless, her enthusiasm is contagious and her vision boundless.

I highly recommend Dr. Claudia Mitchell for this award. I would be happy to answer any further questions you may have.

Sincerely,

  
Marnina Gonick PhD

Professor Education/Women's Studies

Mount St Vincent University

Halifax, Nova Scotia



October 31, 2019

The Selection Committee  
The "José Vasconcelos" World Award of Education

Dear Members of the Selection Committee,

It is my great pleasure to write a reference letter in support of the nomination of Prof Claudia Mitchell for the The "José Vasconcelos" World Award of Education. I have known Prof Mitchell and her work for 25 years and during this time I have witnessed her phenomenal contribution in teaching, research and development in rural schools, higher education institutions (including universities and TVET colleges) and communities, as well as to capacity development in the areas of education generally and HIV prevention and management and gender-based violence in particular among young and experienced scholars alike in South African higher education institutions.

I first met Claudia in 1995 when I was working for the Free State Provincial Government (Department of Education) in South Africa, where she directed the [Canada-South Africa Education Management Program](#), a \$6.9 million project sponsored by Global Affairs Canada in partnership with the South African National Department of Education and 3 provincial departments (Gauteng, Free State and Mpumalanga). In directing this project from 1997-2001, her work has had a key impact on implementing the South African Schools Act of 1997 and areas such as setting up the structures for School Governing Bodies, the Gender Equity Task Team Report, and developing a framework for combating gender based violence in schools. A key output for this policy work has been the production of *Opening Our Eyes: A School-based module on addressing Gender based violence. Opening Our Eyes*, which continues to be used by the National Department of Basic Education as a resource for addressing gender inequality and gender-based violence in and around schools.

In 2004 Claudia joined the then University of Natal (now University of KwaZulu-Natal) as the Head of Department of Education where she would start a long and effective research capacity building and mentoring program for staff and graduate students, which she continues till today. At this university, where I had also moved in 1997, Claudia introduced students and staff to participatory visual methodologies (photo-voice, drawing, participatory video/cellphilm) as key methods for doing participatory and collaborative research with communities to effect social change. Using these methods, she has led several interdisciplinary, international research and development projects with collaborators in such countries as South Africa, Kenya, Ethiopia, Rwanda, and Russia, among others.

For me, what captures Claudia's exceptional scholarly and academic leadership skills generally, and her contribution to research training and scholarship that seeks to effect social and policy change, is her leadership of the *HIV and AIDS in Teacher Education Project* (2007-2010), a project initiated by the then South African Higher Education AIDS (HEAIDS) unit to support the education sector to develop the capacity of educators to effectively deal with the HIV&AIDS epidemic and its impact. Claudia led an implementing team, made up of academics from various institutions in South Africa to facilitate the piloting of an HIV and AIDS core module in teacher education programs across the country, to develop resources to support such implementation (including a learning guide: *Being a teacher in the context of HIV/AIDS*), and to evaluate the pilot. One of the recommendations from the report Claudia and the implementing team made was the establishment of an *HIV & AIDS Education Community of Practice* (CoP), made up of a group of teacher educators from all 25 universities in South Africa and a few TVET colleges. Through the CoP, and using participatory visual methodologies, Claudia has supported and mentored teacher educators from various institutions in responding to the HIV and AIDS epidemic through workshops that have focused on integrating this into their teaching, research and community engagement.

Claudia's research leadership and generous capacity building efforts are illustrated by the various research grants she won while at the University of KwaZulu-Natal, as well as after she returned to McGill University. These projects have focused on rural education and development, and include, among others:

- *Digital voices of rural teachers: Participatory analysis, 'being a teacher in the age of AIDS' and social action* (SSHRC Canada: 2011-2014), which addressed two key questions: 1) what difference can the participation of rural teachers make to deepening an understanding of youth sexuality and HIV&AIDS; and 2) how can these meanings be translated into more nuanced understanding and treatment of critical social issues in community based programs and policy? Informed by the findings from this study, Claudia led teacher and community health worker professional development to strengthen community and school-based initiatives for addressing the impacts of HIV and AIDS.
- *Nothing about us without us: Participatory approaches to teacher development and community wellness to enhance teaching and learning in rural schools* (NRF: 2011-2013), which focused on two nodal areas, teacher professional development and community wellness and used participatory visual 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 through this, for enhancing teaching and learning in rural schools; and
- *Networks of change and well-being: 'From the ground up' policy-making to address sexual violence* (2014-2020; IDRC), an international and interdisciplinary partnership that brings together government and community-based organizations focusing on girls and young women, 40 co-applicants and collaborators from 14 post-secondary institutions in Canada and South Africa and a network of stakeholder partners located in both countries in examining and learning from the contexts in which communities of girls and young women are subject to exceptionally high rates of sexual violence in indigenous communities in Canada and in rural communities in the South African context. The project has produced, among others, girl-led policies (a 'Girl-festo'

developed by girls from the various countries participation in the project and aimed towards addressing GBV and improving girls participation and success in education), as well as community initiated policies, where in one of the South African sites, a protocol is being finalised that will address early and forced marriages in rural communities.

