

A TIME FOR GENDER-TRANSFORMATION

This issue of the IHDW Newsletter places at the centre the idea of transformation, and especially gender-transformation, in relation to youth and social change. Gender-transformation, as a concept in global development, strives to address the root causes of gender inequalities and transform unequal gender norms, relations, and intersecting power structures to create lasting social change. Clearly, this is a critical dimension of human development and well-being. As is highlighted throughout the newsletter and the various articles on research and training, reviews of new publications by IHDW associates, reports on events, and reports by post-doctoral fellows attached to the IHDW, Gender Transformation means explicitly integrating feminist and social justice ideals with a goal to improve the lives of all genders in all their intersectional diversity. While Gender-Transformation is well-theorized, there is often a paucity of real-life examples of what it looks like or how it connects to well-being. What is so evident in the reporting from the IHDW Working Groups, featured in this issue, is a recognition that this work comes out of collective action across various areas, including gender-transformation and climate change, gender-transformation and youth agency, Indigenous youth leadership, and gender-transformation in correctional services. As well, the submissions to McGill's 11th International Cellphilm Festival, focusing on one-minute messages for social change ("if you have one minute to change the world...") held on June 15, 2023, demonstrated that transformation as a broad concept is of concern across generations and continents.

For the fourth year in a row, interns from the Faculty of Arts Internship program, and the Global

Health Summer Scholars have been central to the work of the IHDW. This year interns from the IMPRESS program (Indigenous Mentorship and Paid Research Experience for Summer Students) have also participated.

I am very grateful to the interns participating in the 2023 IHDW Summer Internship Project, whose dedication and contributions have been key to bringing together the evidence that is so critical to deepening an understanding of transformation.

Claudia Mitchell,
Distinguished James McGill Professor



Claudia Mitchell is a Distinguished James McGill Professor in the Department of Integrated Studies in Education (DISE) at McGill University. She is the recipient of 2022 José Vasconcelos World Award of Education, for her research on gender-based violence prevention, HIV, and AIDS awareness, and working with youth around the world.

I. Transformation through the IHDW Working Groups

SUSTAINABILITY AND WELL-BEING

Sustainability and Well-being is a working group co-led by Lisa Starr and Blane Harvey. Given the interconnectedness of the Sustainable Development Goals Framework, with special reference to SDG 4 on education, and the broad-ranging issues that touch the field of education and global development there is an increased need to mobilize knowledge, synthesize insights, and collaborate on sustainability issues impacting global affairs. The network is envisioned as a multi-and inter-disciplinary forum for research exchange and scholarly collaboration.

“To change everything, we need everyone”: Gender, climate justice and transformation

Advancing equitable, just, and transformative climate action is one of the most pressing challenges of our time, and will engage all facets of our societies. As the rallying call of the *People’s Climate March* reminds us that “to change everything, we need everyone¹”, taking on this task of deep transformation calls for the inclusion of diverse knowledges and voices, particularly from those at the frontlines of the climate crisis. Removing the barriers to openness and inclusion in work on climate justice and climate action involves recognizing how other forms of marginalization (from gender, race, ethnicity, to age and poverty) influence who feels welcome and able to contribute to solutions. In what follows, we highlight two graduate researchers that investigate various aspects of these issues:

Exploring racial and gendered identities of youth climate activists in the Evergreen Youth Lab

by Salma Tihani, MA Graduate, Education and Society

Climate change affects people differently based on their gender, social roles, and identities. Minorities and marginalized groups often bear the brunt of climate change impacts due to gender inequalities, cultural norms, and limited access to resources. Addressing climate change and promoting sustainability must go hand in hand with promoting gender equality and social justice to ensure a just and equitable transition to a sustainable future. Through my arts-based action-research project, the [Evergreen Youth Lab](#), we explored the stories and barriers that youth of colour experience in climate and sustainability learning spaces. Through the implementation of the lab, I have been able to understand how justice and privilege is at the core of climate work, and why tackling social injustices is key to tackling some of our biggest climate challenges.

While my work focused on racial minorities, minority identities, such as gender, plays an integral role in how youth activists of colour understand their place in climate action. When thinking about transformation and systems solutions, gender-responsive climate action and sustainability efforts can lead to empowerment and increased representation of women and marginalized groups. I’m especially interested in how we can involve gender minorities in decision-making processes and provide them with equal access to resources, education, and economic opportunities. This project has allowed me to experiment with diverse ways of learning and understanding the stories of minority youth who want to take action on climate. I hope my work will continue to grow to understand how even more youth can use these kinds of learning spaces to inspire action and community around sustainability challenges.

¹ <https://peoplesclimate.org/our-movement/>

Exploring new dimensions of sustainability through gender and sexuality education

by Sage Comstock, MA Graduate, Education and Society

In response to the urgency of growing global crises, the field of education is increasingly calling for the implementation of sustainability and sustainable teaching practices across all disciplines. In my experience as a student and teacher, however, sexuality education remains largely neglected by any efforts to promote or discuss sustainability despite its importance in relation to our sexual health and well-being. As an aspiring sexuality educator, I am particularly interested in questions surrounding how gender and sexuality relations in our social worlds affect and are affected by our natural, or environmental, worlds.

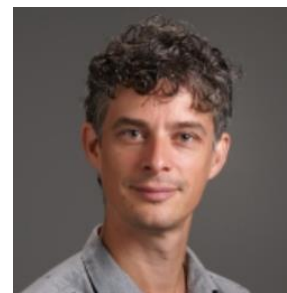
For my final master's project, I set out to explore what it may look like to approach sexuality education through a more sustainable and holistic lens than what currently exists. A main objective of my work is to consider how we can maintain healthier and more ethical relationships with other humans, non-human beings, and the natural worlds we are a part of. Above all else, I hope that my work highlights the inextricable links between social and environmental sustainability, and demonstrates that we cannot have justice for one without justice for the other.



Salma Tihani, an academic, Amazigh artist, and community organizer, advocates for climate justice through arts-based initiatives. With an MA in Education and Society and a BA in International Development, Salma specializes in facilitating workshops, managing projects, and designing programs for equitable and inclusive engagement, inspiring K-12 to postgraduate students.



Sage Comstock (They/them) is a lifelong learner, social justice advocate, and budding sexuality educator. As a recent graduate with their MA in Education and Society and a concentration in Gender and Women's Studies, Sage is passionate about the use of arts-based, relational and student-centered teaching approaches in facilitating more socially and environmentally sustainable learning.



Dr. Blane Harvey is an Assistant Professor in the Department of Integrated Studies in Education at McGill University. Dr. Harvey's research focuses on how climate change knowledge is produced, validated, and communicated, and how facilitated learning and knowledge sharing can support action on climate change.

Enhancing the collaboration between McGill and ULSHB in Mali. A visit long expected!

By Dr. Kattie Lussier

Since 2021, *Participatory Research on Education and Agency in Mali (PREAM)* has been a partnership between McGill University, the Université des Lettres et Sciences Humaines de Bamako (ULSHB) and Plan International to investigate the relationship between young people's agency, education, gender and conflict in six communes from Mopti and Segou regions in Mali². Until recently the collaboration between the two universities had been mostly through email exchanges and video conferencing due to travel restrictions resulting from COVID-19 and the conflict in Mali. However, this changed in April 2023 when I had the pleasure to conduct a ten-day mission in Mali.

The rector of the university, Professor Idrissa Soïba Traoré, and PREAM's project coordinator, Dr. Moriké Dembelle, arrived at the airport to welcome me.



Members of the ULSHB, Plan Mali and the Education Ministry Meeting with McGill's Kattie Lussier

ULSHB is a public university with a beautiful campus on the outskirts of Bamako. Its faculties include Letters, Languages, and Sciences of language; Social sciences and Education; the Institute of technologies as well as Arts and Communication. ULSHB has more than 40,000 students from all over Mali and offers programs ranging from the undergraduate to doctorate levels.



Poster announcing one of the workshops at ULSHB



ULSHB Campus

During my visit I had several meetings and conducted three workshops. The first one aimed to prepare the final phase of data collection of the project and work with the entire team of Malian researchers to develop a shared understanding of the research protocol and procedures. The third phase of PREAM includes participatory work with adolescents as well as youth-informed community workshops bringing together young people, parents, and community leaders.

The workshop was also an opportunity for the students involved in the field work to practice their facilitation skills and discuss amongst researchers how best to translate the main concepts and ideas in Bamanakan and Dogosso, the local languages spoken in the research areas.

² For more information you can consult the project's website at <https://www.mcgill.ca/ihdw/pream>.



PREAM's Mali research team and Kattie Lussier

The second workshop was a two-day course on computer assisted qualitative data analysis with NVIVO. It was a real pleasure to interact with researchers from different faculties and learn about their areas of research.

For the third workshop I had the privilege to introduce the students from ULSHB's doctoral school as well as some of the professors to participatory visual research methods such as cellphilm, drawing and photo-voice. Even though the last day of the course took place on Mali's Labor Day, when the university is usually closed, the participants were present, enthusiastic, and eager to learn. In addition to learning how to use visual research methods and experiment with some of them, the participants discussed how they can ethically use participatory visual methods in their own research in Mali.



