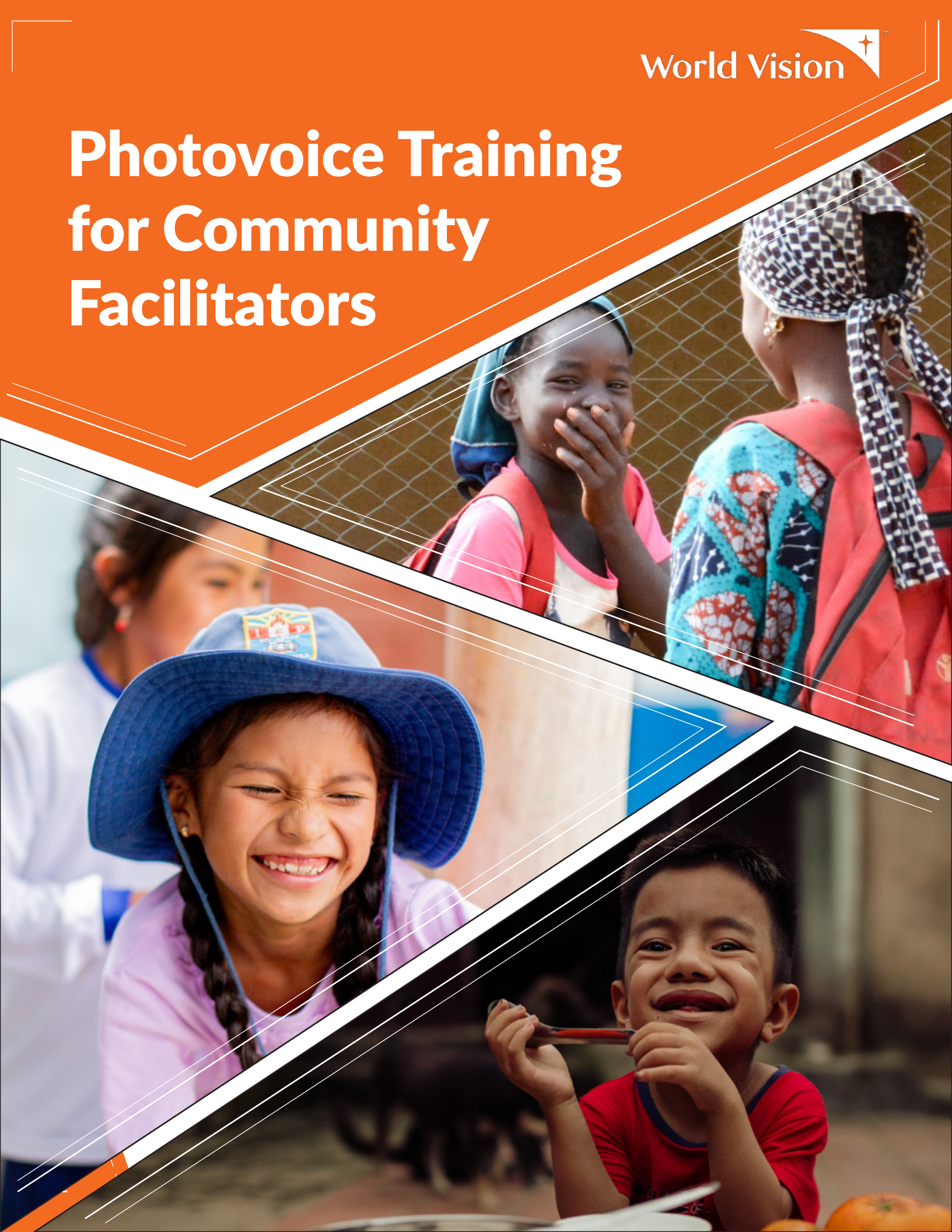


# Photovoice Training for Community Facilitators





# INTRODUCTION

The objective of this training manual is to prepare community facilitators to lead a Photovoice process in the communities where they work.

## Is your organization considering using Photovoice?

Photovoice is a participatory action research method that can be a valuable tool for development and humanitarian aid organizations in certain contexts. Here's an overview of when these organizations will want to consider using Photovoice:

- **Community engagement:** When seeking to genuinely involve local communities in identifying issues and solutions.
- **Needs assessment:** To gain deeper insights into community needs and priorities from the perspective of community members themselves.
- **Program evaluation:** When aiming to understand the impact of interventions from the beneficiaries' point of view.
- **Advocacy:** To amplify the voices of marginalized groups and influence policymakers with powerful visual evidence.
- **Cultural sensitivity:** In situations where traditional research methods may be culturally inappropriate or ineffective.
- **Empowerment:** When the goal is to build capacity and empower community members to become agents of change.
- **Complex issues:** To explore multifaceted social, economic, or environmental challenges that are difficult to capture through conventional methods.
- **Limited literacy contexts:** In areas where written communication might be a barrier to participation.
- **Trauma-sensitive environments:** As a less intrusive method to gather information in post-conflict or disaster-affected areas.
- **Long-term engagement:** When organizations are committed to sustained community involvement and development.

## What is Photovoice?

Photovoice is a process in which people, especially those who may be marginalized or overlooked, use photo images to capture aspects of their environment and experiences and share them with others. The pictures can then be used, usually with captions composed by the photographers, to bring the realities of the photographers' lives home to the public and policy makers and to spur change. Photovoice is a way to help those who are often unheard gain a voice, enabling them to record and reflect on their experiences and their communities' conditions, challenges and opportunities, and to encourage critical thinking.

Photovoice has been used for a variety of different purposes, including advocacy, formative research, needs assessments, program monitoring and evaluation. This shifts power dynamics by empowering participants to drive the narrative, rather than outside researchers. It's recommended to avoid using Photovoice in a way that is merely extractive (just photo-elicitation rather than true Photovoice) to get data for programming purposes, and to remain true to the spirit and intention of the Photovoice method by always giving opportunities for the photographer's thoughts and voices to be expressed in a meaningful way, enabling them to speak their truths and be heard.

## When to use Photovoice?

Photovoice is a participatory research method that can be used in a variety of contexts, including community development, schools, and organizations. Here are some suggestions for when to use photovoice:

- When it's likely to lead to change: Photovoice is most effective when it's intended to have an impact on the issues that participants highlight.
- When it's used to engage with the community: Photovoice is best used when it involves the broader community and decision makers.
- When it's used to advocate: Photovoice can be used to provide input for advocacy topics.
- When it's used to assess needs: Photovoice can provide valuable insights and findings as a participatory needs assessment or context analysis tool, taking care to clearly differentiate Photovoice from Photo-elicitation (which could also be used for this purpose).
- When it's used to develop programs: Photovoice can be used to provide input and insights for program or intervention development.



### Photovoice or Photo-elicitation?

Using pictures can help people feel more connected to what they're learning about and can show new ideas that might not come up just by talking. Photo-elicitation uses existing photos to start conversations, while Photovoice lets people take and share their own photos to show their views and experiences. Both methods can help people remember things better and talk about sensitive topics by giving them something visual to discuss. Photovoice also helps people speak up for changes they want to see.

Trainers need to be familiar with qualitative research methods and have a good understanding of Photovoice. Those who want to learn more may want to read this article:

[Photovoice: The Little Method That Could Change the World - Robin A. Evans-Agnew, Robert W. Strack, 2022 \(sagepub.com\)](#)

Trainers will also need to be well acquainted with their organizations Safeguarding or Child Protection policies and procedures, as well as the policies and procedures for obtaining informed consent. There are some good examples of consents forms that you may need for Photovoice in the World Vision Photovoice Guidelines, in the Annex. You will also find good information in those guidelines, on getting ethics approval for Photovoice studies if needed for your study. You might need ethics approval for some research involving sensitive topics or vulnerable populations.

