

Curriculum Vitae

PROF ANTHONY BROWN

“An Educator for Humanity”



PERSONAL INFORMATION						
Full Names	Anthony Brown			ID No.	7607135262082	
Citizenship	South African	Title	Prof	Gender	Male	
Population Group	African X	Coloured	Indian	White	Other	NRF rated: C2
Direct Telephone	+27 7237 44206			Office number		
Address	34 Southwinds, Eagles Landing, Hartebeespoort, 2040					
Email	browna@unisa.ac.za or brownjulius76@gmail.com					

ACADEMIC QUALIFICATIONS OBTAINED

Degree	Field of Study	Higher Education Institution	Year Awarded
Doctor of Education (EdD) (Inclusive Education)	Education Learning and Transformation Leadership in Inclusive and Special Education	University of Birmingham U.K	2010
Master of Arts (M.A) Special Education Needs (SEN)	Education International perspectives of special education Specific learning difficulties Teaching children with Emotional and Behavioural Difficulties Home-school partnership for children with	University of Leeds U.K	2003

	special emotional needs		
Bachelor of Education Honours (B.Ed Hons)	Education 1. English 2. History	University of Namibia	1999
Matric (Grade 12)		De Duine S.S. Walvis Bay	1995

WORK EXPERIENCE TO DATE

Name of Employer: University of South Africa (UNISA) – College of Graduate Studies
Capacity: Professor (Full)

Period: 1 June 2024 – Present

Responsibilities:

1. Develop interdisciplinary research:
 - Collaborate with colleagues from different disciplines to create research projects that span multiple fields
 - Identify areas where educational psychology intersects with other disciplines (e.g., neuroscience, sociology, computer science)
 - Design research methodologies that integrate approaches from various fields
 - Seek funding opportunities for interdisciplinary projects
 - Publish findings in journals that appeal to diverse academic audiences

2. College Coordinator Research workshop of graduate students:
 - Organize and lead regular research workshops for graduate students
 - Develop curriculum and materials for these workshops
 - Teach research methodologies, data analysis techniques, and academic writing skills
 - Provide guidance on research ethics and integrity
 - Facilitate peer review and feedback sessions among students
 - Invite guest speakers from various research backgrounds

3. Supervise masters and doctoral theses:
 - Provide regular feedback on research design, data collection, and analysis
 - Review and critique drafts of theses and dissertations
 - Ensure students meet academic standards and deadlines
 - Prepare students for thesis/dissertation defense
 - Serve on thesis and dissertation committees for other students

4. Identify and develop social impact research projects:
 - Conduct needs assessments in local communities or educational settings
 - Collaborate with community partners to identify pressing issues in education

- Design research projects that address real-world problems in education
- Seek funding for applied research projects with clear societal benefits
- Develop strategies to translate research findings into practical applications
- Engage with policymakers and practitioners to implement research-based solutions

5. Interdisciplinary Research Development:

- Foster a culture of interdisciplinary collaboration within the department and across the university
- Organize interdisciplinary research seminars and conferences
- Mentor junior faculty in developing interdisciplinary research agendas
- Create and maintain partnerships with researchers from other institutions
- Develop proposals for interdisciplinary research centers or institutes
- Advocate for resources and support for interdisciplinary initiatives within the university

- Name of Employer:** Stellenbosch University
- Capacity:** Professor (full) & HOD: Department of Educational Psychology
- Period:** 2 January 2023 – 30 May 2024
- Responsibilities:**
- Overseeing and conducting extensive research on topics related to gender identity, sexual orientation, and pathways for inclusive sexuality education, publishing widely in academic journals
 - Developing and teaching graduate courses on gender development, queer theory, and sexuality education pedagogy
 - Securing research grants from government and private sources to fund projects related to LGBTQ student experiences and teacher readiness to address diverse gender and sexuality topics and HIV education
 - Presenting regularly at high-profile national and international conferences on research around social inclusion and support for LGBTQ youth and sexuality teacher education in schools
 - Designing studies examining health, wellbeing, and educational outcomes for students of diverse sexual orientations and gender identities
 - Partnering closely with the Department of Education, national teacher unions, school districts, and civil society organizations across years-long projects working collaboratively to enhance

teacher capacity in sexuality education and implement inclusive practices/policies related to diverse SOGI students and educators

- Serving on national advisory committees on ethical and age-appropriate sexuality education standards, curriculum frameworks, anti-discrimination policies, and teacher training
- Developing pilot teacher training programs on SOGI topics for iterations, improvements, and feasibility of scaling programs across different contexts
- Providing high-level guidance to the ministry around comprehensive sexuality education policy reforms for greater inclusion of gender and sexual diversity

Name of Employer: University of Johannesburg
Capacity: Professor (full) (Associate Professor/Senior Lecturer) & HOD:
Department of Educational Psychology

Period: 1 June 2016 – 31 December 2022

- Responsibilities:**
- Overseeing and conducting extensive research on topics related to gender identity, sexual orientation, and pathways for inclusive sexuality education, publishing widely in academic journals
 - Developing and teaching graduate courses on gender development, queer theory, and sexuality education pedagogy
 - Securing research grants from government and private sources to fund projects related to LGBTQ student experiences and teacher readiness to address diverse gender and sexuality topics and HIV education
 - Presenting regularly at high-profile national and international conferences on research around social inclusion and support for LGBTQ youth and sexuality teacher education in schools
 - Designing studies examining health, wellbeing, and educational outcomes for students of diverse sexual orientations and gender identities
 - Partnering closely with the Department of Education, national teacher unions, school districts, and civil society organizations across years-long projects working collaboratively to enhance teacher capacity in sexuality education and implement inclusive practices/policies related to diverse SOGI students and educators
 - Serving on national advisory committees on ethical and age-appropriate sexuality education standards, curriculum frameworks, anti-discrimination policies, and teacher training

- Developing pilot teacher training programs on SOGI topics for iterations, improvements, and feasibility of scaling programs across different contexts

- Providing high-level guidance to the ministry around comprehensive sexuality education policy reforms for greater inclusion of gender and sexual diversity

Name of Employer: North-West University (Mafikeng and Potchefstroom Campuses)

Capacity: Senior Lecturer – Life Skills for Teacher Education

Period: 2 January 2014 – 30 May 2016

Responsibilities: - Developing and teaching undergraduate and postgraduate courses in life skills education, health promotion, HIV/AIDS prevention, and related topics

- Conducting research on evidence-based life skills and HIV education approaches, publish findings in academic journals

- Developing HIV prevention teacher education program to enhance health promotion and sexual health literacy instruction in schools

- Building partnerships, managing grants, and engaging stakeholders like national education departments and local schools/districts around HIV education priorities

- Evaluating teaching quality and student learning outcomes to iterate on teacher development curriculum and learning materials related to HIV/AIDS

- Advocating for policy reforms around health education, serving on national panels/committees regarding HIV and sexual health education standards

- Overseeing student teachers' practical classroom-based training in life skills and implement comprehensive sexuality education

- Developing evidence-based curricular resources for teachers focused on HIV/AIDS awareness and stigma reduction

Name of Employer: University of Namibia

Capacity: Lecturer/Student Support Coordinator for Open and Distance Learning

Period: 1 April 2003 – 31 December 2013

Responsibilities: - Managing student support services and leading the student advising team for a distance education program with 5,000+ online learners