Groups of participants discussing their drawings



Participants looking at drawings



Participants acting in a cellphilm at ULSHB

One of the highlights of my visit to Mali was the chance to meet and interact with professors and researchers from different labs and faculties within ULSHB. Talking about the opportunities and challenges of higher education in Mali with such an inspiring group of people helped me to realise just how privileged I am. I am grateful for all the little things that we take for granted here in McGill but make our academic journey so much easier, reliable electricity being one of them. I am grateful for the chance to be part of PREAM.



Dr. Kattie Lussier is a researcher and professor at the Institute of International Development Studies, McGill University. She is currently leading the Participatory Research on Education and Agency in Mali (PREAM) research initiative at McGill, in partnership with PLAN International and L'Université des Lettres et des Sciences Humaines de Bamako.

Picturing agency: Through the eyes of Malian youth

By Ariana Houman

“Picturing Agency: Through the Eyes of Malian Youth” is an art book which showcases the drawings and cellphlms produced through the creative expressions of Malian youth who participated in the Participatory Research Education and Agency in Mali (PREAM) project.

This three-year collaborative study aims to analyze the interactive dynamics between agency, education, and gender in Mali. By investigating the gendered association between agency and education the goal of the project is to utilize this knowledge to advocate and support interventions that would aim to remove educational barriers for girls.



Picturing agency: Through the eyes of Malian youth (Click here to access the book)

In support of these objectives, PREAM has organized participatory workshops collaborating with youth aged 11 to 19 years old from the conflict-affected regions of Mopti and Ségou. Within these workshops, 120 Malian youth participants expressed through their cellphlms and drawings how their sense of agency and gender interplayed with the quality of their primary education. The construction of this knowledge from the children’s artworks was collected and will be interpreted with the purpose of generating information that would inform and guide government policies and practices related to gender equality and education accessibility within Mali and the conflict-affected broader area.

PREAM adopts a comprehensive research design that emphasizes youth participants being active creators of knowledge, given that the collected data is coming from their artworks. It provides the youth with an active role in the research project, as opposed to a passive role, including questionnaires and interviews. In the first and third years, the project utilizes child-friendly participatory visual methods (PVM) workshops to provide accessibility and encourage youth empowerment and agency. Within the second year of the study, there is the conduction of a larger scale quantitative survey.

The art book is one of the outputs of the PREAM project and encompasses screenshots and narratives from the cellphlms produced by the participants, along with the drawings produced by the 120 youths in Phase 1 of the project.



Drawings from children in Mali



Screenshot of cellphlm made by girls in Mali



My name is Ariana and I am currently an undergraduate student in Anatomy and Cell Biology at McGill University. As a committed advocate for global health, I am eager to contribute to the collective effort in achieving a world where all people live in dignity, security and prosperity. It is with great enthusiasm that I embark in this Global Health internship program to collaborate with the youth of Mali.

PARTICIPATION ACROSS THE LIFESPAN

Participation across the lifespan is a Working Group led by co-director Dr. Neil Andersson. Participation marks the entire human life cycle. From learning how to play one's first game, participating in workplace dynamics, engaging in civic duties participation takes on many different forms and qualities as humans engage with different sets of developmental tasks. The group examines these and other questions through an interdisciplinary lens involving education, medicine, dentistry nursing, social work, business, and fine arts among others.

**“If we can be elastic, what can't they?”
Canadian Young People, Well-being, and
Connectedness in the Time of Distancing**

By Grace Skahan

As a project funded by Le Ministère de la Santé et des Services Sociaux (MSSS), *Canadian Young People, Well-being, and Connectedness in the Time of Distancing* involved approximately 100 young people between the ages of 16 and 24 from across Canada. The focus of the study led by Claudia Mitchell, Neil Andersson, S.M. Hani Sadati, Lisa Starr and Bronwen Low was on learning about how youth experienced pandemic-related issues during and after the emergency state of the pandemic. Due to the many pandemic restrictions, and in particular

social distancing, it seemed clear from the onset of the pandemic that these conditions would greatly impact young people across many facets of their lives including education, social life, mental health, and work. It was also obvious that there would be no singular narrative that encompasses the whole of youth experience, given the varying social contexts for young people. Approaching knowledge co-production with young people by revisiting the experience of that time period ‘through their eyes’ was critical. With fieldwork being carried out between November 2021 and April 2023, the challenge was to hear directly from young people at times when social distancing measures were in place and during times of uncertainty across the life of the project. The study drew on the widespread access of young people to mobile technology, exploring the use of participatory visual approaches to qualitative research through a virtual platform.

The data collection was carried out through a series of virtual workshops consisting of small groups of young people. Together, they learned about producing cellphilms, which are short (1-2 minutes) productions made with a cellphone, tablet, or other mobile device and that address a particular social issue. The goal was to discuss the messages that they would like to convey to policy-makers, parents, teachers and community leaders about their experiences of the pandemic. In a follow-up workshop, these small groups would screen their cellphilms, and participate in reflection about their messages and about the production process itself. While most of the workshops were conducted online, in the later stages of the project several were in-person workshops with Indigenous youth.

Notwithstanding challenges to recruiting youth in all their diversity, in the end, the cohort of participants included young people from a wide variety of education and work situations, and represented five provinces. Participants self-reported their gender, ethnic and social identities, and current educational status. The group included 25 Indigenous young people from Treaty 6 in Saskatchewan and a First Nations community in Atlantic Canada.

A total of 58 cellphilms (made by individuals and groups) were produced and a total of 25 workshops were conducted. Many cellphilms showed recurring salient themes such as:

- issues related to mental health and well-being have been at the forefront of young people's concerns
- youth have lacked adequate support in coping with the pandemic and its impacts
- youth acknowledge the vast differences that the pandemic has had on people across their age group
- youth exhibited great resilience and creativity when coping with the pandemic

It was clear that young people had key messages for policymakers, especially in relation to youth services and education, to be more responsive to diverse needs and to recognize that young people have something to say. This is in line with emerging frameworks on youth-led approaches to mental health and well-being. While it is too early to predict the long-term impact of the pandemic on this particular cohort, the current findings highlight that young people are attuned to the likelihood that their lives are forever changed by the pandemic. These reflections must inform long-term planning across all areas of youth and educational services. Finally, the study highlights the role of participatory technologies in engaging young people in policy dialogue.



Grace Skahan (she/her) holds a Master of Arts in Education from McGill University (2023) and a Bachelor of Arts in Political Science and Women's Studies from Concordia University (2014). Grace is particularly interested in issues related to gender-based violence prevention, masculinities, and participatory and arts-based education and research. She will be beginning her PhD in McGill's Department of Integrated Studies in Education in the Fall.

SEXUAL VIOLENCE

Sexual Violence is a Working Group led by co-director Dr. Shaheen Shariff. They seek to understand how to create a cultural climate conducive to sexual wellness across the life cycle and in a myriad of contexts: online, on-campus, in schools, in social policy and across the cultural divide. They envision meaningful investigation of the causes and conditions underlying a culture of consent and how the many manifestations of rape culture can be transfigured.

More than Words & Pathways2Equity Spring Retreat

By Emily Booker

The Spring Retreat draws on the work of More Than Words and Pathways2Equity. Both are Women and Gender Equality (WAGE) projects that actively involve Indigenous girls and young women who have experience in arts-based work addressing gender-based violence (GBV). These youth develop and implement community-based activities that create inclusive spaces for Indigenous boys and young men to participate in arts-based interventions.

This event brought youth from the 3 sites of the More Than Words (MTW) project: Eskasoni, Treaty 6 and Rankin Inlet together in Montreal, Quebec, with adult and academic supporters. The purpose of the retreat was to bring youth together to celebrate the work they have done, spend time connecting and contribute to the creation of a "*Trail of Promising Practices*": a document to help others create similar youth-centered spaces in their communities that have been part of MTW.

Day 1: Coming Together and Visiting Kahnawake

Coming Together & Situating the Work

To bring us all together, a room was filled with artifacts from More Than Words and Networks for Change: books, posters, the Girlfesto, pictures, zines, drawings, posters and more. To start, everyone looked around the space and picked an item of relevance and discussed why it was important to them. Next, the *Trail of Promising*

Practices was introduced. Big posters lined the walls with the different elements that comprise the practice: monitoring and evaluation, Auntyship, leadership and mentoring, participatory visual and arts-based methods and a youth-group model. We discussed the different ideas that were added to each poster and thought about ways to create and deepen a shared understanding of these elements. We talked about the growth and positive changes the youth, adult supporters and group leaders noticed in the youth and the relationships between that grew between them.

Visiting Kahnawake

In the forest behind the Kahnawake Survival School, Kwawennawi Diabo, Kaniehtenha:wi Jacobs and Kahentinéhshon Alfred took us on a medicine walk. We encountered many plants at various stages of their life cycles. On the walk we learned about the history of the Kahnawake Survival School; how the parents and youth of the community came together to create their own education system that included their language and culture.

After the medicine walk, we gathered around the fire where Kwawennawi poured us all cups of maple water and offered us a taste of strawberry corn mush, made with white corn. In front of the fire, Kahentinéhshon set up a display of Kanien’Kehaka beadwork. She explained the unique raised style of beading while showing work created by different artists across generations, including her own.