As either a Co-PI or a Co-Investigator in these projects, I have witnessed, first-hand, Claudia's generous and excellence-focused mentoring, from which, I and other academics, graduate students, teachers, schoolgirls and communities have benefitted. With her patient guidance, and gentle 'push' to do more (read more widely, ask more critical questions, do more/deeper analysis), throughout the 25 years I have known Claudia, she has inspired me (and I believe, many of the students and scholars who are fortunate to collaborate with and be taught/mentored by her in her various projects in South Africa and other sub-Saharan African countries. She inspires all to try to practice the kind of caring, engaged, critical and innovative scholarship and teaching she embodies, one that aims to be developmental, but also pushes for excellence, and seeks to advance thinking that questions the status quo and influences social change in the various spheres of our work. Based on the above, I believe the "José Vasconcelos" World Award of Education would be a befitting tribute to this amazing scholar, teacher, and mentor to so many of us in the academy and other research institutes internationally.

Should you have any additional questions regarding my knowledge of Prof Mitchell and her work, kindly contact me at [moletsaner@ukzn.ac.za](mailto:moletsaner@ukzn.ac.za).

Sincerely,



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Relebohile Moletsane, PhD  
Professor and John Langalibalele Dube Chair in Rural Education  
University of KwaZulu-Natal, South Africa

## RESUME - Claudia Mitchell

A visionary educator, pioneering researcher, inspiring teacher and passionate advocate for youth, Dr. Mitchell is the rare academic whose achievements in research have not only opened up new areas of inquiry but also transformed the lives of some of the world's most marginalized people, particularly girls and young women. Over the last 40 years, Dr. Mitchell's innovative approaches to education and her zeal for tackling difficult social issues have had a profound and lasting impact on the well-being and self-esteem of girls around the globe. Her engagement in social justice issues, such as combating gender-based violence and promoting HIV and AIDS prevention, has encouraged "girl-led activism" — empowering girls to find their voices and giving them the tools to speak about their own health and well-being and propose ideas for change. As these girls grow up and become mothers, community members and even educators, they in turn empower other girls and young people, creating healthier communities and promoting social change and justice.

Supporting the ideas of "learning from the ground up" and the placement of communities at the centre of social change, Dr. Mitchell has advanced the use of participatory visual and arts-based methodologies to influence policy and programming in the interrelated areas of girls' education, prevention of gender-based violence, and safety and security in sanitation and housing. The creative outputs of these methodologies include photographs, cell phone videos, digital storytelling and archiving. This work is located within the growing body of work in youth studies and youth engagement that highlights the need for children and young people to participate in the official dialogue on issues of concern to their everyday lives. Those involved in social programming agree that, unless young people are given a more significant voice in policy dialogue about their own health and well-being, the programs themselves are destined to fail. The application of Dr. Mitchell's research, along with her on-the-ground involvement in social justice projects around the globe, is giving youth the tools to find and amplify their voices. For example, Dr. Mitchell has worked with Indigenous youth leaders in Canada to address HIV and AIDS; studied resilience and climate change with youth in Labrador; and addressed sexual health education in secondary schools in Prince Edward Island, Hong Kong (marginalized non-Chinese speaking youth), Mexico (intergenerational issues of language revitalization), Vietnam (girls with disabilities), and Sweden (migrant populations). Dr. Mitchell has also carried out evaluation studies on girlhood in The Gambia, Swaziland, Zimbabwe, Rwanda, Russia, Ethiopia, Kenya, South Africa and Canada.

Dr. Mitchell has worked closely with Global Affairs Canada and the International Development Research Centre to support Canada's leadership in gender equality in Mozambique, Ethiopia, Rwanda, Swaziland, South Africa and Russia. Her extensive involvement with the UN Girls' Education Initiative, UNICEF and UNESCO has been at a structural level through Canada's bilateral programs in international development. As examples, Dr. Mitchell worked with the Gender Equity Task Team in South Africa (1996-98) to help transform the education system, and advanced structural change in gender inequalities in Ethiopia through supporting Gender Offices and Gender Clubs in agricultural colleges. This work has furthered the national and international agenda for girls and young women's rights through a focus on mechanisms and strategies for change.