### Is your organization considering using Photovoice?

Photovoice was initially designed to be very simple and low cost, and to be done in just a few weeks. However, it was also found that it could be a very interesting way of gathering formative research or doing qualitative research data, so more complex variations of photovoice arose. Users of this manual may be planning a very simple Photovoice experience, or a highly complex research study, and will need to adapt some of the sections accordingly, depending on your situation. Here are three short scenarios or stories to help you get a feel for the different ways Photovoice can be implemented.

**Elegantly simple photovoice:** Imagine this situation: many young people (in a community where you work as a community facilitator) are not accessing health services very much, and you want to know more about their thoughts, feelings and experiences about health services. You have previous photovoice experience and get permission from your supervisor to do a simple photovoice study. You recruit a group of 10 youth, age 16-18 years old. Here is the study question you developed with the young people: *Why is it important to you to have access to*

*youth friendly health care services?* After training the young people on the basics photovoice and using a camera, you got permission from local health centers for them to take photos on a few days. The young people also wanted to take photos of people who are not going to the health centers. They made sure to get signed consent from the people they photographed. They also took symbolic photos (such as a lot of young people's sandals outside the clinic door, below). They had a lot of photos they really liked, that were related to their study question. They worked with partners to reduce the number of photos down to about 3 per person. Then, using a process that's included in this manual, called SHOWeD, to write short descriptions of the photos and what the photos meant to them. Then they grouped similar photos together and wrote names for the groups of photos. They made up names for the groups of photos that made sense to them, like "Warm and Friendly" and "Too embarrassing" and "Confusing rules". They had eight categories of photos, so they **voted** on the ones that seemed to be the most meaningful – because they knew they needed 20 photos or less for the photovoice exhibition they were planning. Too many photos make it hard for people to focus and remember what they are learning, and the group wanted to be sure their messages came through clearly. At first, they selected 4 categories that seemed most important, and then they noticed a problem! Two of the group members didn't have any of their photos in the top 4 categories. So, the group went back and selected the 5 categories with the most votes, and that worked great; everyone had photos in the top 5. That made a total of 16 photos for the Photo exhibit. Perfect! Up to 20 photos would work well.

The group planned a photo exhibit in the local youth center, with the 16 photos and their descriptions displayed along with the descriptions. They made refreshments to share with the guests. They invited teachers, parents, friends and family. They invited people from the local health centers. They made refreshments to share with the guests. A lot of people attend and enjoy the photos. After people have had a chance to look at the photos you hold a discussion with the guests and the young people who took the photos. You ask them what stood out for them in the photos, and what surprised them. There is a lively discussion. People think something should be done to make it feel safer and more comfortable for young people to go to the local health centers. One of the photos told a story about a relative of a photovoice participant, who was very anemic and tired and struggling in school. She was afraid that it was because her menstrual bleeding was too strong, yet she was too embarrassed to go to the health center until a sympathetic teacher offered to go with her to the health center. Now she is healthy and well. The photo protected her identity by only showing her from behind, in a blurred action photo, running with her friends. Something like this:



Study question: Why is it important to you to have access to youth friendly health care services?

This girl was very anemic and tired and having a hard time in school. She thought it was because of her difficult menstrual periods and was too embarrassed to go to the health center until a sympathetic teacher offered to go with her to the health center. She got the treatment she needed. now she is healthy and well.

And here is another example that used shoes as symbols:



When I see so many shoes by the youth center door it makes me feel comfortable that I'll be welcome here too.

Some of the guests decided to form a committee with young people, teachers, parents, and health care providers to try to think of low-cost ways to make it easier, more youth friendly and less embarrassing for young people to get health care when they need it.

You took pictures of the young people and the guests. You took notes on some of the comments from the discussion and you included these quotes from guests and participants in your final report, along with some of the photos and descriptions, and photos from the exhibition.

### Good job!

**Moderately Complex Photovoice Study:** Imagine that you are the health specialist for your country office. You have Photovoice experience and really like the approach. You are concerned about the high levels of malnutrition among young women and girls in your project areas, and anemia is a serious concern. You have some funding to do a moderately complex photovoice study, and some support from a monitoring and evaluation specialist in your office, as well as some other colleagues. You and another skilled trainer plan to lead a training for 14 Community Facilitators from 7 villages to prepare them to lead Photovoice. You will train them to do all the same steps as in the Elegantly Simple Photovoice Study and will add some additional steps.



The Community Facilitators will need to experience many of the steps of Photovoice themselves. This will help make things much clearer for them as they recruit young women to participate and lead them through the steps of photovoice.

One step that would be added, after the young women have selected their best photos (best at answering the study question) and written descriptions, would be to hold **Group Discussions** (using the SHOWeD questions) of the photos with each group of young women in their communities. The purpose of the group discussion is to get even more and richer data, hearing from all the participants. The Community Facilitators may be able to lead the discussions, depending on their experience level facilitating this kind of discussion, or they may need your support! Either way, they will need a good notetaker to assist them. Ask the notetaker to try to capture the actual words of the young women! These words will be useful data, and also the quotes can be useful later on when you are designing a behavior change intervention.

After the Group Discussion, the community facilitator continues with the steps, having the participants in group the photos that are similar, and come up with names that make sense to them (and relate somehow to the study question) and vote on the most powerful categories or topics to reduce the number of photos for the photo exhibit or photo book. It is possible that there could be both a photovoice exhibit for each community, and then a single photobook, bringing together some of the photos and findings from the 7 communities. Copies can be made of the photobook and shared with the participants.

At the photo exhibits have a good notetaker present! Be sure the notetaker takes notes from the discussion and captures some actual quotes from the guests and the photovoice participants – more rich data!

Remember to hold celebrations to appreciate your Photovoice Participants!

Now, what to do with all this data? Consider having your Monitoring and Evaluation Specialist (or someone else with experience with qualitative data) lead a process called **affinity mapping**. The information from the photo descriptions, the group discussions, and the photo exhibits would all be used to do the photo mapping as you and your team seek to understand the findings and look for unexpected solutions to the problem of undernutrition and anemia in young women in your project areas. You'll explore things that make it harder or easier to eat iron rich food, look at gender issues (do girls get less food? Do girls eat last?). Are there nutritious foods available locally at low cost (or free)? Remember to look at issues beyond just individual or household level behaviors – maybe there is something at a higher level that could be addressed such as school lunches or availability of healthy foods at local markets.

It would be helpful and respectful at this point if you can share your findings back with some of the photovoice participants. See what they agree with and what makes sense to them. Next you and your co-workers can use the results of the affinity mapping to design interventions and look at next steps, as an organization, and in collaboration with the community. **Well done!**

## Rigorous Photovoice Research Study:

Now, suppose your organization has gotten a grant to do a rigorous photovoice research study. You'll need a strong team, maybe including some university researchers or consultants. See this from the World Vision Photovoice Guidelines (also included in the Annex):

*If you decide to analyse the data collected from the workshops and interviews rigorously, we recommend recording the workshop and interview discussions and then translating the transcripts into English. Translated transcripts can be uploaded into qualitative analysis software, such as MAXQDA 2022 Plus, to facilitate data management and organisation. We recommend using deductive and inductive reasoning to develop a codebook that includes descriptive, process, emotional, value, and concept codes based on the Workshop and Individual Interview Guides. Once the transcripts are coded, coded segment reports can be generated to further categorise common emerging themes and sub-themes.*

So, in addition to all the previous steps, you'll be recording the sessions with the group discussions of the photos (called workshops in this note, above) as well as the individual interviews with the photovoice photographers (while writing their photo descriptions). You may also want to record the discussion at the Photo Exhibitions if you decide to hold exhibits. This may take the place of the collaborative sorting done by your photovoice photographers or be done in addition to that. You'll have to decide!