A drive around Kahnawake brought us to the Wolf’s Den for some shopping, and Saint-Francis-Xavier Mission where people from around the world make pilgrimages to the shrine of Saint Kateri Tekakwitha, the first Indigenous saint. Finally, the day ended with a big dinner at Robbie’s Smoke House in Kahnawake before returning to the city.



Learning about Kanien’Kehaka Bead Work Around the Fire

Day 2: Getting Curious & Critical

Creating Cellphilms

The day started with us all sitting in a circle to reflect on our favourite parts of the previous day. Moving on to cellphilm, we had two groups of youth working to create cellphilms responding to the prompt: *why are youth-groups or youth-centered spaces in the community important?* A group formed of adult allies, supporters and academics, in creating a cellphilm responded to the prompt: *what is the role of adults in creating or supporting youth-groups or youth-centred spaces?*

Critical Campus Tour

Inspired by a critical campus tour in November at York University in which Young Indigenous Women’s Utopia participated, we created and got to experience the first-ever critical campus tour of McGill University. The tour stopped at First Peoples House, Hochelaga Rock, and the Iroquois village site at the corner of Peel and Sherbrooke Street, providing a deeper context to the space McGill University occupies. The tour also included the Inukshuk statue outside of the McCord Museum. Julia and Hailey-May let us know that while the Inukshuk on Sherbrooke Street was artwork, Inukshuks have many different uses up North, including pointing to hunting camps or home and being food stashes.



Critical campus tour at McGill University



Youth watching the cellphlms

Private McCord Museum

We were lucky to get a private tour of the exhibit “Indigenous Voices of Today: Knowledge, Trauma and Resilience” with the curator Jonathan Laney. The exhibit features many different stories with video, audio and around 100 different objects. One of the objects on display is a drum from Andie’s home community or Mistawasis Nêhiyawk. Seeing the drum on display was a stark reminder of what cultural objects and items have been taken from Indigenous communities. Conversations with Jonathan Laney made us hopeful about the possibility of the drum travelling home after so many years in the museum.

Day 3: Screening, Creating & Celebrating

Cellphilm Screening

We started our final day together by watching the cellphlms that had been created the day before. We saw three cellphlms in total. The two cellphlms by youth highlighted how youth groups and safe spaces meet their immediate needs, as well as the positive impacts these groups and spaces can have on youth over years of engagement. The cellphilm by the group of adult supporters showed a behind scenes of what goes on to support or create youth spaces in community. As a trilogy, the cellphlms spoke to why youth groups and youth-centred spaces are important for communities.

Starting the Youthfest

The Girlfest was produced in 2017 when youth from across the globe came together in a call to end violence against women and girls. Building on the original *Girlfest* and our conversations about the importance and impact of youth groups and youth-centred spaces, we started to build the foundations of a *Youthfest*. Flip charts were set up around the room with different prompts or call to actions. We moved around the room reading each flip chart, adding post-it notes of different ideas, dreams, commitments and more. We gathered together to read each flip chart and see what connections existed, reminisce on the conversations we had over the last two days and the art we created. We agreed: the next steps were to create a draft *Youthfest* from the activity to share with everyone.



Emily is originally from the traditional territories of the Sk̓wxwú7mesh Úxwumixw (Squamish Nation) and Tsleil Waututh Nation in North Vancouver, British Columbia. She completed an M.A. in Integrated Studies in Education, researching settler colonialism in education. She is passionate about equity and social justice-based education and is thrilled to be a part of the Homework Zone community

II. Events

MCGILL 11th INTERNATIONAL CELLPHILM FESTIVAL

During the summer months when the Participatory Cultures lab prepares to host the annual [McGill International Cellphilm Festival](#), a number of activities take place at educational centres in Montreal for children to learn about the cellphilm technique and express their views on a variety of issues which are important to them. Three of the 2023 summer interns had the opportunity to visit and help run workshops at [Foyer du Monde](#), a temporary shelter for asylum seekers, refugees and migrants in Montreal. The following is their reflection on the events that took place.

Children producing cellphilms at Foyer du Monde

Reflection piece by Beth Hales

Children are often left out of spaces for activism. However, children's increased technological knowledge has allowed for a unique participatory research methodology called Cellphilm to allow for this possibility. Cellphilms are short 1–2-minute videos on a social message filmed entirely on mobile phones or tablets. Yesterday my fellow intern and I attended a cellphilm workshop at Foyer du Monde, a not-for-profit community housing project. Preschool and early elementary school children were excited to make films and share their message with the world. I was amazed by their eagerness to film themselves and their fellow peers. They used props, interviewing, spontaneous filming, and fictional storytelling to produce video clips under the cellphilm theme of the year, “What’s the message?”.

Many of the younger kids filmed their friends playing. As I was watching them, I thought of how valuable this research methodology is for gaining insight into the mind of a child filming. Although

the kids might not have been thinking about conveying some grand social message, there were many times throughout the workshop when I noticed subtle themes emerging. For instance, while in the park, one child interviewed the other in English, asking, “What are you doing?”. The other child turned to me and asked, “Qu'est ce qu'elle dit?”, or “What is she saying?”. I went on translating for a bit, thinking how beautifully this encapsulated being lost in translation but coexisting and playing together, nonetheless.

Another important message I took away from the workshop was seeking assent from the children, as well as consent from the parents. In research, consent is of the utmost importance to produce sound ethical research. For instance, there were two boys at the end of the workshop that I noticed looking sad. Throughout the workshop, they were stealing iPad’s from the other kids and deleting the videos. At first, I thought they were simply causing trouble, but upon addressing them I learnt that they did not want to be filmed. We then assured them that we would delete all the videos with their faces and asked if it was okay to use videos with their voices in the background, to which they both said yes. At the end of the workshop, and after some delicious popsicles on a warm sunny day, we delivered the iPads back to the lab. Overall, the workshop taught me a way for children to be involved in activism and research spaces by using arts-based participatory research methods.

Reflection piece by Andrae Wang

“Tenderness within the chaos” is how I would sum up my experience at Foyer du Monde.

When I first entered the room, the kids immediately welcomed me with warm hugs and smiles, and of course, curiosity as to who I was. The place was lively, and the kids were very outgoing. Although some of them only spoke their native language, it did not stop them from trying to interact and communicate with me. The kids who did speak English even helped me translate what the others were saying whenever they noticed that I looked confused, which I thought was very considerate and observant of them.

McGill International Cellphilm Festival, 11th edition, June 15th

By Beth Hales and Andrae Wang

“The festival provided an important space for women to share their stories, to speak back to violence, and to insist their voices and experiences be heard on a global platform.”

Jen Thompson

Research Advisor with MYRIAGONE, the McConnell-University of Montreal Research Chair in Youth Knowledge Mobilization at the University of Montreal.

If you had one minute to change the world, what would you say? Undoubtedly, a lot comes to mind. Wanting to be heard, storytellers from all over the world gathered to participate in the 11th McGill International Cellphilm Festival to respond to this very prompt and address this year’s theme - “What’s the Message?”. Participants' cellphilms reflected on many important topics, ranging from gender inequality to the aftermath of the pandemic.

The festival took place over Zoom on June 15th, allowing participants from around the globe to participate. Despite the time difference and limited access to stable internet connections, many participants from Sierra Leone and Nigeria still found a way to participate in the festival and celebrate together. The collective momentum and support from across the world was truly remarkable.



Letting people into the festival

Scott Walter, the Executive Director of CODE, began by speaking about the importance of reflecting upon the cellphilms we make and how that can contribute to moving discourse around social issues forward. Sarah Kadie Ahmed, the

For the workshop, I worked with Sanan, a bright and confident kid full of creative ideas. He told me that he wanted to be a YouTuber, so he was quite interested in filming and creating content. He already knew exactly what he wanted and could not wait to create the Cellphilm. After we were done, he was so proud of the final product that he went around showing his video to everyone and telling them that we made it together.

Overall, the kids were very sweet, and displayed genuine kindness and warmth which I think ties very well with the theme of the Cellphilms - “what would make the world a better place?”. This experience definitely opened my mind, and I had lots of fun. I’d love to work with them again in the future.



Andrae Wang is an undergraduate student at McGill University with a major in Cognitive Science and a minor in Economics. Having interests in different fields such as human-computer interaction and computational neuroscience, she hopes to get involved in interdisciplinary research after her studies.



Beth Hales is a third-year student completing a double major in psychology and international development with a minor in behavioural science. Beth is interested in event facilitation focused on community mobilization and hopes to pursue graduate studies in psychology.

project coordinator for CODE’s Transforming Girls Education initiative, as well as Ruby Boston Griffiths, the gender education officer for CODE, recorded a special message for the festival. They talked about cellphilm as a tool of empowerment to touch on difficult and sensitive issues such as sexual reproductive health rights and gender-based violence, as well as the positive impacts of cellphilm on teacher-training institutions in Sierra Leone. As the keynote speaker, Dr. Sarah Flicker, a Professor in the Faculty of Environmental and Urban Change at York University and the Research Chair in Community-Based Participatory Research, shared her important work on the *Triple Pandemics Project*. She addressed how black women in Canada navigate the triple pandemics of HIV, COVID, and anti-black racism. She introduced a new participatory visual method called “Quilted Cellphilm” in the project, which helped participants speak out in a supportive environment.