- Developing student support policies and access initiatives for non-traditional and disadvantaged students in online university programs
- Analyzing trends in student enrollment, retention, and academic success to identify areas for program improvement
- Designing research studies to better understand online student needs and challenge
- Creating self-paced online orientations and support materials to aid online student transition and build academic/digital skills
- Advocating inclusion practices to support diverse online students
- Presenting regularly at national higher education conferences regarding student equity and college access with online programs

MODULES TAUGHT

Courses Presented		
Course	Level	
Community Psychology	M.Ed Ed Psych (Stellenbosch)	
Lay Counselling Skills for Teachers	B.Ed Hons Inclusive Education (NWU)	
Adolescent development and learning	B.Ed 3 rd years (UNISA)	
Research Methodology	B.Ed Hons (Stellenbosch) B.Ed Hons Inclusive Education (UJ) B.Ed Hons Educational Psych (UJ) M.Ed Educational Psych (UJ)	
Community Engagement	PGDE Inclusive Education (UJ)	
Comprehensive Sexuality Education	B.Ed & PGDE (NWU) & (UJ)	
Working with Parents and Communities of Children with barriers to learning	ADE (UJ)	
Self and Society	B.Ed 3 rd years (Foundation) (UJ)	
Teaching Methodology Life Orientation	B.Ed 4 th years (UJ)	
Inclusive Education	B.Ed 4 th years (UNAM)	
School-based Teaching Practice	B.Ed 4 th years (UJ, NWU, UNAM)	
Diversity and Multicultural Education	B.Ed 3 rd Years (NWU)	
Citizenship Education	B.Ed 3 rd years (NWU)	
Introduction to Educational Research	B.Ed 3 rd years (UNAM)	
School Guidance and Counselling	B.Ed 2 nd years (UNAM)	
Contemporary and Social Issues	B.Ed 1 st years (UNAM)	
University of Namibia Centre for External Studies	Research in ODL Studies	1 April 2004 – 31 December 2013

Programme Development

Programme	Role	Institution

B.Ed Hons Inclusive Education	Chair	University of Johannesburg
M.Ed Educational Psychology (Re-curriculum)	Chair	Stellenbosch University

LEADERSHIP

Role	Institution	Period
HOD – Department of Educational Psychology	Stellenbosch University	January 2023 – 1 May 2024
HOD – Department of Educational Psychology	University of Johannesburg	August 2021 – December 2023
Deputy HOD – Department of Educational Psychology	University of Johannesburg	Jan 2018 – July 2021
Education Rating Evaluation Committee	National Research Foundation (NRF)	January 2024 - Present
Executive Committee	South African Research Association (SAERA)	26 October 2017 – October 2019
Assistant Chair – Departmental Proposal Committee	University of Johannesburg	1 August 2017 – August 2022
Assistant Chair Faculty Post-Doctoral Research Fellows	University of Johannesburg	1 February 2017 – December 2018
Member of the Faculty Promotions Committee	University of Johannesburg	1 April 2017 – current
Coordinator – PhD & D.Ed Educational Psychology	University of Johannesburg	August 2021 – Current
Coordinator – Masters in Inclusive Education	University of Johannesburg	1 October 2017 – July 2021
Faculty of Education – Departmental Representative on Ethics committee	University of Johannesburg	1 February 2018 - present
HEAIDS	Executive Member – Community of Practice	1 April 2016 – present
Faculty Research Funding Committee	University of Johannesburg	1 February 2017 - present
Faculty of Education – HEAIDS Representative	University of Johannesburg	1 June 2016 - Present
School's Steering Committee: Engaging Civil Society Organisations across Eastern and Southern Africa	The Human Sciences Research Council (HSRC)	1 June 2019 - present
The Institutional Office for HIV and AIDS (IOHA) Research Task Team	University of Johannesburg	September 2017 – 31 December 2022
The South African Higher Education Queer Alliance	Department of Higher Education	May 2019 - present
Task Team: Care and Support in Teaching and Learning (CSTL)	Department of Education	1 February 2017 - present
Chair: Faculty of Education – Transformation Committee	North-West University	1 January 2016 – 30 May 2016

Role	Institution	Period
HOD – Department of Educational Psychology	Stellenbosch University	January 2023 – 1 May 2024
HOD – Department of Educational Psychology	University of Johannesburg	August 2021 – December 2023
Chair: CES Research Unit	University of Namibia	1 January 2009 – 31 December 2013
Research and Publication Committee	University of Namibia	1 January 2009 – 31 December 2013
Task team – Vocational and Technology Education	Ministry of Education - Namibia	1 January 2012 – 31 December 2013

Editorial

Name of Journal	Capacity	Period
Transformation in Higher Education (NWU) – Scopus Accredited	Editorial Member Gender & Sexuality Studies	March 2018- Current
Journal of Education Studies (Venda) – DHET accredited	Editorial Member	January 2021- Current
Educational Research for Social Change (NMU) - Scopus	Editorial Team	May 2018 – June 2021
Agenda (UKZN) – Scopus Special Issue	Guest Editor (With Profs T. Msibi, N. Mkhize & Ms D. Ewing) LGBT Violence and Sexuality	Special Issue, 34(2),2020
Journal of Education Studies Special Issue	Guest Editor with (Dr G. Whittle) – Widening Inclusion through Comprehensive Sexuality Education (CSE)	Special issue 20(si1), 2021
African Journal of Career Development Special Issue	Guest Editor (With Prof B.M. Diale, & Mr O. Kagola) Troubling normative constructions in career issue of gender and sexual diversity	Special issue 5(si1), 2023
African Journal of Career Development Special Issue	Guest Editor Care and Support for Queering the Role of Educators in the Workplace	Special issue 6 (si1), 2024
African Educational Review Special issue	Guest Editor (with Prof D.A. Francis, Glasgow University) Cisheteronormativity, power and resistance in South African education.	Special issue, 2026 <i>Publication date Dec 2026</i>

External Examiner

Name of Institution	Course	Module	Period
Wits	M.Ed	Policy Studies	1 Feb 2021 – 31 December 2022
UniZulu	B.Ed	Inclusive Education	1 Feb 2019 – 31 Dec 2020
University of Namibia	B.Ed	Adult Education and Community Development	1 Feb 2023 – to date

STAKEHOLDER AND COMMUNITY ENGAGEMENT

Name of Institution	Capacity	Period
Tswana North Education	Social Inclusion of Learners with diverse sexual Orientations	May 2022
Mpumzuza Maphiko Primary school, Vosloorus	Training towards the inclusion of children with intersex characteristics	October 2020
Access Chapter 2 – African perspectives of Conversion therapy	Dialogue Team	July 2020 – February 2022
CSE COP – The Centre for Sexualities, AIDS and Gender – University of Pretoria	CSE COP	January 2019 – to date
Butterfly Namibia (Queer Civil Society)	Board member	January 2021 – to date
Higher Education Queer Alliance	Board Member	July 2019 – December 2022
Parents, Families & Friends of South African Queers (PFSAQ)	Board Member	May 2018 – to date
Department of Education	Special Advisor on Comprehensive Sexuality Education as well as Guidelines for the Social Inclusion of Sexual Orientation, Gender Identity and Expression and Sex Characteristics	March 2018 - current
British Council	Member of Task Team Inclusive Education for Teacher Education in South Africa.	March 2017 – December 2017
Department of Education	Member of Task Team Care and Support in Teaching and Learning (CSTL)	1 February 2017 – to date
HEAIDS	Executive Member – Community of Practice	April 2015 - current