You'll also need to get Institutional Review Board approval for your study, sometimes called Ethics Review Board approval. This may take longer than a year for the full process! We hope you will publish several papers with the results of your research and share what you learn with the rest of the humanitarian relief and development communities of practice.



**Note to Trainers on estimated time for activities:** The timing for each day's activities is only an estimate. Some activities may go more quickly with your group or may take longer. Be prepared to flexibly adapt as needed and respect everyone's time and start and end on time.

**Preparation in Advance for the entire workshop:** Review the World Vision Photovoice Guidelines in the Annex, as well as review this training guide completely. Get familiar with the cameras, practice using them, and look at the instruction booklet. Practice the activities with the cameras yourselves, before having the community facilitators (CFs) try the activities. Practice how you'll download and print photos from the camera. Ask for support if you are unsure about some of the activities in the training guide.



## AGENDA FOR ENTIRE WORKSHOP

**Note to trainers:** The agenda may vary depending on your plans and situation as some activities may be optional for your group. Many participants want to see the whole agenda ahead of time or on the first day. Add starting and ending times. Lunch and tea break times may need to be a bit flexible if possible, so that participants can finish up an activity before taking a break.

### Day One: Getting the Picture

- Welcome, Introductions, Norms
- Introduction to Photovoice
- Using Our Cameras
- Preparing to Do Photovoice and Writing Study Questions
- How to Get the Photos You Want
- Closing

### Day Two: Telling the Story

- Describing our Photos with SHOWeD
- Preventing Problems: Safety, Respect and Responsibility
- Consent and Assent Forms
- Facilitating SHOWeD in a Group

### Day Three: Putting it All Together

- Planning
- Recruiting Participants from the Community
- Training Participants
- Describing Photos and Creating Categories
- Collaborative Sorting

### Day Four: Finishing Strong (3-4 hours)

- Holding a Photovoice Exhibit
- Creating a Photobook or Final Product
- Closing Celebration

# DAY ONE:

## GETTING THE PICTURE



### Achievement Based Objectives:

By the end of today's session participants will have:

- Discussed the definition of Photovoice
- Practiced using Digital Cameras
- Explored Photo design to tell a story
- Discussed the three decisions for planning Photovoice
- Practiced developing Study Questions
- Imagined Photos that could answer the Study Questions



### Time:

Approximately 5-6 hours plus time for lunch, morning and afternoon tea breaks



### Materials:

1. Flip chart paper and markers, masking tape, blank paper (letter size), note cards or small pieces of paper, and pencils with erasers (1 for each participant), folder for Handouts
2. Name tags (or use masking tape to make name tags)
3. Attendance sheets
4. Cameras and sign out sheets for cameras
5. Handouts for Day One:
  - How to get the Photos You Want
  - Study Questions

## Preparation in Advance for Day One:

- Prepare Flip Charts in Advance.
- Get name tags and necessary materials together
- Prepare sign in sheets for CFs
- Prepare sign out sheets for cameras.
- Print out Handouts for all four days, and keep them in separate folders until needed.

## Agenda for Today (this should also be on a flip chart and posted in the room)

- Welcome, Introductions, Norms
- Warm-up Activity
- Introduction to Photovoice
- Using Our Cameras
- Lunch
- Preparing to do Photovoice
  - » Three Decisions
  - » Study Questions
- Closing



## Welcome, Introductions, Norms

Welcome the participants, trainers should introduce themselves to the group and give participants a chance to go around and give their names and the name of the community where they work. Say that we will have more activities to get to know each other better. Now let's develop our group norms.

### Group Norms:

Note to trainers: Participants need an environment that supports learning – one that limits distractions, is safe from unproductive feedback, and allows them to actively engage in the learning tasks. When participants generate their own list of norms and agree to them as a group, they are more likely to identify the behaviors most important for their learning styles and cultural contexts and are more likely to respect the norms or agreed behavioral guidelines they have set.

Have a flip chart or white board prepared in advance with the statement: I learn best when....

Ask Community Facilitators to write on a sticky note their own answer to the question: "I learn best when..." ask them to bring their sticky notes up to the flip chart. A trainer or volunteer can read out all the sticky notes.

1. Tell the group: Based on the sticky notes, let's develop a set of behavior norms to create the best learning environment for the workshop.
2. Ask a volunteer to write on a separate flip chart. Allow the group to call out ideas for norms and discuss the list among themselves.

If not mentioned, suggest adding the following:

- Punctuality
- Cell phones put away and silenced
- Friendly encouragement of one another
- Respecting others' ideas and photos
- Active participation
- Step Up – Step Back \*

\*Explain that **Step Up – Step Back** helps with a situation that is very common in groups. Some people are comfortable talking a lot and some are quieter. We want to hear from all of you! Quiet people have great ideas too, and sometimes talkative people are surprised by what happens if they listen and wait to let others talk first. So, if you are a quiet person, push yourself a little to step up and speak more often in the group. And if you are a talkative person, stretch yourself by waiting a bit before you speak. You could count silently to 20 and see if someone else shares your same idea or another great idea.

Then post the group norms on the wall where they are easy to see.

## Warm up Activity

**Option A:** If participants all have smartphones with photos on their phones: Ask participants to find a photo on their phone that is special to them in some way. Explain that even though we asked you to put your phones away in the group norms, now we are asking you to take out your phones!

**Option B:** Facilitator provides a variety of photos, prepared in advance, and spreads them out on a table, or displays them as a slide show. These photos could also be cut out of magazines. Ask participants to each select a photo that they are drawn to, that speaks to them in some way

**Note to trainer on option B:** These could be pictures from nature, children, scenery, people working, or symbolic pictures such as a bird flying free from a cage, or a mother lion protecting her cubs, anything you think might speak to the participants – it's really your choice based on your knowledge of photovoice your participants, as well as the local context.

### For Option A or B:

After everyone has chosen a photo, ask the participants to divide up into pairs with someone they don't already know well. Ask them to introduce themselves to each other, then show their partner the picture they selected and tell them about the picture. Be sure to leave time for both partners to share their pictures.

After 3 minutes ask them to switch if they haven't already, then after another 3 minutes, call the group back together. Say, let's hear from a few of you. (If the group is small enough, you may want to hear from all pairs).

### Discussion questions:

What was that activity like for you? What did you learn about your partner from this activity?  
How can pictures help us share our stories with others?

## Introduction to Photovoice

**Tell the group:** This course is designed to train you to facilitate or lead the Photovoice methodology with different groups of community members. We designed the course to be very active and participatory, so that you have a chance to learn by doing. Practicing what you are going to teach can make the Photovoice approach clearer to you, and easier for you to remember.

Ask the participants, What have you already heard about Photovoice?

Take note of their comments on a flip chart. Underline some of the main points that they mention.

Now ask the participants, what do you expect or hope to learn from this course?

Take note of their comments on a flip chart. Put a star by some of the things that you know will be included in the course. Place a dot or question mark next to things that may not be included at this time.

Explain that we will all be learning from one another as we go, and perhaps we will learn some unexpected and surprising things. Say, let's stay curious and keep our eyes and ears open so we can learn as much as possible from each other.

What is Photovoice? Ask: have you heard the proverb "A picture tells a thousand words"? What do you think it means? The Photovoice method relies on the power of pictures to raise up many powerful stories that might not otherwise get heard.