This year, instead of ranked winners, the judges, Nichelle Brady, Eliane de Lima, and Dr. Brett Parry, picked the best cellphilm as equal winners in that category.

Winners:

Children

- After the Storm... We Continue To Play by the children of Foyer du Monde
- Listen to Everyone & Be Kind by Le Marchant St. Thomas Grade 2 Class

Youth

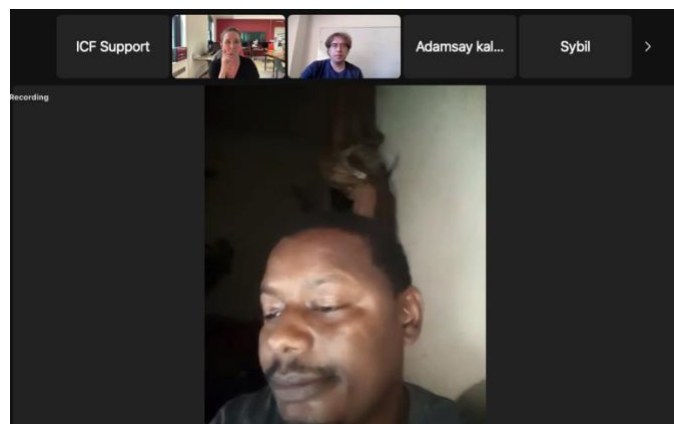
- I’m Not Hungry by Clio Maeve Duncan
- Untouched Beauty by Ilaria Davis
- Pots & Pans by Levi Moskovitz
- Bob’s Job by Eleni Nikopoulos

Individual

- Proud and Free by Mohammad Ali Shafiei & Sahar Shafiei
- Inclusive Sexual Health by Stephen Cheng
- Loneliness and an Unmade Bed by Gurher Sidhu

Group

- From the Escalator to the Staircase by Zirui Li & Wei Xu
- Our Schools, Our Education by Tijjani Mohammed Sidi, Nafisah Muhammad Muminat, Amina Suleiman, Muhammad Hayatu Haruna, and Yakubu Suleiman



Tijjani Mohammed Sidi Acceptance Speech

Sierra Leone

- Gender Transformation Starts with You by Brima Grant, Balla Sesay, Ibrahim Koroma, John Kargbo, Sheku Kunatesh
- Menstruation is not a Curse by Njala University: Brima Avayama Grant, Miatta J Gaima, Mariama Kanawa, Ishmael J Momoh, Adama S Bah, Claudia Williams, Yewah E Minah
- Domestic Violence by Bintu Dumbuya, Mary Sankoh, Marion B. Kamara, Salamatu Sesay, Marion Taylor
- Equality not Discrimination by Grace Lisa Kallon, Gerald M, Fatmata Kamara, Yewah Minah, Maseray K
- Stop Sexual Harassment by Eastern Technical: Jenifer, Jabbie, Regiana, Francis, Andrew, Ibrahim Koroma



Stop Sexual Harassment by Eastern Technical

One notable winner from Sierra Leone, Bintu Dumbuya, displayed exceptional passion and insight in an acceptance speech that is worth highlighting. She spoke about the burning problem of domestic violence and sexual harassment in her country, and emphasized how women should not be seen as personal assets or properties to be treated poorly. Bintu ended her speech on a high note, saying how her cellphilm was able to drive changes in different communities around Sierra Leone and that she wishes to continue to deliver this message to the rest of the world. She proved that all of us have the ability to change the world for the better by using our voice.

This leaves us with more questions - how will you use your voice? What is your message?

Reflection piece by Chloe Roberts

It was so exciting to attend and take part in the 11th McGill International Cellphilm Festival over Zoom. In attending, I was able to develop a broader understanding of – and perspective on – the project I have been assisting with at the Participatory Cultures Lab this past month and a half. It was great to hear from representatives of CODE and learn about the work that they do globally. Additionally, I felt honoured to be able to hear directly from the people whose messages I have been transcribing and Cellphilms I have been watching. I listened to them speak about their creations and how Cellphilm has given them a voice to advocate against the injustices they face and/or have

witnessed. I was able to see how valuable Cellphilm is as a tool for platforming and empowering vulnerable individuals and communities. It is clear that many individuals, particularly from Sierra Leone, have embraced Cellphilm, and that it has had a positive impact on university lecturers, student teachers, and primary students.

Furthermore, it was inspiring to hear from people around the world and discover what they viewed to be critical social issues in their communities. I enjoyed seeing people come together to share their perspectives and the challenges they encounter in a unique, personal, and artistic way. Not only were the presented Cellphilms expressing stories of difficulty, but they were also displaying narratives of resilience, which I found to be impressive and crucial. It was truly wonderful to attend and take part in this initiative and to witness individuals across the globe and across the lifespan come together to take action towards a collective goal.



Chloe is a third-year student pursuing a Bachelor of & Social Work at McGill University. Chloe is dedicated to advocating for the well-being of marginalized groups and has a particular interest in disability advocacy, mental health, and supporting individuals and families across the lifespan.

III. Postdoctoral Researchers of the IHDW

Well-being for all children: A research- as-intervention perspective

By Prudence Caldaïrou-Bessette

Arts-based well-being research with children for social justice in pandemic times is funded by a SSHRC Insight development grant and is directed by Prudence Caldaïrou-Bessette (principal investigator, Psychology and Psychoeducation, UQO), Claudia Mitchell (co-researcher, Education McGill) and Eva Gracia-Turgeon (collaborator, Foyer du monde, NGO)

This summer, we started a new project with children in collaboration with Foyer du monde, a temporary shelter for refugee, asylum seeker and undocumented families. Through this project, which has a “giving first” approach, we wanted to explore the notion of well-being through arts-based activities with the children. This is why we speak of a ‘research-as intervention’ perspective.

How can we ethically research mental health and foster well-being for all children? This is the underlying question of the research-as-intervention participatory narrative project. Its main objectives are to work towards ethics and social justice, well-being, and adapted methods of research with children (particularly young ones) in contexts of vulnerability, especially in these pandemic times which have increased social inequalities. We worked with children (mostly under 12 years of age) at a temporary shelter that supports marginalized migrant families. The project was developed by working for 3 years prior with the shelter, through volunteering in various activities with the children and fostering the participation of the children in the McGill International Cellphilm Festival. This project’s intentions are to have direct

positive impacts on children’s lives and to contribute to the development of ethical methods so as to include all children in research. We state our approach in what follows:

Problem: While children may not suffer physically from the COVID-19 virus as much as adults, their mental health and well-being can be substantially impacted by the pandemic context. Children of marginalized migrant communities (from refugee, asylum seeking or undocumented families) are the most impacted and do not have equal chances of accessing services and support. This can be understood as a form of systemic injustice. Researchers call for a priority to be given to research and intervention initiatives on the mental health of children during the pandemic to work for social justice. Alongside the pandemic, there remains a specific need for developing research with children in contexts of vulnerability. Participatory methods have been suggested to address ethical issues, but many challenges remain in using those methods with children. A promising ethical practice with vulnerable children is to shape research as intervention, especially through meaningful art activities. In this line, this project aimed to research well-being with children in order document it, but also foster it through arts-based activities.

Theoretical Approach: Our approach drew on bringing closer research and intervention through combining principles of participatory research and narrative therapy. While focusing on participation and storying to create change, this tandem highlights 4 core value that were at the heart of the project: a decolonizing perspective, positionality, ethics and social Justice.

Method: The project followed a hermeneutical framework and worked primarily to foster reflexive spaces about and for well-being with the children and community of one shelter for marginalized migrants (around 30 people in total) through the arts. Arts were used as a way to deepen our understanding. We worked on 3 levels: 1) Building strong relationships with the community to support the work with the children, 2) Researching well-being through the arts (adapted art workshop with

children, parent/children singing workshops, and discovering arts throughout the city) and 3) exploring extended practices of participatory methods (children as co-researchers, participatory analysis and knowledge mobilization activities).

The project operated with rich qualitative data documented through fieldnotes, recordings of team meetings and visual documents. All materials produced (drawings, photos, videos) will be used as data to create dialogue tools (composite videos) to represent preoccupations of the children and community for social change. We wish to organize events like a concert in the neighborhood park, a children's arts exhibition and a final participatory event to foster a dialogue with important social actors (like the City of Montreal and consultation tables). The intention is to foster solidarity and support the voices of children in different layers of society in a social justice work perspective.



Prudence Caldairou-Bessette is a clinical psychologist and an FQRSC-funded Postdoctoral fellow at both the Department of Integrated studies in Education and the Department of Social and Transcultural Psychiatry at McGill University, under the supervision of Dr Claudia Mitchell and Dr Lucie Nadeau. She is also an associate professor of humanistic psychology at Université du Québec à Montréal (UQAM).