Name of Institution	Capacity	Period
Tswana North Education	Social Inclusion of Learners with diverse sexual Orientations	May 2022
Mpumzuza Maphiko Primary school, Vosloorus	Training towards the inclusion of children with intersex characteristics	October 2020
Access Chapter 2 – African perspectives of Conversion therapy	Dialogue Team	July 2020 – February 2022
CSE COP – The Centre for Sexualities, AIDS and Gender – University of Pretoria	CSE COP	January 2019 – to date
Butterfly Namibia (Queer Civil Society)	Board member	January 2021 – to date
Higher Education Queer Alliance	Board Member	July 2019 – December 2022
Ikateleng (School enrichment programme) NWU	Facilitator – Life Orientation	June 2014 – December 2018
Iranti	Education Advisor for Inclusion of Sexual Diversity in Schools	1 June 2016 – December 2017
Lebenschule Shelter for children with disabilities	Board member	1 June 2012 – 31 December 2013

Postgraduate Supervision (PhD Completed)

	Name of Student	Title	Level	Year Completed
1.	Rossouw, Jane	Conversations about sexuality in LGBTIQ+ headed home environments.	PhD Supervisor (Stellenbosch)	2025
2.	Pereira, Nicola	Policy Considerations in creating inclusive education for transgender learners in secondary schoolings.	PhD Supervisor (UJ)	2025
3.	Scheepers, Katlego	A Sociological Analysis of Police Responses to Male Victims of Rape in Johannesburg, South Africa: A Study of the Police Service in Post-apartheid SA	PhD Co-Supervisor (UJ)	2025
4.	Bila, Sindisa	The transitioning experiences of transgender youth in schools	PhD Supervisor (UJ)	2024
5.	Maseko, Sihle	Care and support for school youth who intend to disclose their non-heterosexual orientation	PhD Supervisor (UJ)	2024

6.	Willemse, Jana-Mari	Parental approaches when teaching about sexuality to their children at home	PhD Supervisor (UJ)	2023
7.	Buthelezi, Johannes	Inclusion of transgender students in higher education	PhD Supervisor (UJ)	2022
8.	Madiba, Omphile	School youth voices on Comprehensive Sexuality Education	PhD Supervisor (UJ)	2022
9.	Mandizadza, Chishamizo	LGBT post school youth experiences with compulsory heteronormative HIV Education in Life Orientation	PhD Supervisor (UJ)	2022
10.	Molapisi, Gaone	An inclusive curriculum: Teaching strategies for learners with a mild hearing impairment	PhD Co-supervisor (UJ)	2021
11.	Awarab, Erwin	Teachers' perceptions and teaching of affirmative sexuality education in Life Skills in Namibian Schools.	PhD Supervisor (UJ)	2020
12.	Nichols, Henry	Parents who affirm the same-sex sexualities of their children and their experiences with school involvement.	PhD Supervisor (UJ)	2020
13.	Richards, Zena	Mapping journeys: Conceptualisations of academic talent and learner trajectories in an enrichment programme	PhD Co-supervisor (UJ)	2020
14.	Mwetulundila, Petrina	Investigating the lived experiences of orphaned learners and school level strategies for their inclusion at selected public secondary schools in Omusati Region	PhD Co-supervisor (University of Namibia)	2019
15.	Maseko, Nonhlanhla, D.	Caregivers' experiences and support with children with intellectual disabilities living in foster care in Gauteng Province.	PhD Supervisor (UJ)	2018

M.Ed Supervision to completion

	Name of Student	Title	Level	Year Completed
1.	Lubabalo Daniels	The professional experiences of Xhosa	M.Ed (Inclusive)	2023

		Effeminate same sex desiring male teachers in the foundation phase schooling (full dissertation)	Education) Supervisor – UJ	
2.	Thaneshree Singh (Cum laude)	School principals' responses to the inclusion of learners with diverse sexual orientations and gender identities (full dissertation)	M.Ed (Inclusive Education) Supervisor – UJ	2022
3.	Brook-Sofianos, Megan (Cum Laude)	The psychosocial experiences of a transgender learner diagnosed with Autism Spectrum: Towards a home-school partnership (Minor dissertation).	M.Ed. (Educational Psychology) Supervisor – UJ	2022
4.	Wood, Kelly (Cum Laude)	Teachers' responses to male learners' poor academic (Minor dissertation).	M.Ed. (Educational Psychology) Supervisor – UJ	2022
5.	Delport, Merice (Cum laude)	The psychology of racism: A secondary school response racial diversity (Minor dissertation).	M.Ed. (Educational Psychology) Supervisor – UJ	2022
6.	Bottoman, Likho (Cum laude)	Experiences of transgender learners in special schools (Full dissertation).	M.Ed. (Inclusive Education) Supervisor – UJ	2021
7.	Makaringe, Gezani	Life Orientation teachers' perceptions of a queered HIV education. (Full dissertation).	M.Ed. (Inclusive Education) Supervisor – UJ	2021
8.	Deon van der Merwe (Cum laude)	A whole school response towards the inclusion of transgender youth (Minor dissertation).	M.Ed. (Educational Psychology) Supervisor – UJ	2021
9.	Courtney Williams (Cum laude)	The psychosocial experiences of transgender school youth (Minor dissertation).	M.Ed. (Educational Psychology) Supervisor – UJ	2021
10.	Jana-Mari Willemse	Teacher perceptions of masturbation as a topic in the Life Skills curriculum. (Full dissertation)	M.Ed. (Inclusive Education) Supervisor- UJ	2021

11.	Nare Matlou	"... <i>We are new, we are out, and unapologetic!</i> ": Narratives of gender and sexual identity among Black queer traditional healers (Minor dissertation)	M.A. (Clinical Psychology) Co-Supervisor UJ	2021
12.	Maseko, Sihle (Cum Laude-Chancellor's Medal)	Queering HIV education in Life Orientation (Full dissertation)	M.Ed. (Inclusive Education) Supervisor – UJ	2021
13.	Ntshangase, Nomthandazo (Cum Laude)	Unsilencing the school experiences of intersex youth (Minor dissertation)	M.Ed. (Educational Psychology) Supervisor – UJ	2020
14.	Hopkins, Claire (Cum Laude)	The school experiences of queer learners who are deaf (Minor dissertation)	M.Ed. (Educational Psychology) Supervisor – UJ	2020
15.	Krugel, Mariska	Helicopter parenting: challenges and opportunities within home-school partnership (Full dissertation)	M.Ed. (Inclusive Education) Supervisor- UJ	2020
16.	Stacey-lee Watson	Sexuality experiences of LGBT college students in their African home and host country (Minor dissertation)	M.Ed (Educational Psychology) Supervisor- UJ)	2020
17.	Buthelezi, Johannes (Cum Laude)	School Based Support Teams' perceptions and responses to school youth with same-sex sexual orientations in selected schools in the Gauteng Province (Full dissertation)	M.Ed. (Inclusive Education) Supervisor – UJ	2020
18.	Bhila, Sindisa (Cum Laude)	School Based Support Team's perceptions and responses to same-sex sexual orientations in selected schools in the North-West Province. (Full dissertation)	M.Ed. (Inclusive Education) Supervisor – UJ	2020
19.	Jacobs, Andrea	Narratives of disclosure by self-identified lesbian school youth: Lessons for educational psychologists (Minor dissertation)	M.Ed. (Educational Psychology) Supervisor- UJ	2019
	Bekker, Melissa	Educational psychologists' responses to the needs of	M.Ed. (Educational	2019