Show a prepared flip chart page or slide with the Photovoice Definition on it.

### Photovoice Definition:

*Photovoice is a method where people use photos to answer important questions, and to show what their lives and surroundings are like. They take pictures and write short descriptions to explain them. These photos and descriptions help others understand the real-life experiences of the people who have taken the pictures. By sharing these images, people who do not often get heard can show how they feel, how they see things and can help spark changes in their communities. Photovoice helps people speak their truths, and show others what is meaningful to them, what is hard, where there are problems, as well as the goodness and beauty in their lives.*

Ask for a volunteer to read this definition out loud to the group. Ask people to say what words or short phrases stood out to them. The trainer may underline these words and phrases.

Now let's get to know the cameras we'll be using for the Photovoice sessions. You may be familiar with digital cameras already, and some of you take photos on your phone. Perhaps some of you don't have much experience taking photos at all - don't worry if that's true for you. Just stay relaxed and curious and try out a lot of things. The great thing about digital cameras is that if you don't like a photo, it's easy to delete it and try again.

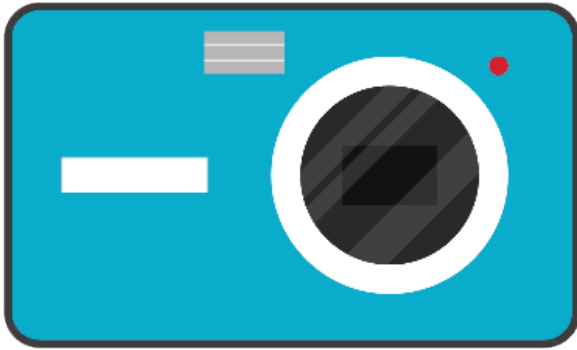
### Using Our Cameras!



## Note to trainers:

Please adapt this section to the actual cameras your group will be using!

Please take out your cameras and have a look at it.



Can you find the button to turn it on?

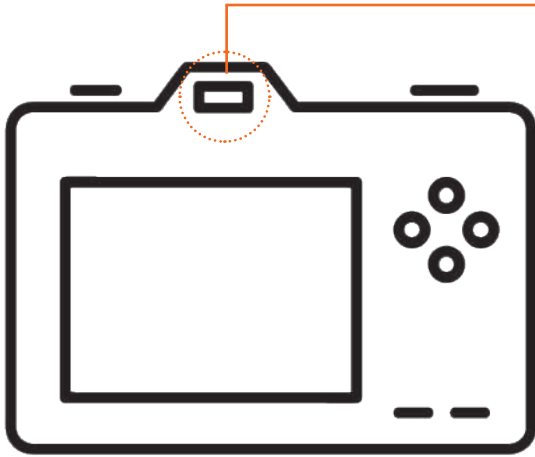
If you have already found the on/off button, help someone near you find the button on their camera, too.

Has everyone found the on/off button?

You'll want to try to remember to turn the camera on to take pictures and turn it back off when you aren't using it, to help the battery last longer.

Most digital cameras have rechargeable batteries.





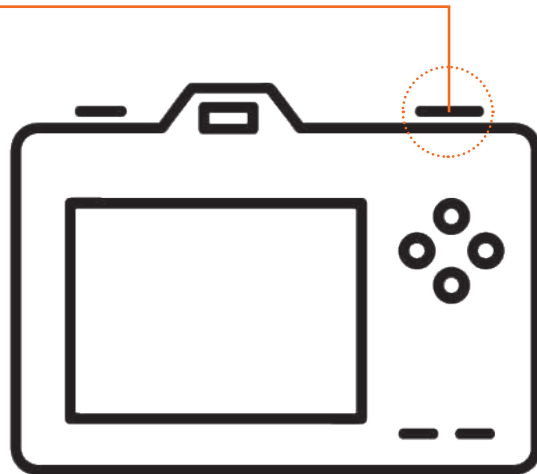
Now can you find a little square window?

That is called the view finder. You look through it to see what the picture you are taking will look like.

Look at the front of the camera, to find the lens. This is the part that really takes the picture that you see through the view finder. Try not to touch the lens - you'll want to keep it clean so that your photos are clear. It may automatically shut when you are not taking a picture - that's good! It protects the lens and keeps it clean.

Now, let's look for the button we'll press to take pictures.

This is called the shutter button or capture button.



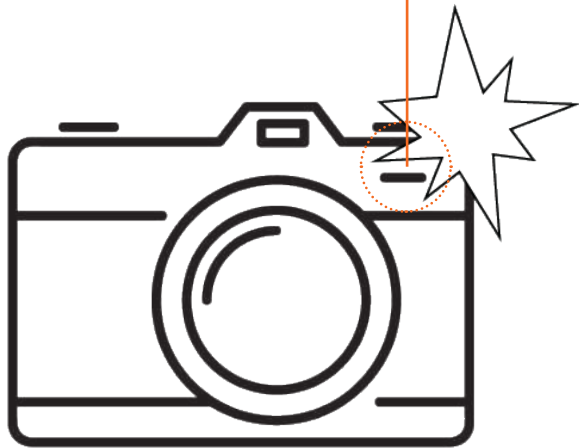
Can you find it?

Help others near you find it, too.  
Then try this:

Hold the camera up with both hands to keep it steady, elbows down, and look through the view finder at something, and press the capture button to take the picture. Did it work? Your camera may have a feature where you can press the capture button halfway, to help you see on the camera screen what the picture will look like. You can press the button halfway, and if you see what you want to see, go ahead and press the button all the way to take the picture.



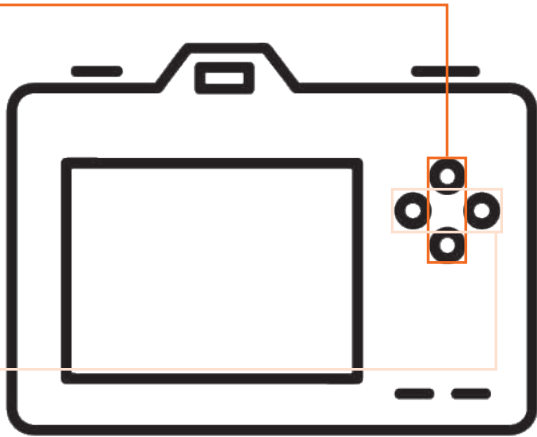




How about a lamp or flash? Will a flash come on automatically, or is there a button to turn a light on and off, if your picture needs more lighting? With some cameras it helps to keep the lamp most of the time when you are taking photos. This will use up the battery more quickly but can help you get well-lit photos.

Find your zoom buttons or toggle switch for zooming in and out. What does zooming in and out do? Try it.

How can you review the photos you've taken? Can you scroll through and look at them on the camera? Try this.



**What questions do you have right now about how to use your cameras?**



Note to trainers: *If you hear a question that you don't know the answer to, say that you don't know, and you will try to find out! Or perhaps someone else in the group knows or can help find out the answer.*



Say, Now Let's take 30 minutes to practice taking some photos. Be curious and try different things. Take close-up photos and photos from further away. Try some in shadow and some with bright light. Try some with the person or thing you are photographing right in the center of the view finder, and some with them off center. See what happens if you take a photo of someone who is moving, instead of standing still. It may be blurry but effective at showing motion.

If you want to take a photo of someone who is not in this course with you, please ask them first if it is ok with them. Go with a partner

if you will be taking photos outside of the training area. Tell participants what time they should come back.

### **Have fun! See you in 30 minutes!**

Call the group back together and ask participants to review their photos with a partner. After participants have had time to review the photos together, ask: Were you able to get the photos to look the way you wanted them to? What worked well? What was hard?