“Without women there is no society”: Gender transformation in South African women’s correctional facilities

By Taylor Winfield

In presenting her vision for change in South African correctional facilities, Smime³ shared, “without women there is no society.” When women are in detention, communities break down. To break cycles of trauma and violence, Smime argued that the state needed to invest in rehabilitation, counseling, and skills development to help women break their figurative and literal chains. Smime, who was 26 and entering her 7th year behind bars, did more than just imagine this future. She prepared for it daily—taking all the courses available in the facility, serving as a peer educator, and advocating for transformation in and outside prison walls.



Smime's vision for change. Photographed by Sam Lawrence

Women are the fastest growing prison population globally and it is poor, Black and Indigenous women whose rates are increasing most rapidly (PRI 2020; Sudbury 2014). Yet, because women make up only 7% of the incarcerated population, their experiences are often overlooked. Inmates belonging to non-dominant groups are even more likely to experience “intersectional invisibility” (Purdie-Vaughns and Eibach 2008; Thulani and Gear 2017). In South Africa—the most aggressive incarcerator in Africa—these challenges are heightened due to widespread gender-based violence, HIV/AIDS, and the legacies of colonialism and apartheid (Gillespie 2008; Mabaso et al. 2019; World Bank 2021).

³ The pseudonym she chose for the project.

My postdoctoral project adopts ethnographic and arts-based research to address this pressing social issue. With support from a SSHRC Insight Development Grant and the U.S. Fulbright Program, the project is in collaboration with Just Detention International-South Africa, Claudia Mitchell (McGill), Relebohile Moletsane (University of KwaZulu-Natal), and the brilliant research assistants Nokukhanya Mbonambi (Tshwane Institute of Technology) and Azar Mahmoudi (McGill). The project examines gender transformation across three levels:

- Individual: How do women adjust their behavior and identities during incarceration? In what ways do they creatively bring about or resist personal changes?
- Institutional: How have South African legal institutions evolved to meet women’s needs? What further reforms would women like to see?
- Methodological: How can participatory visual methods be adopted to create change-oriented research in justice systems? How, if at all, does participating in arts-based research influence how women see themselves and their abilities to reform the institution?

To answer these questions, I began interviews and participant in observation in a South African women’s correctional facility in March 2023, joining women during educational and rehabilitation activities. In April, we ran the first art-workshop with eight women from diverse backgrounds. Over eight sessions, the women created art about the challenges women face in their home communities, challenges women face in the facility, and what they would like to see change. The challenges they faced at home included gender-based violence, poverty, addiction, lack of education, and expectations to be perfect mothers, daughters, and wives. Challenges inside the facility focused on how “prisons were designed for men,” and specific issues related to overcrowding, poor communication between authorities and inmates, and inadequate medical care and food. Their visions

for change included what women required to develop confidence and skills, ways the institution could better accommodate women’s needs, and what was needed on a societal level. At the end of the series, the women shared that the experience had been personally transformative and recommended it to their peers as a rehabilitative and healing experience. In June 2023, we began the second workshop series, which is co-facilitated by two women from the first group.



Bobo's vision of change. Imbokodo is the Zulu word for 'Rock,' of often used in the phrase: "Wathint'abafazi, wathint'imbokodo, uzakufa! Ubobhasopa!" ("You strike women, you strike a rock, you will be crushed! You should be careful!"). Photographed by Sam Lawrence.

Our project will continue through August 2024. We look forward to facilitating further workshops and are thrilled that a woman who will be released soon will join the research team. Building on our engagement with participants, we will mount exhibitions of the artwork in the correctional facility, the South African Constitutional Court, McGill, and the University of KwaZulu-Natal. We plan to create a visual anthology to showcase the women’s artwork and support participants in submitting their reflections to the Journal of Prisoners on Prisons, which features articles written by individuals who are currently and formerly incarcerated. Our hope that the project will not only generate change in South Africa, but also spark cross-cultural dialogues about the global overincarceration of Black and Indigenous women and pave the way toward women-centred reform in justice systems.

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Taylor Winfield is a theorist and cultural sociologist with substantive interests in gender, race, and religion. I use ethnographic methods to investigate the reformation of bodies for state power, with a focus on how processes are stratified along multiple axes of inequality. Taylor is currently a Postdoctoral Scholar in the Department of Integrated Studies in Education and the Institute of Human Development and Well-being at McGill, with research in South Africa supported by the Canadian Social Sciences and Humanities Research Council (SSHRC) and a U.S. Fulbright Award.

Dancing with the Land: A Pole-to-Pole Journey

By Déborah Maia de Lima

Shirley Krenak (2021), a member of the Indigenous Krenak people in Brazil reminds us that "each tree burned; each patch of forest destroyed is our body also being violated". This statement supports what scholars and researchers from diverse fields have written about the crucial connection between Indigenous paradigm and the land, and how colonialism has affected this disconnection. Although efforts have been undertaken to stop colonial processes, they are still present everywhere in the Americas, mainly in the economic sphere of the exploitation of natural resources. Some scholars point out how decolonization is vitally related to embodiment since it requires a consideration of Indigenous spaces. Considering the embodiment theory, we can realize how Indigenous knowledge is embodied.

Built on my postdoctoral project *Giving Voice to Indigenous Young Women: Preventing Sexual and Gender-Based Violence Through Dance and Body Practices*, and informed by Indigenous-directed participatory framework, I am currently working on the project, *Dancing with the Land: "Pole-to-Pole" connections involving Indigenous Dance, Body/Land and Intergenerationally in the Americas*, at the Department of Integrated Studies in Education (DISE-McGill⁴).

How much are the land and Indigenous dances/bodies interrelated and how does this relation influence Indigenous people's lives? Do dances connect Indigenous people to the land or is it the land that is incorporated into Indigenous people through dancing? How does violence against the land impact Indigenous bodies? Those are some of the questions that are currently guiding our *Pole-to-Pole* study, an "intercultural dialogue" involving Indigenous people from the North of Canada to the

⁴ To read more about the Pole-to-Pole project see <https://cicada.world/files/newsletters/CICADA-newsletter-09-EN.pdf>.

South of Argentina. Understanding that dance and land are part of what maintain existence for Indigenous people, the relationship between body, land and dance, necessarily involves multiple generations. Thus, we wish to observe how intergenerational learning functions as a form of cultural continuity.

Pole-to-Pole is supported by the SSHRC Insight Development Grant and includes a team of collaborating on this project through intellectual analysis and heartfelt engagement. At McGill, we count on the presence of Professor Claudia Mitchell and the amazing collaboration of DISE's research assistants, Tatiana Becerra Posada and Tina Saleh. Community members, scholars, and Indigenous representatives also work on this intercultural dialogue as on-site coordinators in Latin America: Dr. Diego Pizarro (Federal Institute of Brasilia-Brazil), the Indigenous scholar, dr. Edson Kayapó (Federal Institute of the Southern Bahia-Brazil), Rosana Bernharstu (Community member–Argentina), Ehekatl Tozkayamanki (Indigenous community-Mexico). This amazing group supports designing, refining, and conducting the study according to the particular distinctions of the Global South.



Dance of the Sonajeros in the Easter celebration Tuxpan in April 2023 (Tuxpan, Jalisco, Mexico)

Using Participatory Methods, I conducted semi-structured interviews and photovoice sessions with Indigenous participants in Mexico in April and in Brazil in May 2023. In Mexico, I interviewed eight

Indigenous descendants of the Aztec civilization and six of them attended a photovoice session. Love, enthusiasm and gratitude for the land were common statements seen in all of the Mexican participants. Dances and land are tightly connected. One example is the *Sonajeros*, a pre-Hispanic dance that relates tapping the foot on the ground to the approaching harvest season. According to participants, empowerment, carrying on the tradition of the community, and a feeling of belonging were a few outcomes of their ancestral dances. The violence against their land and the government prohibition of going to certain places in their ancestral territories in order to obtain the necessary leaves, plants, and wood for their regalia were pointed out as situations of stress, sadness, and self-disconnection.

In Brazil, 16 Indigenous individuals from the *Pataxó*, *Tupinambá*, *Ticuna*, *Guajajara*, and *Funi-ô* peoples were interviewed, and six of them could attend the photovoice session. Brazilian participants were located in the forest and the shore of the Southern part of the country (Porto Seguro and surroundings) and at the capital, Brasília, located in the Midwest. The violence against Indigenous lands was unanimously voiced as adding to the extreme violence against Indigenous people through land demarcations and the exploitation of the natural resources in Indigenous reserves by the land grabbers.



Figure 2 – Picture representing a place that connects the person and the land taken by an Indigenous participant in the photovoice session (Brasília, DF, Brazil in May 2023)

In Mexico and Brazil, dance and storytelling are part of Indigenous conception of the world. The visceral relationship with the land, the spirituality, and the nature expressed in their dances cannot be

disconnected from their lives. As the participant *Aztec Warrior*⁵ described: “Dance is praying in movement”.