20.		same-sex sexuality school youth (Minor dissertation)	Psychology) Supervisor-UJ	
21.	Christina Ferreira	Female adolescents' experiences of identity development when transitioning from under-resourced homes to a well-resource boarding school (Minor dissertation)	M.Ed (Educational Psychology Co-supervisor) – UJ	2019
22.	Grobbelaar, Wilretha	Disrupting compulsory heteronormative thinking in teacher education programmes. (Full dissertation)	M.Ed. (Inclusive Education) Supervisor-UJ	2018
23.	Matee, Kamogele	Narratives of parents who embraced the same-sex sexuality of their children: Considerations for educational psychologists (Minor dissertation)	M.Ed. (Educational Psychology) Supervisor-UJ	2018
24.	Njoko, Sakhile	Perceived needs of student educational psychologist to support learners with same-sex sexual identities. (Minor dissertation)	M.Ed. (Educational Psychology) Supervisor-UJ	2018
25.	Abramovits, Tessa	Exploring the elephant in the room: Narratives of white education psychologists. (Minor dissertation)	M.Ed. (Educational Psychology) Co-supervisor-UJ	2018

Postgraduate Supervision (In progress)

Doctoral Supervision (Main)

1. **Singh, T.** – *PhD Inclusive Education (2024 reg)* School principals' socially just leadership practices in fostering inclusivity and enabling environments for LGBT learners in South African school spaces. UNISA
2. **Matee, K.** PhD Educational Psychology (2025 reg) South African youth lived experiences on non-normative gender and sexuality conversion practices. UNISA
3. **Bok, R.** PhD Educational Psychology (2026 reg) Lived narratives of recovery and meaning-making after adolescent near-fatal suicide attempts and suicide bereavement across school, family and community in Namibia.
4. **Northcott, D.** PhD Educational Psychology (2026 reg) Exploring the potential of AI augmented Educational Psychology Assessment Tools.

Masters Supervision (Main) – In progress

1. **Malgas, K.** MEd Inclusive Education (2024 reg) Teacher experiences in supporting learners with special needs in South African foundation phase education. UNISA
2. **Nkanyane, R.** M.Ed Inclusive Education (2024 reg). Black teachers' experiences of identity and inclusivity in historically White and Coloured schools. UNISA
3. **Tsehlana, M.M.A** (Gender and Sexuality) (2025 reg) Teachers' Perceptions Towards Learners of LGBTQ+ Identities in a Lesotho High School

External Assessor/Examiner

2025

PhD

1. Zwanani, J.C. Can a gay man be the heir of the family and burn incense (impepho) to communicate with the ancestors? An anthropological study on cultural views of iZingoma in Ugu district, KwaZulu-Natal. PhD (University of KwaZulu-Natal)

Masters

1. Mampuru, S.A. Sexual orientation and human rights: An analysis of inclusive education and policy reforms in South African public schools. MML (University of Pretoria)

2024

PhD

1. Mostert, H.P. Educators' lived experiences of homophobic victimisation in independent secondary schools. PhD (University of Pretoria)
2. Zazizi, T.W. An Exploration of the Perceptions of HIV and AIDS District Coordinators Regarding the Implementation of Comprehensive Sexuality Education in the Eastern Cape. PhD (Nelson Mandela University)
3. Khasu, M.N. Towards a signature pedagogy for playwriting as a language teaching tool in the primary school. PhD (University of Johannesburg)

2020

PhD

1. Mogotsi, I. (2020). HIV and AIDS Behaviour change programmes and cultural practices from selected NGO's in the Zambezi Region, Namibia. PhD (UNAM)
2. Ndlovu, J.N. (2020). Attitudes of nurses in primary health care facilities in South Africa towards lesbian, gay, bisexual and transgender (LGBT) health care seekers. PhD (UNISA)
3. Jonas, M.N.P. (2020). Linking indigenous knowledge on health to literacy learning: A study conducted among the Ovahimba community in Namibia. PhD (University of Namibia)

4. Duma, P.T. (2020). Experiences of academic success of students with disabilities at universities of technology in South Africa. PhD. (UKZN)
5. Mpya, N.G. (2020). Examining the importance of educators' assessment practices in the classroom: A case study for learners who experience barriers to learning in senior phase in Tshwane North District. PhD (UNISA)

Masters:

6. April, J.L. (2020). A comparative study on the male and female discourses on adolescent pregnancy, sexuality and fertility in Groot Aub, Namibia. M.A (Gender Studies) (UNAM)
7. Kagola, O. (2020). Exploring gendered perceptions of School Governing bodies toward Foundation Phase male teachers in Eastern Cape Schools. M.Ed (Nelson Mandela University)
8. Reddy, V. (2020). Learners' construction of transgender identities at a high school in Shakaskraal, KwaZulu: A Qualitative Study. M.Ed (UKZN)

2019

PhD

9. Pedro, A. (2019). The teaching and learning of non-sexism in Grade 9 Life Orientation in public high schools. PhD (North-West University)

Masters

10. Du Toit, J. (2019) Experiences of belonging and discrimination among LGBTIQ+ individuals in male single-sex school environments. M.A Psychology (Witwatersrand University)
11. Pieterse, C. E. (2019). Life Orientation lecturers' experiences of sexuality education: implications for curriculum development. M.Ed (North-West University)
12. Engelbrecht, C. (2019). An ethnographic study on OutRight Namibia and their work on advancing gender and sexuality diversity in Namibia. M.A. Anthropology (Stellenbosch University)
13. Mkhize, S.M. (2019). Exploring teachers' experiences of teaching young learners in the Foundation Phase (Grades R-3): A case of Zulu men. M.Ed (UKZN)
14. Nehunga, J.T. Developing voice and leadership among a group of class captions: An interventionist study in a rural combined school, Namibia. M.Ed (Rhodes University)
15. Myeni, N. (2019). A strategy for the early intervention of learner attrition in Eskhaleni ward high schools. M.Ed (University of Zululand)

16. Nkabini, N.M. (2019). "Making masculinity": A case study of rural primary school boys' meanings towards same-sex sexuality. M.Ed (UKZN)

2018

Masters

17. Matsi, J.T. Vulnerabilities contributing to gender-based violence (GBV) against women with disabilities in the Khomas region, Windhoek, Namibia. M.A. Gender Studies (University of Namibia)
18. Shiimi, H.N. A case study of inclusive education practices employed by schools in the Engela cluster of the Ohangwena Region, Namibia. M.Ed (University of Namibia)

2017

PhD

19. Alves, S. Institutional Health and Support Services for men who have sex with men. PhD. (University of Free State)

2016

PhD

20. Thani, G. Towards gender and sexual diversity in South African schools: Exploring the policy development process in the department of basic education. PhD (University of the Free State)

Masters

21. Nichols, H.J. The attitudes and experiences of High School learners on the teaching of LGBT content. M.Ed (University of Free State)