Other accomplishments include the production, with South Africa's Gender Equity Task Team, of a gender-based violence module that has been used worldwide; co-development of the UN Secretary-General *Study on Violence Against Children*; co-production of award-winning documentary *Unwanted Images* with Global Affairs Canada, depicting all forms of gender-based violence; and, with Rooftops Canada, production of *More Than Bricks and Mortar*, a video addressing violence against children living in slums in Kenya. The haunting effect of the photographs

and drawings produced by the children in the latter video influenced the National Cooperative Housing Union of Kenya to develop policy guidelines on consulting with children. The video also served as a model in Dr. Mitchell's participatory work with girls with disabilities in Vietnam. Representing one of the most marginalized groups in the policy making process, these girls have influenced numerous NGOs and government groups in Hanoi, leading UNICEF Hanoi to consult widely with them. This model of girl-led media-making is now central to Dr. Mitchell's research on sexual violence in the lives of Indigenous girls and young women in Canada.

Recognizing the significance of identifying strategies for supporting girls' voices in policy change at both the local and global level, Dr. Mitchell has attracted large-scale funding to address sexual violence as one of society's most egregious problems. Her approach has been to forge networks and collaborations with a wide variety of national and global organizations including Status of Women Canada, Public Health Agency of Canada, Commission for Gender Equality in South Africa, UN Girls' Education Initiative, community and school organizations, and 25 university partners across Canada, South Africa, Sweden and Russia. These partnerships have led to, for example, i) a large girl-focused international event in Montebello, Quebec in 2018, which supported a girl-led international declaration (what the participants termed a "girlfesto") for social change; ii) a travelling art exhibition, produced by girls and young women; and iii) an international "network" of 200 girls and young women committed to using the arts to address gender-based violence. Dr. Mitchell has received a grant in Canada for a national four-year study, *More Than Words: Studying the Impact of Arts Based Survivor Engagement on Families and Communities*. This study, part of a \$49 million government initiative on gender-based violence, is bringing together Indigenous girls and young women from across the country to embark upon an innovative approach to mentoring younger girls.

For close to two decades, Dr. Mitchell had dedicated her research to the use of digital media and other forms of technology to support the participation of communities (especially children and young people) in Canada, and around the world. As the Founder and Director of the Participatory Cultures Lab at McGill University, she tests and refines participatory visual methodologies, such as Photovoice and participatory video. These innovations have led to the development of new tools ("cellphilming" — using cellphones to make videos), creative use of video for community outreach, and the study of "social change oriented youth voice" (Canadian youth's guided and self-directed online activity as a critical aspect of their leadership).

As well as establishing Girlhood Studies as an academic discipline and activist endeavour, Dr. Mitchell is the co-founder and editor of the first academic journal dedicated entirely to the study of girlhood, *Girlhood Studies: An Interdisciplinary Journal*. This award-winning journal is committed to girlhood method or the idea of participatory work *with* girls, *for* girls and *by* girls. In 2016, for example, it published the first journal issue dedicated entirely to the study of Indigenous Girlhoods, guest edited by members of the National Indigenous Young Women's Council in Canada. Dr. Mitchell has written extensively on participatory arts-based methods, with numerous authored or co-edited books including *Putting People in the Picture*, *Doing Visual Research*, *Handbook of Participatory Video*, *Picturing Research: Drawing as Visual Methodology*, *Participatory Visual Methodologies in Global Public Health*, and *Disrupting Shameful Legacies: Girls and Young Women Speak Back through the Arts to Address Sexual Violence*. These texts have advanced a field of study that places local knowledge at the centre of social change. Dr. Mitchell is also an inspiring and dedicated mentor. More than 60 doctoral and postdoctoral students have graduated under her supervision, and further expanded the innovative research approaches that she has pioneered nationally and internationally.

# Claudia Mitchell

Faculty of Education, McGill University  
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Montreal, QC, H3A 1Y2  
(514) 398-4527 Ext. 09990

## Education

Ph. D, Elementary Education, University of Alberta, Edmonton, Canada (1981)  
M.A. Education (Reading), Mount Saint Vincent University, Halifax, Canada (1978)  
B.A. Sociology, Brandon University, Brandon, Canada (1969)

## Current Research Interests

Dr. Mitchell's research cuts across visual and other participatory methodologies in relation to youth, gender and sexuality, girls' education, teacher identity, and critical areas of international development linked to gender, HIV, and AIDS. She is internationally known for her innovative work with youth and digital media. She was inspired to use creative arts-based methodologies (photography, video, drawing, written narratives) to help engage young people in ways that would enable them to become resources to themselves and to each other in addressing HIV and AIDS and gender violence. Her current work focuses on girl-led approaches to addressing sexual violence, with both Indigenous and non-Indigenous girls. This is supported by a \$2.4 million IPaSS partnership grant (SSHRC and IDRC), close to \$2 million from Department of Women and Gender Equality (WAGE), and \$1 million Public Health Agency of Canada (PHAC).