Participants’ testimonies and captions of their photographs in the photovoice sessions inspire us to go further on this study topic. We are looking forward to meeting the Argentinian and Canadian participants for our cross-American learning about Indigenous relationships with the land, dance and body through intergenerations in the Americas. As an artistic result of this intercultural dialogue, we will create a multimedia digital tool, a short film, addressing testimonies, photos, and photovoice sessions of this journey, enhancing the bodies and voices of the participants so we can hear and see what they have to say. So far, we have disseminated this learning experience in symposia, such *Radical Acts of Transformation* and in academic events such as *Building Communities in Research Panel*, *Experiências e Educação Com os Saberes Indígenas* (Experiences and Education with Indigenous knowledge), *Presença Indígena na Dança no Distrito Federal* (Indigenous Presence in Dance in the Federal District), and *Povos Indígenas, Diversidades Sociolinguísticas e os Territórios Originários* (Indigenous Peoples, Sociolinguistic Diversities and the Original Territories).



Déborah Maia de Lima is a dancer, post-doctoral fellow at McGill University. PhD in Études et pratiques des arts (UQAM) and in Performing Arts (UFBA), Her practice includes interdisciplinary approaches to Indigenous studies; Dance; Somatic Education Practices; Social Justice; Creativity and

⁵ *Aztec Warrior* was a name chosen for one Indigenous woman participant in Mexico.

The McGill Third Century (M3C)Fellow Update

By Jane Malenfant

One primary research activity during my postdoc has focused on the educational experiences (formal, informal, vocational) of people who have been or are homeless, especially as they work to become advocates for housing justice in their own communities. With the National Housing Strategy Act advocating for increased participation of people with lived and living experience of homelessness in spaces of housing rights, this project has tried to explore how those of us who have navigated housing precarity can learn to enter spaces of research and advocacy in safe, supported, and impactful ways. People with lived and living experience of homelessness are rarely meaningfully or sustainably engaged in decision-making processes about housing policy and programming. I have been grateful to speak with over 20 people from different backgrounds, communities, and geographic locations (primarily across Turtle Island) who have experienced homelessness and are now working in roles such as peer workers, researchers, policy advocates, activists, and educators. It has been important that I am also someone who has worked in different roles within the housing and homelessness sector, who has firsthand experience of housing precarity.

Themes that have emerged from our discussions so far are the need to foster healing in our learning—taking care to recognize how ongoing interactions with colonial, oppressive, and inaccessible systems complicate narratives that someone is healed as soon as they find “stable” housing. Many participants shared working endlessly to support members of their communities still navigating homelessness, but failing to access the supports they needed to be well. There is a lack of training, both formally and informally, on how people should

disclose and share their own experiences, as well as how to access and navigate spaces of power and decision making. Almost every participant has shared feeling tokenized, or used performatively because of their lived expertise. Many also feel they are treated as one-dimensional, where their professional and academic expertise may be ignored, or their lived expertise is not valued (or only valued in service of damaged narratives). Every participant explained that “getting out of homelessness” is much more complex than common bootstrap narratives suggest, especially in an increasingly financialized housing market.

A theme that I will continue to explore is of the importance of peer learning and community-led, by-us-for-us projects. People who have experienced homelessness know intimately what doesn't work and how systems fail to assure housing for all. A significant amount of participants have mentioned that peer learning can be life-saving while navigating homelessness, and maintains a key place in their activist and professional trajectories. In July 2023, I will be inviting 6 prominent individuals with lived experience of housing precarity who are working in research, advocacy, activism, and peer support around homelessness. Together we'll engage with my preliminary findings as well as build tangible tools and knowledge about how to best be supporting the learning trajectories of members of our communities that experience homelessness.



Jayne Malenfant is a McGill Third Century Fellow at McGill University (and currently resides in Tio'tia:ke/Montréal). Their work looks at the intersections of the right to education and the right to housing, with a focus on fostering continuing education opportunities for lived experience and community leadership. In August, they will begin a position as Assistant Professor in Social Justice and

IV. IHDW Visiting Researcher

Doing participatory research with children

By Vicky Lafantaisie

My research stance

I've worked as a practitioner in various service organizations. I witnessed and even participated (sometimes consciously, often unconsciously) in practices that distanced children's points of view. I've also heard many stories, from practitioners and students alike, of children whose voices were sidelined in the intervention.

Open discussions with children, exchanges with colleagues critical of traditional approaches to intervention and research, and reading texts written by authors outside the mainstream led me to question the dominant way of treating children in research and intervention. I've developed a particular interest in approaches aimed at empowerment, ethical action and anti-oppressive practices. I try to apply the principles evoked in these approaches to the work I do with children.

I am constantly concerned with and reflect on the scope and consequences of my actions on children's lives. I see myself as a committed "researcher in solidarity" (Piron, 1996), which is why I opt for research that is done *with* children rather than *on* them.

I draw inspiration from Youth Participatory Action Research to work with children, who rarely have the chance to participate actively and centrally in the interventions they receive and in the construction of knowledge about them. Here are a few examples of projects carried out with young people of different

ages to illustrate how this posture can be applied in research.

*aPtE: approche participative pour tous les enfants
(a participatory approach for all children)*

One of the main obstacles to children's participation in research is the belief among adults that children do not have sufficient skills to contribute meaningfully to the construction of knowledge about them (Powell et al., 2011; Robert-Mazaye et al., 2021). This observation appears even more frequently when talking about young children (under 9). It was to counterbalance this discourse that we decided to carry out a project with children aged 3 to 8. The project acronym (aPtE) stands for "able". The main objective is to generate recommendations to support listening to and taking into account the perspective of children under child welfare.

This project drew on the expertise of a committee made up of a researcher, a practitioner and a 7-year-old child to propose a data collection strategy adapted to gather the views of children aged 3 to 8 placed in group homes under the youth protection act. The Cellphilm method (Schwab Cartas, Caldairou-Besette, & Mitchell, 2022) will be used to answer the question "What would you like to say that's important to the adults who want to help you?". Data collection will take place in October 2023 with children placed in 4 group homes.

MAPE : Mobilisation autour de la parole des enfants (Mobilizing around children's voices)

MAPE is a participatory action research (PAR) project led to the co-construction of tools to support children's participation in the various services they receive. 27 children aged 7 to 12 receiving services from 18 social pediatrics centers worked to define 23 recommendations, which were integrated into a poster, an instruction manual and a game (Lafantaisie et al., 2022; Tourigny & Lafantaisie, 2022). All the tools produced can be found on this page: <https://uqo.ca/ricochet/participation-6-12-years-centre-pediatrie-sociale-communaute-phase-2>

Common reference framework for child participation

An international project involving 22 organizations working in the field of child protection, will build a core competencies framework for children's participation in their communities. As part of a process for and with young people, around 200 children aged 11 to 18 from eight countries will contribute to greater recognition of children's ability to participate in their communities. Five methods of collection and expression, involving discussion/debate, drawing, sketch, game or photo, will be presented to around ten young people from each organization so that they can determine the method they wish to use to express their views on the competencies needed for participation.

Co-construction of an intervention with adolescent girls placed in a youth protection center in Quebec: the situation of sexual exploitation of minors

Few studies have focused on the perceptions of victims of sexual exploitation, with the aim of offering services that are better adapted to the real needs of victims and survivors (De la Sablonnière et al., 2020). This Youth participatory action research aims to co-construct an intervention on the sexual exploitation of minors with adolescent girls.

Six adolescent girls aged 14 to 17 who had been placed in a youth protection center and were living with or had experienced some form of sexual exploitation took part in this study. They first took part in two training sessions on the participatory approach, then the "research committee", made up of six teenagers and two co-facilitators (a researcher and a practitioner), met 7 times to discuss the needs of teenage victims of sexual exploitation and the solutions to be envisaged.

The teenagers decided to produce a services trajectory that would be better adapted to the situation of sexually exploited young people. In particular, they proposed the use of a "screening tool" that would make it possible to offer services that are better adapted to the different profiles of young people who are classified as "sexually exploited".

We were able to observe the effect of using a participatory approach with these young people, who are used to rather authoritarian contact with adults. Here are a few excerpts: "It's the first time I've really felt listened to since I've been here"; "I can express myself in the way I feel comfortable"; "I don't feel judged"; "people are interested in me"; "I can say what I think and I feel I have a free choice".

The young people have decided to organize an event to present the results of the project themselves to influential people: the director of youth protection, executives and managers, ministers, and so on. The event will take place in September 2023.

Forum Fénix

Nine former youth placed in youth protection centers took part in a Youth participatory action research project, the main aim of which was to set up a youth forum as part of the annual conference of the International Society for the Prevention of Child Abuse and Neglect. Working groups, co-facilitated by young people on a rotating basis and a student researcher, were set up over a 17-month period. The young people wanted to focus on the transition to adulthood following placement under the Youth Protection Act. In a "quest for equity", these young people wanted to set up an event by, for and with (ex-)placed young people. The Forum Fénix thus emerged as a space for speaking out, exchanging ideas, helping each other and looking to the future. A video of the event is available here: https://www.youtube.com/watch?v=ddvcw8bQsOw&ab_channel=ConfessionP%27titcriss

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Tourigny, S., & Lafantaisie, V. (2022). *L'approche participative en intervention avec les enfants: «Je veux qu'il me voit et qu'il me croit». Revue de psychoéducation*, 51(3), 199-225.