RESEARCH PUBLICATIONS

Peer Review Journal Articles

1. **Brown, A.** & Rossouw, J., 2026, 'Artificial intelligence as a reflexive collaborator in graduate studies supervision', *Transformation in Higher Education* 11(0), a657. <https://doi.org/10.4102/the.v11i0.657>
2. Rossouw, J. & **Brown, A.** (2026). Transforming family communication: How LGBT+ parents in South Africa create affirming sexuality dialogues. *Families in Society*, 1-18. <https://doi.org/10.1177/10443894251385280>
3. Ngofe, V., **Brown, A.**, & Siswana, A. (2026). Amwele (Twinship), Tradition and trans identity: Navigating cisheteronormativity among AmaXhosa traditional male initiation ritual of rite of passage. *South African Review of Sociology*, <https://doi.org/10.1080/21528586.2026.2635942>
4. Sebati, B. & **Brown, A.** (2026). The association between HIV testing modality and Antiretroviral Therapy Initiation among men who have sex with men in selected

- provinces of South Africa, *International Journal of Environmental Research and Public Health*, 23 (2),1-12. <https://doi.org/10.3390/ijerph23020185>
5. **Brown, A.** (2025). Centring LGBT Learners: A Qualitative Study of Affirmative Care and Support in South African Secondary Schools. *International Journal of Inclusive Education*, 29 (9), 1579–1598 <https://doi.org/10.1080/13603116.2025.2512957>
 6. **Brown, A.** (2025). “My ancestors were displeased with me”: Childhood embodiment of variant intersex developments in South Africa. *International Journal of Humanity Studies*, 9(1), 45-54, <https://doi.org/10.24071/ijhs.v9i1.11921>
 7. **Brown, A.** (2025). *Navigating between curriculum and sociocultural contestation: Teaching sexual diversity in Namibian life skills classrooms.* *African Perspectives of Research in Teaching and Learning*, 2 (9), 152-166. <https://doi.org/10.70875/v9i2article1>
 8. **Brown, A.** (2025). "Are you really gay Prof?": The Transgressive self as a pedagogical tool. *Social and Health Science Journal*, 23(2), 1-15 <https://doi.org/10.25159/2957-3645/16882> .
 9. Mandizadza, C.R., & **Brown, A.** (2025). The use of drawings to explore LGBT youths’ access to HIV education in life orientation, *South African Journal of Education*, 45(2), 1-6. <https://doi.org/10.15700/saje.v45n2a2522>
 10. Buthelezi, J & **Brown, A.** (2025). Transgender students’ responses to systemic stressors in South African universities. *International Journal of Humanities, Education and Social Sciences*, 3(2), 478-507. <https://ejournal.yasin-alsys.org/IJHESS>
 11. Mandizadza, C.R., & **Brown, A.** (2025). Dangerous pleasure: Risks associated with the silencing and invisibilising of LGBT youths in Life Orientation. *South African Journal of Education*, 45(3), 1-7. <https://doi.org/10.15700/saje.v45n2a2522>
 12. **Brown, A.** & Haitembu, R. (2025). The "Secrets in the Gay Hive" Facebook page: A tool to fill gaps left by inadequate school sexuality education for LGBTQ+ youth in South Africa. *African Perspectives of Research in Teaching and Learning*, 6(9), 627-642. <https://doi.org/10.70875/v9i5article11>
 13. Matthews, T. R., & **Brown, A.** (2025). Transnational Feminist Media Ethics and LGBTIQ+ Activism in Namibia, Africa: Media Coverage and Implications of the 2023 Namibian Supreme Court Ruling on Same-Sex Marriages. *Feminist Media Studies*, 1–29. <https://doi.org/10.1080/14680777.2025.2557855>
 14. **Brown, A.** (2024)., Editorial - From the margins to the mainstream: Reimagining care and support for LGBTQ identities in the education workplace. *African Journal of Career Development*, 16 (1).a156. <https://doi.org/10.4102/ajcd.v6i2.156>
 15. **Brown, A.** (2024). Out in the classroom: Self-disclosure as a ‘pedagogical tool’. *African Journal of Career Development*, 16 (1), 1-11.a142. <https://doi.org/10.4102/ajcd.v6i2.142>
 16. **Brown, A.** (2024). Negotiating heteronormativity: Transgender women navigating through Ulwaluko – the rite of passage to *KwaXhosa* manhood. *Gender Questions*, 12 (1) https://hdl.handle.net/10520/ejc-genderq_v12_n1_a5
 17. **Brown, A.** (2024). Shifting professional and personal identities of the cisgender scholar focusing on LGBT research. *African Journal of Career Development*, 5(1), a82. https://doi.org/10.4102/ajcd_v5i1.82
 18. Awarab, E. & **Brown, A.** (2024)._Teaching sexuality in a climate of ambiguity: How Life Skills teachers in Namibia negotiate personal, professional, and societal Pressures. *African Journal of Career Development*, 16(1), a143. <https://doi.org/10.4102/ajcd.v6i2.143>
 19. Diale, B.M., **Brown, A.** & Kagola, O. (2023). Gender diversity and sexual orientation in the South African workplace. *African Journal of Career Development*, 5(1), 103 <https://doi.org/10.4102/ajcd.v5i1.103> (Guest Editors)

20. Haitembu, R., Mbongo, E. & **Brown, A.** (2023). The job interview experiences of a Namibian transgender teacher graduate in pursuing employment *African Journal of Careers Development*, 5(1), a94. <https://doi.org/10.4102/ajcd.v5i1.94>
21. Buthelezi, J. & **Brown, A.** (2023). In(ex)clusion of transgender students in South African institutions of higher learning. *Transformation in Higher Education*, 8(0), a278. <https://doi.org/10.4102/the.v8i0.278>
22. **Brown, A.** (2022). Unintelligibility, personhood and curriculum silences of intersex bodies in the Life Orientation high school classroom. *Journal of Transdisciplinary Studies in Southern Africa*, 18(1), 1-8. <https://doi.org/10.4102/td.v18i1.1099>
23. **Brown, A.** & Whittle, G. (2021) Widening inclusion through the delivery of Comprehensive Sexuality Education: Negotiations, opportunities and challenges. *Journal of Educational Studies*, 20(si1), 3-7. (Guest editor)
24. Nichols, H., & **Brown, A.** (2021). The attitude and experiences of high school learners on the teaching of LGBT content in a South African school. *International Journal of Learning and Change*, 13(6), 627-639.
25. Mampane, J., & **Brown, A.** (2021). Transitioning experiences of first year gender non-conforming students from school to university in South Africa. *Interchange*, 52, 447–461 <https://doi.org/10.1007/s10780-021-09419-3>
26. **Brown, A.** (2020). Queering teacher education through intergroup dialogue. *Educational Research for Social Change*, 9(2), 16-32. <http://dx.doi.org/10.17159/22214070/2020/v9i2a2> (IBSS)
27. **Brown, A.** (2020). Queering family dialogue through entertainment education: Implications for sexual minority youth. *Journal of GLBT family studies*, 16(5), 475-487, <https://doi.org/10.1080/1550428X.2019.1686720> (IBSS – Impact factor 1.00)
28. **Brown, A.**, & Buthelezi, J. (2020). School-based support team responses to sexual diversity and homophobic bullying in a South African school. *Interchange*, 51(4), 471–482, <https://doi.org/10.1007/s10780-020-09404-2>
29. **Brown, A.**, Maseko, N., & Sedibe, M. (2020). “I only relieve myself when I get home in the afternoons”: Microaggressions in (queered) bathroom spaces at a South African university, *Agenda*, 34(2), 32-40. <https://doi.org/10.1080/10130950.2019.1706983>
30. Ewing, D., **Brown, A.**, Mkhize, N. & Msibi, T. (2020) Sexual and gender identities: violating norms, *Agenda*, 34(2), 1-6, <https://doi.org/10.1080/10130950.2020.1756629> (Guest editor in special issue)
31. **Brown, A.** (2019). One Namibia, one (heterosexual) nation: Presidential discourses on homosexuality. *Journal of Namibian Studies*, 26, 93-105. <https://namibian-studies.com/index.php/JNS/article/view/8425> (IBSS)
32. **Brown, A.**, & Njoko, S. (2019). Perceived needs of educational psychologists to support school youth with same-sex sexual identities. *Gender and Behaviour*, 17(4), 14014 - 14025. (IBSS)
33. **Brown, A.**, & Reagan, F. (2019). The construction of representation of sexual gender diversity in Namibian school textbooks: Global discourses or Southern African realities. *Journal of Namibian Studies*, 25(1), 31-46. <http://hdl.handle.net/20.500.11910/14259> (IBSS)
34. Francis, D., **Brown, A.**, Reygan, F., Dlamini, B., McAllister, J., Nogela, L., Mosime, S., Muller, M., & Thani, G. (2019). A five-country study of gender and sexuality diversity and schooling in Southern Africa. *Africa Education Review*, 16(1), 19-39. <https://doi.org/10.1080/18146627.2017.1359637> (IBSS – Impact factor 0.18)
35. Nichols, H., **Brown, A.**, & Diale, B.M. (2019). School involvement expectations of parents who accept and embrace their child’s same-sex sexual orientation. *Gender & Behaviour*, 17(4), 14287 - 14295. <https://hdl.handle.net/10520/EJC-1b25044ae7> (IBSS)