## Distinguished Research Achievements

- Recipient of \$48,000,000 in research funding between 1995-2019, with consistent funding from SSHRC, along with Global Affairs Canada, IDRC and UNESCO
- Author and Co-editor of 30 books (plus 3 in press)
- Author or co-author of 187 peer review articles and 185 book chapters
- Doctoral supervisor of 50 PhD students successful completing PhDs, 2000-2019
- Founding Director, McGill Institute for Human Development and Well-Being (2015- ). This a transdisciplinary unit drawing together Canadian and international scholars to study well-being. <https://www.mcgill.ca/ihdw/>
- Editor-in-Chief and Founding Editor, of the award winning *Girlhood Studies: An Interdisciplinary Journal* (2008- ). This journal has anchored the field of girlhood studies. <https://www.berghahnjournals.com/view/journals/girlhood-studies/girlhood-studies-overview.xml>
- Founder and Director of the CFI funded Participatory Cultures Lab, a state-of-the-art lab Website address devoted to community-based participatory visual methodologies McGill University (2010-) <https://participatorycultureslab.com/>
- Founder of YAHANET (Youth, the Arts and HIV and AIDS Network)
- Lead author on chapter on Violence Against Children in Schools in *UN Secretary General's Study on Violence Against Children* (2006)

- Founder of the Centre for Visual Methodologies for Social Change, University of KwaZulu-Natal (2004) [cvm.ukzn.ac.za](http://cvm.ukzn.ac.za)
- Producer and co-author of Opening Our Eyes: A School-based Module to Address Gender-based Violence (National Department of Education, South Africa) (2001)
- President and founding member of the Association of Bibliotherapy of Canada (later Canadian Applied Literature Association) 1997-98
- Co-founder of the Image and Identity Research Collective (2000)
- Founding member of the Canadian Association for the Study of Women in Education (1992)

### **Honours and Awards**

- Distinguished James McGill Professor (2019-)
- Leon-Gerin Laureate in the Humanities and Social Sciences, Quebec Government (2019)
- Peter Wall International Scholar (UBC) (2018-2019)
- Pierre Elliot Trudeau Foundation Fellow (2017-2020)
- SSHRC Gold Medal Award for impact of research (2016)
- Fellow, Royal Society of Canada (2015)
- Noted Summer Scholar, Faculty of Education, UBC (2015)
- Honorary Doctorate, University of Mid-Sweden (2015)
- Invited Professor, Mid-Sweden University, Sundsvall. (2014)
- Prose Award for Girlhood Studies as the best new journal in the Social Sciences and Humanities (Association of American Publishers) (2010)
- Canadian Bureau for International Education: Innovation Award, 2008
- James McGill Professorship (2005-2019)
- Honorary Professor, School of Education, University of KwaZulu-Natal, South Africa (2006-)
- Chair & Professor, University of KwaZulu-Natal, Faculty of Education, Durban, South Africa 2003-2004
- Producer, Best Documentary in Development category, Montreal World's Film Festival for "Unwanted images: Gender-based violence in the new South Africa." (2001)

### **Visiting Professorships**

#### **University of Mid-Sweden (2014)**

Forum on Gender Studies  
Sundsvall, Sweden

#### **University of Witswatersrand (2002)**

Department of Education/English,  
Johannesburg, South Africa

### **Editorial Boards**

<b>2011-Present</b>	<i>Educational Research for Social Change</i>
<b>2010-Present</b>	<i>Global Studies of Childhood</i>
<b>2008-Present</b>	<i>International Journal of Learning and Media</i>

<b>2005-Present</b>	<i>Studying Teacher Education;</i>
<b>2006-2009</b>	<i>Visual Studies</i>
<b>2002-2005</b>	<i>Journal of Lesbian Studies</i>
<b>1998-2006</b>	<i>Canadian Children's Literature</i>
<b>1995-Present</b>	<i>Changing English: Studies in Culture and Education</i>
<b>1991-1993</b>	<i>Dialogue</i>
<b>1987-1991</b>	<i>Reflections in Canadian Literacy</i>

## **Editor**

<b>2007-Present</b>	<i>Girlhood Studies: An Interdisciplinary Journal</i> (founding editor; Editor-in-Chief)
<b>2015- present</b>	<i>Networks for Change and Well-being Newsletter</i>
<b>1998-2001</b>	CSAEMP Newsletter
<b>1997-2001</b>	Gender Matters
<b>1990-1991</b>	Canadian Association for Young Children Newsletter (co-editor, Montreal chapter)
<b>1987-1991</b>	Reflections in Canadian Literacy: Classroom Scene (co-editor)
<b>1987-1988</b>	“Educational Forum” (editor for Charlottetown <i>Guardian</i> )
<b>1983-1987</b>	Common Ground (chair)

## **Series Editing**

*Transnational Girlhoods* (Berghahn Books). 2018- Series Editor.