**Transition:** Now let's switch gears and hear more about how to do a Photovoice Study.

## Preparing to do a Photovoice Study – three decisions

Some things we'll need to think about include – what will be the theme or topic of our study? Who in the community can tell us about it (people who may not usually have their stories told) and Who is the intended audience for the messages or stories? Who needs to hear the stories and see what these community members want to share?

### Three important decisions:

- What's the story that needs to be told?
- Who needs or wants to hear the story?
- Who can tell the story and don't often get heard from?

Pass around examples of the Adolescent Nutrition Photobook from Mozambique, if available. Explain that this is one example of how Photovoice can be used. The topic or story was about Adolescent Nutrition, with a focus on girls and young women. The people who needed or wanted to hear the story - the intended audience - were government officials from the Mozambique Ministry of Health and Ministry of Education as well as World Vision staff members. The group who could tell the story, and who don't often get heard from, were girls and young women between the ages of 13 and 20 years of age.

Look at the photobooks and discuss with others at your tables. It doesn't matter if it isn't in a language you understand, it will still be interesting.

After a few minutes ask the groups: What stands out to you about the photos? What surprises you? What questions do you have about the Photobook on Adolescent Nutrition?

There are many other possible topics for Photovoice such as preventing adolescent pregnancy, preventing HIV/AIDS, care for the environment, livelihoods, child marriage and more. What topics can you think of that might work well for the Photovoice approach?

Ask the CFs to write down their ideas for a topic on a sticky note and place it on the flip chart. Thank them and read out some or all the ideas.

Now let's think about who could tell the story -of course it depends on the topic. It also depends on who, in your community, doesn't have much of a chance to tell their stories. For example, children or adolescents, members of minority groups, and people facing any sort of discrimination or lack of support in the community (such as unmarried or divorced mothers). Can you think of any groups who are often left out and don't have much of a voice in your community?

Write these ideas down on sticky notes and place them on the other side of the flip chart.

What stories need to be told?

Whose stories need to be heard?

Refer to the flip chart with the three decisions. After the decision is made on what story needs to be told – the topic -- we need to decide who will best tell the story and who the story is intended for – who needs to know this story. You might be making the three decisions as part of a team, or maybe the decisions have already been made. Either way, it's useful to understand the three decisions so that you know what story we are trying to tell through photos, who will tell the story (and take the pictures), and who needs to see the photos and learn from the storytellers.

## WRITING STUDY QUESTIONS

After you have made the three decisions, it's time to develop a good study question. These are also sometimes called research questions. These are questions you will ask your photovoice storytellers to answer with their photos and descriptions of the photos. You might develop the study questions with others, including your photovoice storytellers, depending on your main purpose, or the study questions may already have been developed. It's usually recommended to just have one study question, though you can have more if need be (be sure to keep them related to the main study question).

The study in Mozambique was done to learn more about the problem of anemia in adolescent girls from the point of view of the girls themselves. Here are the research questions that were used for the photovoice work in the photobook from Mozambique.

1. *What are the challenges in your environment to eat healthy foods, especially foods high in iron?*
2. *What are the opportunities in your environment to eat healthy foods, especially foods high in iron?*
3. *What are the social and gender norms that influence your dietary habits and behaviours*

It is usually recommended to have one research question for photovoice, though in the example above there were three. If we were going to have just one question we might say: What are the challenges and opportunities in your environment to eat healthy food, especially foods high in iron? Since norms are related to challenges and opportunities, it's possible that the information on social and gender norms would have come out naturally from that question, and in this case, it seems the researchers in Mozambique didn't want to leave it up to chance that they might not learn that information.

Be sure to keep your study question as clear and simple as possible, so that your photovoice participants can easily relate to it and keep it in mind while they are taking their photos.

**Tell participants:** Sometimes you may need to develop your own study questions, either on your own or with input from community members. When you do this, be sure to ask a technical specialist at your office to review the study question to make sure it is clear and will work well.



**Activity: At your tables, in groups of 3-5, you will practice writing a study question.**

Refer back to the flip chart on the three decisions. As a group, think of your own topic. Then, make the three decisions, and take note of the answers. Then, draft a question, and check it to be sure it is 1) personal, 2) open, 3) clear and specific, 4) related to the lives of the participants, and 5) could be answered through pictures.

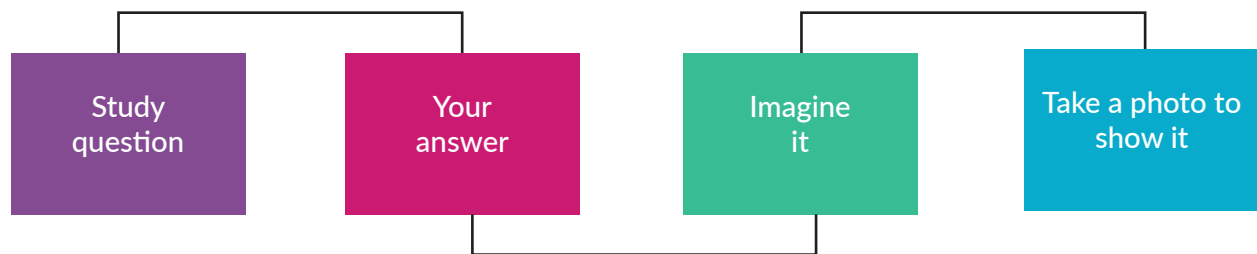
Trainers circulate and help the participants as needed.

When finished, share out the example study questions with the full group. Some groups may want to vote for the most effective study question (and applaud the group that wrote it).

**Give out Handout on Study Questions.**

## FROM STUDY QUESTION TO PHOTOS

Now show a flip chart with this little map (from study question to photo) prepared in advance with a diagram something like this. It could also be vertical. Leave this flip chart out where it can be seen for the next activity.



Let's try an example:

Here is a question that could be a study question for you, as CFs: What changes have you noticed within your community in the last five years?



**Note to trainers:** It's fine to create a different study question for the CFs, just make sure it meets the requirements of a good study question and will be doable in the location where the training is being held.

This question needs to be visible on a flip chart during the activity.

Ask for one or two volunteers to restate or explain the study question in their own words, to make sure that it is clear and well understood.

Say to the CF's: Think about how you would answer the study question and imagine what kinds of photos you could take in your community to answer that study question. Take one or two minutes to think about it. You can make notes in your notebook or close your eyes and imagine photos.

**Now say:** you'll work with another person in groups of 2 people. Take about 4 minutes for the two of you to explain and discuss your ideas with each other. You might also come up with additional ideas. When time is up, you will join with another two people, to form a group of 4, and keep discussing your ideas for another 4-5 min. Write down some of your ideas on a flip chart and choose a group member to report out for your group.

Call everyone back together. Each group of 4 CFs will have a chance to share their ideas. What kinds of photos did your group imagine taking to answer the study questions?

Listen to their answers, thank everyone, and then continue.

Now we are going to talk a bit about some things that might help you get the photos to turn out the way you want them to.

## How to get the photos you want

Note to trainers: If possible, prepare a slide show ahead of time with photos that demonstrate these points, as you read these 5 points to the Community Facilitators. Then give them the Handout (How to Get the Photos You Want) with these points. Alternatively, ask the CFs to sit with a partner and read through the Handout together.

Ask them, what surprised them? What questions do they have?