36. Shammah, M.L.V., Diale, B.M., & **Brown, A.** (2019). Incidences and prevalence of child labour among secondary school students: aggregate analysis of gender and other demographics. *Gender & Behaviour*, 17(2) 13275-13290.
<https://hdl.handle.net/10520/EJC-16f5cfbc3b> (IBSS)
37. **Brown, A.** (2018). Geographies of heteronormativity: The source of symbolic homophobic violence at a South African university. *African Safety Promotion: A Journal of Injury and Violence Promotion*. 16(2), 9-20.
<https://hdl.handle.net/10520/EJC-173e9f127a> (DHET accredited)
38. **Brown, A.**, & Wood, L. (2018). A critical participatory pedagogical approach to enabling Life Orientation students to develop social literacy through HIV education. *African Journal of AIDS Research*, 17(2), 153 -161.
<https://doi.org/10.2989/16085906.2018.1478311> (IBSS – Impact factor 0.86)
39. Ya-Otto, C. K. H., Tobias, E. I., & **Mashego-Brown, A.** (2018). Responses, coping strategies and needs of primary and secondary caregivers of children with visual impairments in Namibia: Teachers and parents perspectives. *The Namibia CPD Journal for Educators*, 1-27. <https://doi.org/10.32642/ncpdje.vi.1258>
40. **Brown, A.** (2017). ‘Sometimes people kill you emotionally’: Policing inclusion, Experiences of self-identified homosexual youth in secondary schools in Namibia. *African Identities*, 15(3), 339–350. <https://doi.org/10.1080/14725843.2017.1319751> (IBSS– Impact factor 0.40)
41. **Brown, A.**, & Diale, B.M. (2017) ‘You should wear to show what you are’: Queer student teachers troubling the heteronormative professional identity. *Gender Questions*, 5(1), 1-19. <http://dx.doi.org/10.25159/2412-8457/2986>
42. Francis, D., & **Brown, A.** (2017). ‘To correct, to punish and to praise’: Learner representative council leaders’ experiences and expressions of non-heterosexuality in Namibian schools. *International Journal of Inclusive Education*, 21(12), 1276–1293. <http://dx.doi.org/10.1080/13603116.2017.1336577> (ISI - Impact factor 1.73)
43. **Brown, A.** (2016). ‘How did a white girl get AIDS?’ Shifting student perceptions on HIV through critical pedagogy at a historically White HEI in South Africa. *South African Journal of Higher Education*, 30(3), 96–113. <https://doi.org/10.20853/30-4-672> (DHET accredited – Impact factor 0.45).
44. **Brown, A.** (2016). School-based gender-related violence in Namibia: causes and manifestations. *Commonwealth Youth and Development*, 14(1), 54–64.
<https://doi.org/10.25159/1727-7140/1384> (DHET accredited)
45. **Brown, A.**, Hilukiluah, I., & Kamonde, A. (2014). Parental involvement in open and distance schooling: A case study of parental perceptions at NAMCOL, Namibia. *Journal for Educational and Social Research*, 4(3), 325 – 331.
46. **Brown, A.** (2014). Preparing trainee teachers with traumatic life experiences for the Inclusive Education classroom at one South African University. *International Journal of Humanities Social Sciences and Education*, 1(10), 124–134.
47. **Brown, A.**, Lewin, A., & Shikongo, R. (2014). University of Namibia’s academics’ perception of face-to-face learning and open and distance learning (ODL). *Mediterranean Journal of Social Sciences*, 1(8), 101 – 108.

Books and Chapters

1. Haitembu, R. & Brown, A. (2026) Navigating the intersections, culture, work life, sexual orientation and gender identity in South Africa, Namibia, Mauritius and Malawi. In T.M Patsika, K. Naidoo, P. Mutekwe. Unveiling identities: Navigating the spectrum of LGBT+ experiences in Southern Africa (177-198). Emerald Publishing Ltd. <https://doi.org/10.1108/978-1-83708-084-720261009>
2. **Brown, A.** (2026). Navigating desire for sexual pleasure among intersex bodies within biopowered gendered zones. In M. Vicars, J. Glazzard, R. Balfour & N.

- Doungphummes. *The Bloomsbury handbook of LGBTQIA+ inclusion in educational contexts*. Bloomsbury (in press).
3. **Brown, A.** (2025) School hostel carers addressing the psychosexual need of learners with visual impairment. In L. Ubisi (Ed). *The psychosexual experiences of individuals with visual experiences in South Africa* (pp. 62-82). Pretoria: UNISA press.
 4. **Brown, A.** (2025) Conclusion. In L. Ubisi (Ed). *The psychosexual experiences of individuals with visual experiences in South Africa* (pp. 140-146). Pretoria: UNISA press.
 5. Kagola, O. & **Brown, A.** (2025). Beyond rhetoric: Reimagining inclusive education for sexual and gender diversity in South African Higher Education Learning Institutions. In T.M. Makoelle & C.P. Mosito (Eds.). *Inclusive education in South African further and higher education: Reflections on equity, access and inclusion* (pp. 191-208). Emerald publishing. <https://doi.org/10.1108/978-1-83608-944-520251036>
 6. **Brown, A.** (2022) Civil society organisations responding to homophobia and transphobia in Namibian schools. In D. Bhana, M.Crewe, & P. Aggleton (Eds). *Sex and sexualities, sexual health and justice: Perspectives from Southern Africa* (pp. 42-52). Routledge.
 7. **Brown, A.**, De Wet, A., & Van Wyk, E. (2018). Responding to sexual diversity in education. In A. De Wet (Ed.) *Diversity and difference in South African schools: An education law perspective*. (pp. 119 -145), Juta.
 8. **Brown, A.**, & Haihambo, C.K. (2017). Inclusive education as a democratic imperative. In E. Amukugo (Ed). *Democracy & education – A critical appraisal of education as an instrument of democracy* (pp. 116 -131). UNAM Press.
 9. **Brown, A.**, & Haihambo, C.K. (2015). *Developmental issues facing the San People of Namibia: Potholes on the road to de-marginalization and education in MRCC, Indigenous knowledge in Namibia* (pp. 311 -330). UNAM Press.
 10. Haihambo, C.K., **Brown, A.**, & Tobias, E.I. (2011). *Responses, coping strategies and needs of families of children in early and late childhood with severe to profound visual impairments in Namibia*. UNAM Press.