## **Advisory Committees**

International Advisory Board. Centre for Visual Methodologies for Social Change. University of KwaZulu-Natal. 2010- present.

International Advisory Board for Youthsites: Charting the Non-Formal Education Sector An international comparative study of youth, culture and learning in Canada and the UK (PIs Dr. Stuart R. Poyntz, Dr. Michael Hoeschmann, and Dr. Julian Sefton-Green.), SSHRC Insight Grant, 2015-2019.

Advisory Committee, Chair in HIV and AIDS Education (Naydene DeLange), Nelson Mandela Metropolitan University, 2010- 2017.

Youth and Political Engagement in Contemporary Africa (YOPO), (Elina Oinas), University of Helsinki, Finland, 2012-present.

## Claudia Mitchell - List of 10 Most Important Publications

1. Mitchell, C., Lamb, P., & Raissadat, H. (2018). Exploring the impact of youth-produced images on family, community, and policy. *International Journal of Qualitative Methods*, 17(1), 1-10. DOI: 10.1177/1609406918807609 (copy attached)
2. Mitchell, C., De Lange, N., & Moletsane, R. (2017). Addressing sexual violence in South Africa: 'Gender activism in the making'. In Oinas, E., Onodera, H., & Suurpää, L. (Eds.). *What politics? Youth and political engagement in Africa* (pp. 317-336). Den Haag, The Netherlands: Brill. (copy attached)
3. Mitchell, C., Chege, F., Maina, L., & Rothman, M. (2016). Beyond engagement in working with children in eight Nairobi slums to address safety, security, and housing: Digital tools for policy and community dialogue. *Global Public Health: An International Journal for Research, Policy and Practice*, 11(5-6), 651-665. doi:10.1080/17441692.2016.1165720 (copy attached)
4. Mitchell, C. (2015). Looking at showing: On the politics and pedagogy of exhibiting in community based research and work with policy makers. *Educational Research for Social Change*, 4(2), 48-60. Retrieved from <http://ersc.nmmu.ac.za/index.php?id=1> (copy attached)
5. Mitchell, C., De Lange, N., & Moletsane, R. (2014). Me and my cellphone: Constructing change from the inside through cellphilsms and participatory video in a rural community. *Area*, 48(5), 435-441. doi:10.1111/area.12142 (copy attached)
6. Mitchell, C., & De Lange, N. (2013). What can a teacher do with a cellphone? Using participatory visual research to speak back in addressing HIV&AIDS. *South African Journal of Education*, 33(4), 1-13. Retrieved from <http://www.sajournalofeducation.co.za/index.php/saje> (copy attached)
7. Mitchell, C. (2011). What's participation got to do with it? Visual methodologies in 'girl-method' to address gender based violence in the time of AIDS. *Global Studies of Childhood*, 1(1), 51-59. doi:10.2304/gsch.2011.1.1.51 (copy attached)
8. Mitchell, C. (2008). Getting the picture and changing the picture: Visual methodologies in educational research in South Africa. *South African Journal of Education*, 28(3), 365-383. Retrieved from <http://www.sajournalofeducation.co.za/index.php/saje> (copy attached)
9. Mitchell, C. (2006). In my life: Youth stories and poems on HIV/AIDS: Towards a new literacy in the age of AIDS. *Changing English: Studies in Culture and Education*, 13(3), 355-368. doi:10.1080/13586840600971919 (copy attached)
10. Mitchell, C., & Smith, A. (2003). 'Sick of AIDS': Life, literacy and South African youth. *Culture, Health & Sexuality: An International Journal for Research, Intervention and Care*, 5(6), 513-522. doi:10.1080/13691050110149909 (copy attached)

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## PUBLICATIONS

### Books

Mitchell, C., & Mandrona, A. (2019). *Our rural selves: Memory, place and the visual in Canadian rural childhoods*. Kingston, ON: McGill-Queens University Press.

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## **Peer-Reviewed Journals**

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### ***Series Editing***

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### ***Guest Editing***

#### **Special Issues and Journals**

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