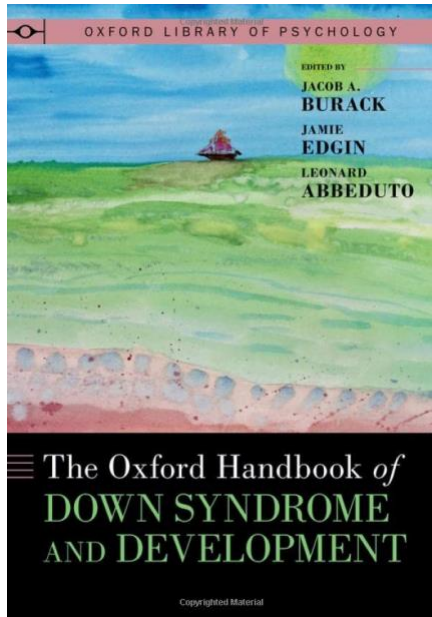


Vicky Lafantaisie (Ph.D., ps. ed.) is a professor in the Department of Psychoeducation and Psychology at the Université du Québec en Outaouais. She is interested in the approaches and intervention methods put in place to support families.

V. Publications

The Oxford Handbook of Down Syndrome and Development

Burack, J. A., Edgin, J., & Abbeduto, L. (Eds.). (2023). *The Oxford handbook of Down Syndrome and development*. Oxford University Press.



The Oxford Handbook of Down Syndrome and Development comprises cutting-edge and provocative integrative reviews of essential theory and research about persons with Down syndrome at various stages of the lifespan. The volume opens with a brief section on historic and contemporary scientific approaches to understanding the development of persons with Down syndrome with subsequent sections on social development and family relations, cognition and neuropsychology, and comorbid conditions. Together these chapters provide extensive background that leads to a comprehensive understanding of the development and well-being of persons with Down syndrome across many different aspects of everyday living.

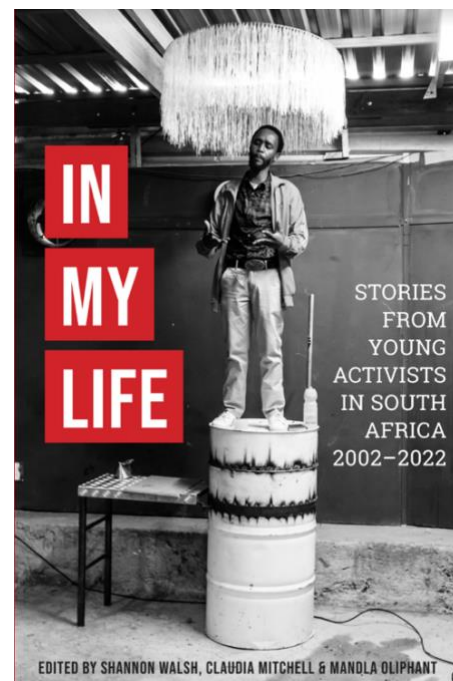
The final section contains innovative and forward-looking chapters on interventions and directions for future research. The contributors to all these

chapters are leading scholars in the study of persons with Down syndrome and other neurodevelopmental conditions.

However, the final word of the volume is left to those with lived experience -persons with Down syndrome and their family members who share and reflect on their life stories. This handbook is essential reading for all those interested in the development of persons with Down syndrome.

In My Life: Stories from Young Activists 2002–2022

Walsh, S., Mitchell, C., & Oliphant, M. (Eds.). (2022). *In my life: Stories from young activists, 2002–2022*. Jacana Media.



The early 2000s were still a time of optimism and exuberance in newly democratic South Africa. Transformations were afoot, and there was a courageous desire for change, even with the stark realities of HIV and AIDS-related illnesses looming. At the 13th International AIDS Conference in Durban in 2000, Nkosi Johnson, aged 11, took the stage to give an impassioned speech emphasizing the importance of young people in responding to the AIDS pandemic. His call heralded an explosion of youth-focused initiatives, including

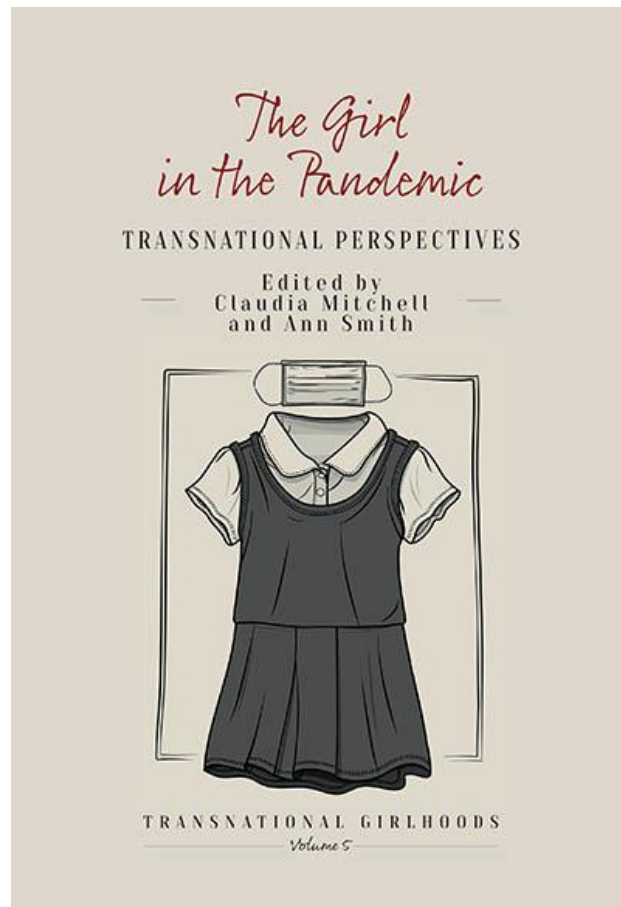
the project that started this book. In *My life* follows the paths of a group of racially diverse young AIDS activists from Khayelitsha and Atlantis, first brought together as part of an educational HIV-prevention programme in Cape Town in 2002.

Over the next twenty years, the researchers follow their inspiring and harrowing journeys, as they move from hopeful and passionate teen activists, through the tragedies and triumphs of transitioning to adulthood. With candour, they tell stories of hardships and loss, mental health issues, grief, and violence, but also of personal transformations, love, friendship, artistic achievements, community connection and thrilling social justice wins. Connected to each other, and to their communities, their stories provide a glimpse into the long tale of activism and of educational work, forever asking the question: what difference does it make.

As the early post-apartheid enthusiasm and activism transformed and changed, stories have been a place where one could find solace and refuge or find ways to be connected again. The stories in *In My Life* reflect the shifting times and context in South Africa, the transformation of the country and the complicated life stories of everyday life in the cracks of those who are artists, writers, creators, activists, researchers, teachers and many other things in between and beyond.

The Girl in the Pandemic: Transnational Perspectives

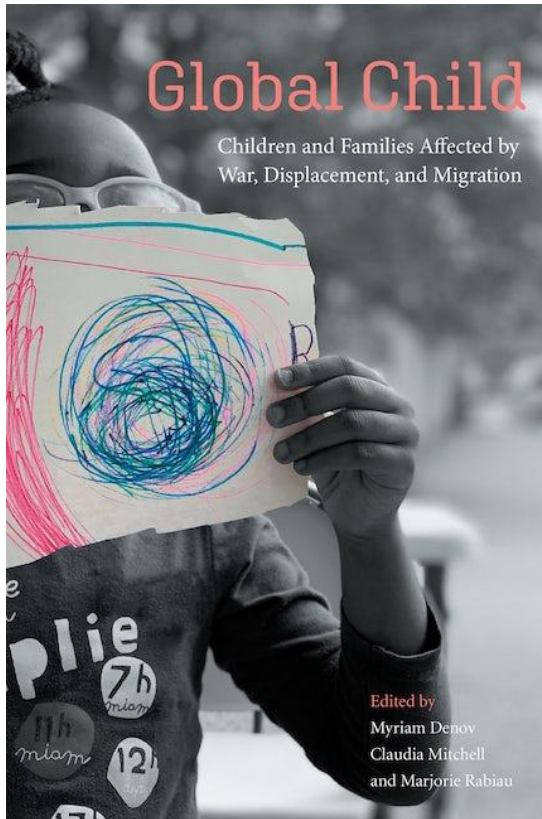
Mitchell, C., & Smith, A. (Eds.). (2023). *The girl in the Pandemic: Transnational perspectives*. Berghahn Books.



As seen in previous pandemics, girls and young women are particularly vulnerable as social issues such as homelessness, mental healthcare, access to education, and child labor are often exacerbated. *The Girl in the Pandemic* considers what academics, community activists, and those working in local, national, and global NGOs are learning about the lives of girls and young women during pandemics. Drawing from a range of responses during the pandemic including first person narratives, community ethnographies, and participatory action research, this collection offers a picture of how the COVID-19 pandemic played out in eight different countries.

Global Child – Children and Families Affected by War, Displacement and Migration

Denov, M., Mitchell, C., & Rabiau, M. (Eds.). (2023). *Global child – Children and families affected by war, displacement and migration*. Rutgers University Press.