1. **Stand steady**, legs apart to keep the camera still when you take your photo and hold the camera with both hands. Loop the cord over your wrist so you don't accidentally drop the camera.
2. **Play with lighting** to get different effects and different moods. You might want to use the lamp or flash if there is not a lot of natural light. Or you may want your picture to be darker, to give a feeling of sadness. Soft light in the early morning and evening gives a different effect than noon-day sun. Sun behind your back gives a different effect than sun shining in your face. Try it out! Your camera may have different modes or settings you can use for different lighting.
3. **Design your photos**. Don't worry too much about design, just know that you can play with your design to change the look and the meaning of your photos. Here are a few examples:
  - a. Framing: (like a doorway or trees) can be included around the edges of a photo to bring attention to your subject.
  - b. Lines: Look for lines in the environment such as fences, street lines, or the horizon. Lines can help lead the viewer's eye to the focus of your picture.

c. Different points of view: Looking at something from different angles (from above or below, from the side, close up or far away) can change the look and feel of the photo a lot. Experiment with different views until your photos and subjects (people or things you are photographing) look how you want them to look.

d. Mood: Lighting, colors, and the photograph's subject and background can all come together to create a picture's mood – from tense and gloomy to bright, happy, and hopeful.

**4. Practice, practice, practice!** The more you practice, the more you will be comfortable getting your photos to tell the story you want to tell. You can take a lot of photos and delete a lot of photos. When you see a photo that really captures what you are looking for you may have a strong feeling like “Yes! That’s it!”. Or you can go through the photos you like with someone else and discuss which ones seem to work the best to bring out your message or story.

**5. Using Symbols:** You can explore using symbols as well as reality. There are a lot of different ways to tell your story. Symbols (something that represents something else) can be used instead of taking a picture of the actual thing itself. For example, a bird cage with an open door might be a symbol of freedom after feeling trapped. A butterfly is often used as a symbol of change or transformation. What other symbols can you think of? There are several symbols that are very often used such as hearts and doves. There may be some symbols that are frequently used in your culture. You can also create your own symbols; perhaps you will see something that reminds you of something else. You can take a photo of that. Use of symbols can be helpful when you are dealing with sensitive topics when it may be too private to take the pictures you might want to take.



**Note to trainers:** Some symbols may be offensive or inappropriate to members of the community – community participants will be very aware of what symbols to avoid, if they have for example, potentially offensive or negative political, religious, or sexual meanings. You can rely on the Community Facilitators and community participants to have good awareness of what is or is not acceptable locally.

### Homework for tonight:

For your homework tonight please take several pictures that answer your study question. You can play with lighting, symbolism and design if you like, just remember to try to take at least some photos directly related to your study question. Don't get nervous! There is not any single “correct” way to take photos! As the photographer or artist, you get to decide which photos you like and whether they captured what you wanted them to.



Even though you are not really in the community where you work, you can take photos that are like the answers you imagined to your study question. Remind the CFs that it is necessary to ask permission from people first before taking their picture. If you are taking a photo of places or things, without people, you may not have to ask permission. You can explain that you are taking a workshop and learning about telling stories with photos. If people don't want their pictures taken, respect their wishes.

Be careful with your cameras – try not to drop them (if there is a loop you can put around your wrist, that helps) and prevent having it stolen. Treat them with the same care you would give to a cell phone. Have fun experimenting with your cameras!

Give participants a handout with their homework assignment for tonight! Have them write their Study Question on the handout.

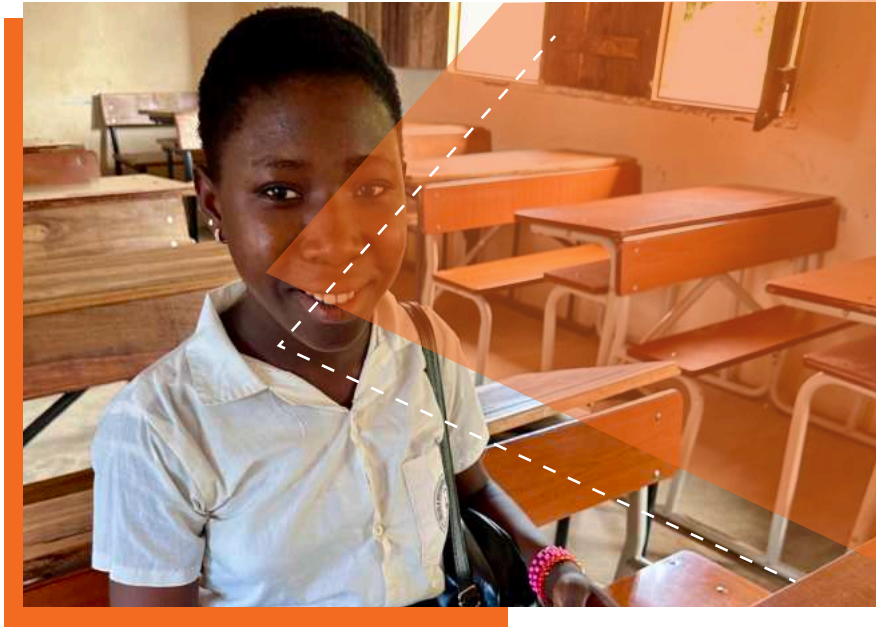
Summarize the learning from today and close with a short evaluation: Something I liked, something I learned, and something I want to know more about. Write each of these on a flip chart and ask participants to answer the questions on a piece of paper, which they will leave with the trainers. There is no need to put your name on the paper.





## DAY TWO:

### TELLING THE STORY



#### **Achievement Based Objectives:**

By the end of today's session participants will have:

- Described their photos using SHOWeD
- Discussed taking photos Safely, Responsibly and Respectfully
- Reviewed Organizational Consent and Assent Forms
- (Optionally) Experienced SHOWeD as a Group Discussion Technique



#### **Time:**

Approximately 5-6 hours plus time for lunch, morning and afternoon tea breaks



#### **Materials:**

1. Flip Charts Prepared in Advance
2. Handouts for Day Two:
  - a. The SHOWeD Methodology
  - b. Preventing Problems
3. Consent and Assent Forms

## Preparation in Advance for Day One:

Create a flip chart or slide with the SHOWeD methodology on it (this is available below and also in the Handouts) . Review the lesson for other Flip Charts or Slides that can be prepared in advance for Day 2.

### Preparation:

As people arrive, one of the trainers or an assistant will collect a photo from each CF to print out for an activity later on (SHOWeD) on a disc or memory drive. This photo is from their homework, and related to the study question.



**Note to trainers:** SHOWeD doesn't always translate well into other languages so you may need to change it a bit to make it clear and easy to remember in your local language. It works ok, even without the acronym. Or you may be able to create an acronym you like that works well in your local language. For example, a slightly different acronym, ORPA, works well in English, French, Spanish and Portugues – Observe, Personalize, Reflect, Action (What did you see, what's happening, what does it say to you about your life, Why is it happening, and what action can be taken).

Welcome everyone. Review the thoughts shared in the evaluation and answer any questions that you can or if the answers will be covered later, explain that.

Then share the agenda for Day Two.

### Agenda:

- Welcome, review evaluation
- Warm up Activity
- Describing our Photos with SHOWeD
- Preventing Problems
- Closing

### Warm up: Name game

Has everyone already learned each other's names? If not, play this name game.

Stand in a circle. Then to begin the first person will say, My name is Esther (introduce yourself). The next person will say, this is Esther, and I am Joel (or whatever your real names are). Continue around the circle, with each person repeating ALL the names of the people that came before, in order, then introducing themselves. Finally at the end, the first person, who now is the last person, will try to name everyone in the circle. Don't worry if you forget a name! The group can help you. Then see if everyone can go around and name everyone in the circle in unison. If you have time and want to make it extra hard, have everyone walk around and change places and see if the group can still name everyone in their new positions.