Conferences/Presentations/Webinars

1. **Brown, A.** (2025). *The use of AI generative tools to advance gender and sexuality research*. The 8th International Conference on Gender and Sexualities 2025, TIIKM, Bangkok, Thailand, 21 October 2025.
2. **Brown, A.** (2025). *Sawubona philosophy as a transformational lens in inclusive education beyond deficit*. The 6th Indigenous Epistemologies Seminar. University of South Africa, 7 October 2025.
3. **Brown, A.** (2025) *Keynote address: Reimagining Inclusive Education as Rural Renaissance. Launch of Centre of Applied Rural Inclusive Educational Research, Sol Plaatje University*, 17 September 2025.
4. **Brown, A.** (2025). *Sawubona: Reimagining sexuality education through indigenous African wisdom. Professorial Inaugural Lecture*, University of South Africa, 17 August 2025.
5. **Brown, A.** (2025) *Inclusive Sexual and Gender Diversity Education for an Inclusive Society: From Policy to Practice. G20 Department of Basic Education, Seminar on Gender Transformative Education* at ICC, Durban, 1 July 2025.

6. **Brown, A.** (2024). A case study of multidisciplinary support for transgender inclusion at the *Comparative Education Society in Europe Conference held at Aristotle University of Thessaloniki, Greece*, 8–11 July 2024.
7. **Brown, A.** (2024). *From margins to mainstream: A South African school's journey to transgender inclusion* at the *XXII Annual International Conference of the Bulgarian Comparative Education Society (BCES) held in Sandanski, Bulgaria*, 2–5 July 2024.
8. **Brown, A.** (2024). Compulsory heterosexuality through family-led LGBTQ conversion practices in South Africa. *The Paris Conference on Arts & Humanities (PCAH2024) Maison de la Chimie*, June 13 -17, 2024.
9. **Brown, A.** (2023). Sexual and gender diversity affirming policies in the South African school context and the lack of implementation and monitoring. South African Education Law Association Conference. 14 – 16 August 2023, President Hotel, Cape Town, South Africa.
10. **Brown, A.** (2023). Gender diversity in special schools: The role of the school principal. South African National Association for Special Needs Education. 10-12 August 2023, East London Convention Centre, South Africa.
11. **Brown, A.** (2023). SA legislative, policy frameworks and practice for SOGIESC Inclusive Schooling, Guest Speaker. South African School Principal Association. 8 June 2023 Birchwood Hotel, Johannesburg, South Africa.
12. **Brown, A.** (2022). LGBTQI in the schooling community. Continuous Professional Development Workshop with SACE, 3 March 2022 – Webinar (**Invited workshop facilitator**). This webinar was participated by 160 teachers across South Africa.
13. **Brown, A.** (2022). Creating safe counselling and learning environments for LGBTQ+ school youth. 8th Annual psychology breakfast workshop, 28 February 2022, Grantley College, Johannesburg, South Africa (**Invited workshop facilitator**)
14. **Brown, A.** (2022) Prevalent terminology of sexual and gender identity: A source of homophobic and transphobic violence in Namibia. A webinar panel discussion on gender, sexuality identity and indigenous languages. 23 February 2022, Transformation Unit, University of Johannesburg. (**Invited Panellist**)
15. Letsike, S. & **Brown, A** (2021). Nothing therapeutic about conversion therapy: The role of conversion therapy to address harmful practices. A paper presented at the DBE & UJ Department of Educational Psychology Colloquium: Comprehensive Sexuality Education – The Key to gender responsive and socially inclusive education, 22 & 23 November 2021, Pretoria, South Africa.
16. **Brown, A.** (2021). Learners with variant intersex characteristics – Silences invisibilities and the role of Comprehensive Sexuality. A paper presented at the DBE & UJ Department of Educational Psychology Colloquium: Comprehensive Sexuality Education – The Key to gender responsive and socially inclusive education, 22 & 23 November 2021, Pretoria, South Africa.
17. **Brown, A** (2021). Overt intensions to address sexual and gender diversity related violence in the South African society. A Keynote address with the UJ Queer Forum, Webinar Pride Month Celebrations, 1 June 2021.
18. **Brown, A.** (2020). (Webinar) Comprehensive Sexuality Education beyond socio-political pressure: The role of teacher education, 5 October 2020, UNESCO, Department of Education South Africa and the University of Namibia and University of South Africa.
19. **Brown, A.** (2020). (Webinar) Schools Out Webinar on Linking Schools towards Sexual and Reproductive Health support. 24 July 2020, HSRC

20. **Brown, A.** (2020). (Webinar) Turning the tide of conversion therapy – Queering Africa. 18 July 2020. Access Chapter 2 Civil Society.
21. **Brown, A.** (2020). (Webinar) Challenging the Politics of Social Exclusion (CPSE) in sub-Saharan Africa. 29 June 2020, African Population and Health Research Centre (APHRC), Kenya.
22. **Brown, A.** (2020). (Webinar) So-Called Conversion Therapy" - The Caribbean, and African Story. 26 June 2020. Outright International.
23. **Brown, A.** (2020) (Webinar). Day against Homophobia, Transphobia and Biphobia. 19 May 2020. University of Johannesburg Transformation Centre.
24. **Brown A.** (2019). Intersections of disability and sexuality. Educating children with neurodevelopmental learning needs Symposium, 25 – 27 September 2019, University of Johannesburg, South Africa.
25. **Brown, A.** (2019). The Geographies of Heteronormativity: The Source of Symbolic Homophobic Violence at a South African University, Storytelling & the Body, An Inclusive Interdisciplinary Project, 15th & 16th July 2019 Verona, Italy
26. **Brown, A.** (2018). Comprehensive sexuality education in teacher education, the case of the University of Johannesburg. *A presentation at the Stakeholders Consultative meeting*, 17 January 2018, Johannesburg, South Africa. **(Invited Panellist)**
27. **Brown, A.** (2017). Queering teacher education. *A discussion at the HSRC, Joint Learning Initiative & The Other Foundation Workshop*, 24 November 2017, Johannesburg, South Africa. **(Invited Panellist)**
28. **Brown, A., & Diale, B.M.** (2017). 'You should wear to show what you are': Queer student teachers troubling the heteronormative professional identity. *A paper presented at the 5th South African Education Research Association (SAERA)*, 23–26 October 2017, Port Elizabeth, South Africa.
29. **Brown, A.** (2017). Perspectives on gender and sexual diversity and the South African heritage. *A panellist presentation at the NWU Potchefstroom Speak Out*, 19 September 2017, Potchefstroom, South Africa. **(Invited Panellist)**
30. **Brown, A.** (2017). Reflections on sexuality and Africa. *A paper presented at the SYRSYC conference*, 13–15 July 2017, Johannesburg, South Africa. **(Invited Panellist)**
31. **Brown, A.** (2017). Queering family dialogue through entertainment education: Implications for same-sex youth at home. *A paper presented at the HEAIDS Youth Conference*, 9–11 June 2017, Durban, South Africa.
32. **Brown, A.** (2016). Violence in schools, including violence related to gender and diversity in five countries in Southern Africa: Botswana, Lesotho, Namibia, South Africa, Swaziland. *A paper presented at the Education Sector Responses to Violence based on Sexual Orientation and Gender identity/Expression*, 16–17 May 2016, UNESCO Headquarters, Paris, France. **(Invited Panellist)**
33. **Brown, A.** (2015). 'I don't teach moffies': In(ex)clusion, othering and the lived experiences of learners who are perceived to be different in terms gender in Namibia. *A paper presented at the EDUCON*, 17–20 August 2015, Windhoek, Namibia.
34. **Brown, A.** (2015). 'They deserve to be treated that way!' Learner representative council perceptions on supporting non-heteronormative learners in Namibian schools. *A paper presented at the 3rd South African Education Research Association (SAERA)*, 27–30 October 2015, Bloemfontein, South Africa.
35. **Brown, A.** (2014). Preparing trainee teachers with traumatic life experiences for the inclusive education classroom at one South African university. *A paper presented at the Scholarship of Teaching and Learning Conference*, 30–31 October 2014, Mafikeng, South Africa.