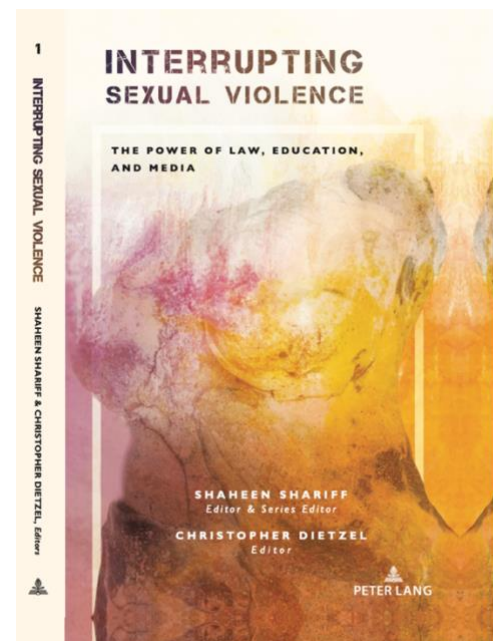
Armed conflicts continue to wreak havoc on children and families around the world with profound effects. In 2017, 420 million children—nearly one in five—were living in conflict-affected areas, an increase in 30 million from the previous year. The recent surge in war-induced migration, referred to as a “global refugee crisis” has made migration a highly politicized issue, with refugee populations and host countries facing unique challenges. We know from research related to asylum seeking families that it is vital to think about children and families in relation to what it means to stay together, what it means for parents to be separated from their children, and the kinds of everyday tensions that emerge in living in dangerous, insecure, and precarious circumstances.

In *Global Child*, the authors draw on what they have learned through their collaborative undertakings, and highlight the unique features of participatory, arts-based, and socio-ecological approaches to studying war-affected children and families, demonstrating the collective strength as well as the limitations and ethical implications of such research. Building on work across the Global South and the Global North, this book aims to deepen an understanding of their tri-pillared approach, and the potential of this methodology for contributing to improved practices in working with war-affected children and their families.

Interrupting Sexual Violence: The Power of Law, Education, and Media

Shariff, S., & Dietzel, C. (Eds.). (2023). *Interrupting sexual violence: The power of law, education, and media*. Peter Lang.

Front cover art by Shaheen Shariff
Cover designed by Alyssa Jehta



The iMPACTS Project, led by Shaheen Shariff, James McGill Professor, is an international research partnership that investigates sexual violence at universities and in society. We are excited to announce the release of *Interrupting Sexual Violence*, which takes a multi-disciplinary approach

to understanding and addressing sexual violence and gender-based violence in Canada and is the first volume in Professor Shariff's series, *Confronting Systemic Omissions and Impacts in Education Policy*. The iMPACTS edited collection begins by examining law/policy issues impacting universities, and then explores student activism and university responses to students' experiences of sexual violence. The third section focuses on education and pedagogy by exploring different types of sexual violence interventions, including an arts-based toolkit, a theatre production, and an international internship program. The final section of this collection focuses on vulnerable communities, including online and in person as well as within legal, human rights, and social justice frameworks. This edited collection addresses policy makers, educators, students, workshop facilitators, archivists, theatre professionals, and the general public, and it could be recommended for a range of subject areas in university courses, including law, policy, education, gender studies, health, and sociology. Overall, *Interrupting Sexual Violence* is unique in that it focuses on the Canadian context and consolidates emerging research on sexual violence from a variety of disciplines.

**Gender-Based and Sexual Violence
Allyship on Social Media: A Toolkit
(iMPACTS)**

By Samantha Nepton



Led by Professor Shaheen Shariff, iMPACTS is a multi-year project to address sexual violence on university campuses across Canada and internationally. The overarching goal of this project is to unearth, dismantle and prevent sexual violence within universities, and ultimately in society, through evidence-based research that will inform sustainable curriculum and policy change.

Infographics, Twitter threads, and resource lists can be created and shared by anyone who feels so inclined. In the height of the COVID-19 pandemic, we've seen a rise of these social justice related posts

being shared throughout our social media feeds. While we may have the best intentions when creating and sharing posts online, it can be very easy to overlook certain things, such as checking where the information in the posts are coming from.

The iMPACTS team is pleased to announce a new toolkit, *Gender-Based and Sexual Violence Allyship on Social Media: A Toolkit*, which provides tips to keep in mind when creating and sharing posts about gender-based and sexual violence through social media. The toolkit also sheds light on how easy it can be for allyship through social media to become a trend. Overall, this toolkit was made to support any individual, group, or organization who hopes to be more aware and understanding of social justice issues, including those related to gender-based and sexual violence, and how they are impacted by social media use.

Click [here](#) to access the toolkit

VI. Awards

**2022 José Vasconcelos World Award of
Education**

The José Vasconcelos World Award of Education is granted to a renowned educator, an authority in the field of teaching, or someone who has brought about visionary development in education policy. Through their work, the individual or team should have had a significantly positive influence on the quality and reach of teaching and learning in our society. The 2022 "José Vasconcelos" World Award of Education is granted to Professor Claudia Mitchell, Distinguished James McGill Professor in the Faculty of Education of McGill University in Canada.

"I am so honored to receive this prestigious award and its recognition of the significance of the participation of young people, especially girls as young women, as central to social change," said

Professor Mitchell. "I would like to acknowledge the creativity of my amazing doctoral students in the Participatory Cultures Lab at McGill University, along with the support of colleagues in the Faculty of Education. I continue to be inspired by my exceptional colleagues at the Centre for Visual Methodologies at the University of the KwaZulu-Natal and their commitment to engaging rural communities."

The prize is awarded for her life commitment to education as an inspiring teacher and passionate advocate for youth, especially transforming lives of thousands of young people, from marginalized backgrounds. Professor Mitchell's work and passion mirror the dedication of José Vasconcelos whose life work was to bring education to those most disadvantaged.

On March 30, McGill hosted the 18th edition of Bravo, a gala celebration in honour of the 112 researchers who won a total of 119 national and international research prizes and awards in 2022. More than 200 people turned out to the celebration. Dr. Claudia Mitchell was honored at Gala for the prize.



"I started even a journal called 'Girlhood Studies', as a way to not only look at research, but also to ensure there is a broad discourse community around girlhood studies. Work on gender-based violence in particular as what we know as a global phenomenon and for me right now, it's becoming the driving force for so much of my work because there's so much to do, and there's so little time to do it in the lens of young people. They are only young for so long."

"The work around gender-based violence with youth really starts with setting up workshops with young people themselves, usually with iPads, or tablets, or cellphone. And really saying: what does this look like, can you picture violence, and ultimately, can you picture the changes? [...] How are we doing it differently, how are we doing it better? How can we do it as a group and how as a group can we imagine this work?"

"Being awarded this prize, I think, really validates the notion of participation, it validates the idea of arts-based methodologies, it validates the ideas that we solve social issues by talking with people, working with people. We don't solve it from anything else, the answers are right here."

Links:

<https://www.eurekalert.org/news-releases/965192>

<https://www.consejoculturalmundial.org/world-award-of-education/>

<https://www.mcgill.ca/researchhonours/bravo-gala>

<https://www.youtube.com/watch?v=ANyhqt5TIR4>

Life-Time Achievement Award

Claudia Mitchell, Distinguished James McGill Professor in the Department of Integrated Studies in Education, was recently honoured by the ARTS Researchers and Teachers Society (ARTS SIG) as part of the Canadian Society for Studies in Education with the inaugural 2023 ARTS Life-time Achievement Award.

In making the award at the annual Congress of the Social Sciences Humanities hosted by York University, the selection committee noted the following: "*We were particularly impressed by the myriad ways that your professional career has significantly advanced the field of arts based educational research through extraordinary and significant leadership, research, teaching, professional practice, and service. Thank you for the work that you do to push our thinking forward in the field*".

Dr. Heath awarded a Distinguished James McGill Professorship

Dr. Nancy Heath was recently awarded a Distinguished James McGill Professorship, McGill's highest honour.

The title of Distinguished James McGill Professor recognizes a late-career scholar's sustained scholarship of world-class caliber and international leadership, similar to that of a Canada Research Chair (CRC) Tier 1. Nominees for these awards include James McGill Professors who have held the award for two seven-year terms and have maintained an outstanding research record.



Dr. Nancy Heath is a Distinguished James McGill Professor in the Department of Educational and Counselling Psychology at McGill University. Her research program explores resilience and adaptive functioning in young people at-risk (i.e., children, adolescents, and young adults). She has published and presented extensively on topics related to mental health and resilience in educational settings, is an internationally recognized leader in the area of self-injury in educational settings, and has worked in collaboration with schools for over 25 years



The production of this special issue of the IHDW newsletter was coordinated by Yifei Yu. Yifei Yu is going into their third year in Honors Sociology with a minor in GSFS at McGill University. Yifei is very passionate about seeking for potential solutions for social inequalities, especially for gender inequality. Their academic interests center on family and gender. The experience at the IHDW has allowed them to explore further the way in which qualitative participatory research methods help to address issues surrounding sexual and gender-based violence.



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Home to **Gallery Transforming**, the **McGill International Cellphilm Festival** and **the Institute for Human Development and Well-being (IHDW)**



McGill University is situated on the unceded territory of the Kanien'keha:ka

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