Use another warmup activity if everyone already knows each other's names very well. Here's one to help people who already know each other learn more about each other.

## Warm up alternative: Guess who?

Ask participants to write down something about themselves that their coworkers may not already know about them. Nothing too personal, but something interesting or a bit unusual is good. Then the group stands in a circle, the trainer reads out one of the slips, and the group tries to guess who it is. If the group can't guess, after three tries, ask the person to tell. Keep going until all the slips are read out.

## Describing our Photos with the SHOWed approach

Now tell participants that we are going to practice writing descriptions of photos. This is a central part of the photovoice approach. You can use one of the photos that you have taken on your camera last night.

Show the flip chart with the SHOWed methodology. We will use these questions to create descriptions of our photos. And, when you are working with community participants, we recommend that you also use these questions to help them develop the written descriptions of their photos. Sometimes they are also used to lead a group discussion with the community participants about some of the photos each of them took, to get more information about how others in the group see the photos.

**Flip chart or Slide, also in the Handouts.**

## SHOWed Methodology: See, Happen, Our lives, Why, and Do

1. What do you See here?
2. What is really Happening here? (Why did it happen?)
3. How does this relate to Our lives? (or How does this photo make you feel?)
4. Why does this challenge (problem) or strength (opportunity) exist? Or Why is the situation like this?
5. What can we Do about this?

Ask for a brave volunteer who is willing to help you demonstrate the SHOWed method. This will work best if you can project one of the volunteer's photos onto a wall, so the whole group can easily see the photo. The rest of the group will observe while a trainer interviews the volunteer, using the steps of SHOWed. Encourage observers to take notes if they wish.

Take the volunteer through the steps and write their answers on a flip chart.

When you finish the steps of the SHOWed method, check with the volunteer to be sure that you captured their thoughts correctly. Then ask if there is anything more they want to add to the description.

Then ask the group what they noticed about the process. What stood out? What questions do you have?

Explain to the group that this is the way we will help participants write their captions for their photos.



*Note to trainers: The descriptions don't have to be perfect, showing reality is more valuable than perfection. Use participants' own words and capture their real feelings and thoughts.*

*In some places where community participants read and write comfortably, they may be able to do the descriptions themselves, with a partner, and if they need more help, you, the CFs will need to help them. In places where community members may not read and write comfortably, the CFs will need to plan to assist each person one by one, with their description, using the SHOWeD method.*



*Note to trainers: Print out the photos for the CFs ahead of time, so that they have them while they are working to write descriptions. Ideally an assistant can help you do this. Logistics on this will vary, but one possibility would be to have them printed while you are demonstrating SHOWeD with a volunteer.*

Alternatively, if laptops are available, this could be done as a powerpoint slide, then printed out for display on the wall.

Tell the group that now they will all have a chance to practice writing descriptions of a photo using this approach. Put group members in pairs and have one person be the person describing the photo and the other being the helper. Work together to write a description of the photo, then switch roles so both people get a chance to describe the photos and be the helper or facilitator.

Trainers circulate through the room, assisting anyone who needs help or has questions.

Then post the pictures along with their handwritten descriptions around the room. Give everyone time to walk around, look at the pictures, and read the descriptions.

Ask the CFs: How was that experience? Why do you feel this step is needed? Do you feel confident that you could help community participants describe their photos this same way? Not everyone is comfortable reading and writing and that's ok. You can just ask the questions

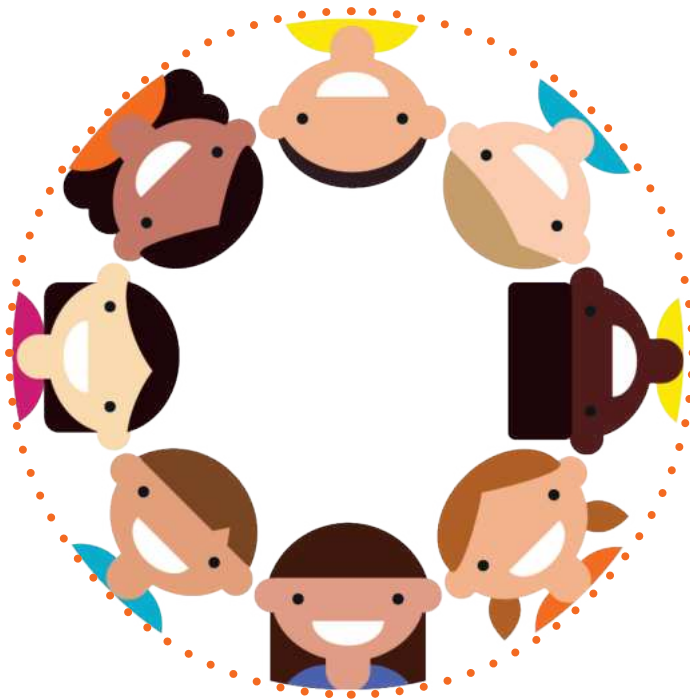
and write down the response for them, then read it back to them to make sure you got it the way they wanted it. Ask what questions or concerns they have and discuss together.

## How can we prevent problems when doing Photovoice?

How can we plan ahead and prevent problems when taking photos in the community? Let's do an activity to think about what kinds of things we need to be prepared for.

Give each participant a piece of paper, all the same color and size. Ask participants to write down something that worries them or they think could go wrong when doing Photovoice. Tell them to print clearly so that someone else can easily read their handwriting. Don't put your name on the paper, so this can be anonymous.

Now ask participants to gently crumple their concern up into a ball. Form a circle, then have everyone turn to face the outside of the circle and without looking, toss the ball over your shoulder into the inside of the circle. Then everyone turns and picks up a ball of paper, returns to the circle, and silently reads the paper they picked up.



We'll go around and read your concerns and discuss them. After a participant reads a paper, the trainer can write that concern down on a flip chart. Then ask if any other papers have the same or a very similar worry or concern. Ask for those to be read out, too. Then discuss the similar questions with the group, before going on to the next one. See what ideas the group members have about the problem. Go around until all the concerns have been read out and discussed, until all the CF's concerns have been discussed.



**Note to trainers:** If you don't know the answers to some of the concerns and questions, say that you don't know but you will try to find out! Don't forget to make a note of the questions, and check with colleagues who may be able to help you find out.

After all the concerns have been raised, thank the CFs. If not already mentioned, the trainers can add a few such as:

- *What if someone tries to steal your camera?*
- *What if someone is angry that you are taking pictures?*
- *What if you are in an unfamiliar place and you don't feel safe?*
- *What if someone gives you permission to take pictures, then changes their mind?*

Discuss these as well. Try to be sure you are hearing from everyone in the group. Refer back to group norms if needed, in case some people are very talkative or very quiet (Remember that we talked about stepping up and pushing yourself to speak a bit more (if you are a quiet person) and stepping back and stretching yourself to listen first before speaking (if you are a talkative person) when we did the group norms.

Thank participants for sharing their worries and for the good discussion. Then say, now we will provide some suggestions to help you know what to do to prevent most problems. However, these may not cover every possible situation, so please also use your own experience and good instincts and do your best to stay safe.



**Assent or Consent?** The main difference between assent and consent is that consent can only be given by someone who is legally able to do so, while assent is given by someone who is not legally able to give consent, usually because they are too young. For someone too young to give consent you will often need both the child's assent and the responsible adult's consent, except in the case of a baby too young to give their assent.