36. **Brown, A.**, & Hilukilwa, I. (2013). Parental involvement in open and distance schooling: A case study of parental perceptions at NAMCOL, Namibia. *A paper presented at the 48th DEASA Conference*, 16–20 September 2013, Gaborone, Botswana.
37. **Brown, A.**, & Haihambo, C.K. (2013). Human side of mergers: A case study with the teacher training colleges with the University of Namibia. *A paper presented at the 2nd EDUCON*, 10–12 September 2013, Windhoek, Namibia.
38. **Brown, A.**, & Tjiramba, E. (2012) Voices of indigenous groups studying through ODL: A case study of San learners enrolled with NAMCOL. *A paper presented at the 47th DEASA Conference*, 21–23 September 2012, Swakopmund, Namibia.
39. **Brown, A.**, Lewin, A., & Shikongo, R. (2012) A prediction of the University of Namibia full time Academics' Attitudes towards Distance Education. *A paper presented at the 47th DEASA Conference*, 21–23 September 2012, Swakopmund, Namibia.
40. Haihambo, C.K., & **Brown, A.** (2011) A national study on the experiences and coping strategies of parents of children with visual impairment in the early and primary school years. *Paper presented at the World Forum on Early Child Care*, 3–6 June 2011, Hawaii.
41. Haihambo-Ya Otto, C.K., February, P., **Brown, A.**, & Hengari, J.U. (2009). Responses of Namibian vocational training institutions to inclusive education: Successes, challenges and future prospects. *Proceedings of the SANORD 2009 Conference under the Theme: Inclusion and Exclusion in Higher Education*, 7–9 December 2009, Rhodes University, Grahamstown, South Africa.

Unpublished Theses

1. **Brown, A.** (2009). Trainee teachers' attitudes towards school-aged children infected with HIV in Namibia. Unpublished Ed.D thesis. University of Birmingham.
2. **Brown, A.** (2003). The primary school teachers' needs to support children affected by HIV and AIDS in Namibia. Unpublished M.Ed thesis. University of Leeds.

Academic Projects

1. **Brown, A & Metsing, K.** (2026-2028). AI augmented sexuality education. A four country study. University of South Africa (R600 000).
2. **Brown, A & R. Haitembu** (2025-2027). Longitudinal on Namibian Youth Sexual and Reproductive Health decision making. The Economy Foundation, Namibia. **(R1.3million)**.
3. **Brown, A.** (2023). Review of the Guidelines for the Inclusion Management of SOGIESC identities in schools **(R36 000)**.
4. **Brown, A.** (2023). Safety and social justice for transgender diverse persons in Southern Africa. Gender Dynamix **(R25 000)**.
5. **Brown, A.** (2021) - Widening inclusion through the delivery of Comprehensively Sexuality Education: Negotiations, opportunities and challenges – Special issue project - Journal of Educational Studies/VVOB/DBE **(R135 000)**
6. **Brown, A.** (2021) - Guidelines for the Management and Social Inclusion of Sexual Orientation, Gender Identity, Expression and Sex Characteristics (SOGIESC) in Schools. UNESCO **(R185 000)**
7. **Brown, A.** (2020) - A comparative Life Skills curriculum analysis on Sexual Reproductive Health Education across School's Out countries. HSRC **(R87 000)**

8. **Brown, A. (2020)** – Towards the inclusion of learners with transgender identities and intersex development: A whole school approach. UJ (URC) Research Fund **(R98 000)**
9. **Brown, A. (2020)** – Development of training manuals on LGBT Inclusive Service Provision in health care and Security Services (Policing). Outright Namibia. **(R30 000)**
10. **Brown, A. (2018)** Namibia Life Skills Teachers Responses to Sexual Diversity in the Curriculum. **(European Union – R161 000)**
11. Wood, L., **Brown, A.**, & Khanare, F. (2018–2020). Exploring Youths' HIV and AIDS narratives through creative and expressive arts **(NRF Funded Project – R1 million)**
12. **Brown, A. (2018)** Advisor for Namibian Institute of Education Development (NIED) on Sexuality Education Curriculum development for Grades 10 & 11.
13. **Task Force:** South African Department of Education. (2018). Development of Teacher Education Module on Comprehensive Sexuality Education
14. **Advisory Scholar:** British Council. (2017). Inclusive Educational Material Development for Teacher Education in South Africa.
15. **Task Force:** South African Department of Education. (2017). Developing Teacher Education Programmes for Care and Support for Teaching and Learning.
16. **Country Researcher** (South Africa & Namibia): UNICEF (2015). Substance amongst teenagers: A seven-country study. **(R150 000)**
17. **Co-researcher:** UNESCO (2014–2015). Violence against gender and sexual diversity in secondary schools in Southern Africa: A five-country study. **(R200 000 for Namibia data collection process)**
18. **Researcher:** Namibian College of Open Learning: (2012–2013) Exploring Inclusive Education in Open and Distance Learning. **(R100 000)**

References:

1. Prof B.M. Diale
Dean & Professor
Faculty of Education
Sol Plaatje University
Tel: +27 825 1852
Email: boitumelo.diale@spu.ac.za
2. Prof M. Ndlovu
Vice Dean Research
Faculty of Education
University of Johannesburg
Tel: +27 11 559 2670
+27 78 731 7921
Email: mndlovu@uj.ac.za
3. Mr Likho Bottoman
Director – Social Cohesion
Department of Basic Education
Tel: +27 12 357 3377
+27 72 993 0798
Email: bottoman.l@dbe.gov.za
4. Prof Dennis Francis
Dean & Professor – Sociology
School of Education
Glasgow University

Tel: +44 7704 259 619
Email: Dennis.Francis@glasgow.ac.uk