### Preventing Problems:

- Be polite and respectful.
- Always ask permission before taking a photograph of a person or someone's private property.
- Verbal consent is always needed when taking a person's picture, and written consent may be required in many situations.
- For a child, ask the child and the child's parent or legal caregiver for permission. The child can give assent, and the parent or legal caregiver gives consent.
- If someone changes their mind after giving permission, respect their wishes and delete the photo.
- Don't go alone, especially to unfamiliar places.
- Don't go somewhere that seems unsafe to you or leave quickly if you begin to feel unsafe.
- If someone tries to steal the camera, stay calm, and give up the camera - don't resist and risk getting hurt.
- Be aware that some situations may be very sensitive. Don't put pressure on anyone to give you permission to take the picture. Don't take pictures that could embarrass someone or that might be evidence of something illegal.

- Be sure you understand the photo consent form(s) and have enough copies with you.
- You don't need permission to take pictures of famous people, public places, or pictures of people you can't clearly identify.

Give participants a copy of the Handout: Preventing Problems. Ask participants to review the suggestions as a group at their tables. Underline points that stand out to you.

After they have had a chance to review the guidelines, ask "What questions do you have?" and "Do you have any suggestions for additional suggestions that you would like to add to this list?" Take note of the additional suggestions, and if appropriate, encourage participants to write them down on their handout as well.

## Consent / Assent:

Now distribute consent and assent forms that meet your particular organizational requirements, in accordance with policies and procedures. This will differ from one organization to another. Or, you may use the forms from the WV Photovoice Guidelines, in the Annex of this workshop manual.

A trainer should demonstrate correctly using the forms, with a volunteer. Then ask the Community Facilitators to work in pairs and practice using the forms, with one partner pretending to be a community member who is giving consent. Then switch. In this way everyone will get familiar and comfortable with the forms.

## Using SHOWeD to lead a group discussion



**Note to trainers:** This is an optional activity if you are doing a basic photovoice approach, but you might want to have a group discussion if you are planning on this as a formative research approach. This would be led by program specialists. See the scenarios in the Introduction to this manual, about different levels of Photovoice Complexity.

Trainers will lead the entire group through the steps of SHOWeD, to hold a group discussion of a few of the photos the CFs took for homework. Put these on PowerPoint slides, and project onto the wall or screen, so all can see. Then ask the questions, and let participants discuss what they see, etc. Then facilitate a bit of discussion after the SHOWeD steps, asking questions such as:

- What surprised you?
- Did everyone agree on the meaning of the photo?

Explain that it is very interesting, normal and to be expected that different people may have different interpretations of the same photo.

If this is done for formative research, be sure to have a good notetakers or do an audio recording of the session.

## Closing evaluation of Day 2:

Show a flip chart with some sample faces:



**HAPPY**



**TIRED**



**OKAY**



**CONFUSED**

Ask people to take a small piece of paper and draw a face to show how they are doing this afternoon. They can also write a comment about how they are feeling if they wish. They should leave this paper in a pile at the front of the room. Not recommended to put their names on the papers.

Say goodbye to the participants and wish them a good evening. Trainers can stay to chat one on one with participants who have questions.





## DAY THREE:

### PUTTING IT ALL TOGETHER



#### **Achievement Based Objectives:**

By the end of today's session participants will have:

- Reviewed a sample timeline for the steps of Photovoice
- Explored ways to recruit participants
- Listed what participants will need to know to do Photovoice
- Practiced Collaborative Sorting



#### **Time:**

Approximately 5-6 hours plus time for lunch, morning and afternoon tea breaks



#### **Materials:**

1. Flip charts prepared in advance
2. Printer (black & white is ok, color is nicer if possible)
3. Printer paper
4. A Sticky Wall (or another way to display photos and still be able to move them around)
5. Handouts for Day Three:
  - a. Processing Photos
  - b. Collaborative Sorting

## Agenda:

- Welcome, Review Evaluation Results
- Warm-up
- Planning
- Recruiting Participants
- Training Participants and Taking Photos
- Describing the photos and creating categories
- Collaborative Sorting
- Closing for Day 3

Preparation in Advance: Go through today's lesson and prepare your flip charts or slides in advance. Make sure you have a printer available, and the Handouts for today.

Welcome the group, ask how their evening was. Share the evaluation results with them.



**Note to trainers:** If some people said they were feeling tired or confused, explain that the very middle of a workshop is often the hardest part. It can be normal to feel tired or confused. We expect things will come together for you in the rest of our time together.

**Warm up:** Have you ever been involved in planning a big event, with friends, family or at work? A wedding, graduation party, or a big community event? How did you plan it? What steps did you take?

At your tables draw a timeline that shows how your group would plan an event like a big community celebration. What would you do first? What would your next steps be? Keep going like that. Use a big sheet of flip chart paper and include drawings on your timeline if you would like to. Drawings don't have to be fancy – stick figures work well!

Invite someone from each table to share about creating your timelines.

**Ask:** *How could developing a timeline help you plan and organize your Photovoice activities?* Listen to responses from 2 or 3 CFs.

Say that, just like you might have to plan some events like a funeral very quickly, or you might spend a long time planning a wedding, there can be a lot of variation on how long Photovoice can take, and how much time will be spent on planning.

Explain to participants that they have already learned many of the things they will need to know to lead a Photovoice process. Ask for participants to call out some of the things they have learned already and write them on the flip chart.

If not already mentioned, trainers may add any of these: What is Photovoice? How to use a camera, How to design a photo, How to do the SHOWeD process to describe a photo. What is consent and assent? How to prevent problems when taking photos.

Provide a sample timeline as a Handout. Explain that this is an example adapted from WV

Guidelines. This is only one example. Photovoice can be done very simply and quickly in a few weeks, or you could spend up to a whole year on a big Photovoice research project.

Tell participants, your timeline will probably be different from this one! And there are some elements on the timeline that you haven't even learned about yet! Don't worry, those topics will be coming up soon!

Give participants time to look at the timeline at their tables. Ask, What questions do you have about this example timeline? Does it help to make the whole process a little clearer?

### SAMPLE TIMELINE

	Week 1	Week 2-4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13-15
Training Community Facilitators	X										
Recruiting Participants		X									
Intro to Photovoice			X								
Take Pictures				X	X						
Discuss Photos and develop descriptions (individually and in optional group discussions)					X	X					
Collaborative Sorting								X			
Planning Exhibition and Inviting attendees								X	X		
Print Photos and Descriptions for Exhibition									X		
Community Exhibition										X	
Develop Photobook or other product											X
Closing Celebration											X
Continuous Planning	X		X	X	X	X	X	X	X	X	X

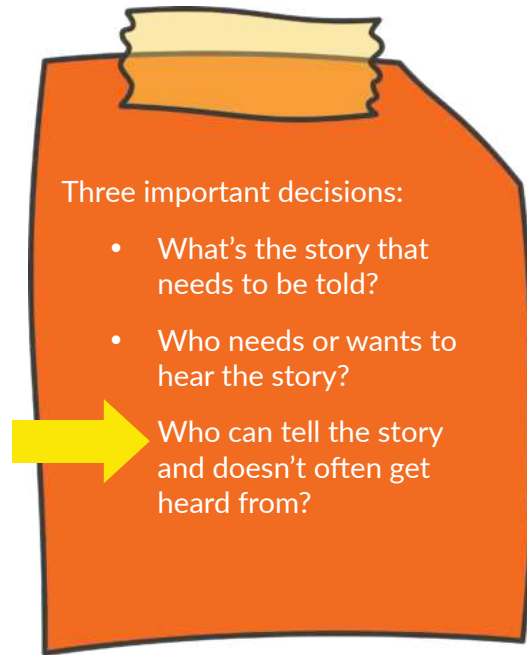
## Recruiting Participants

Now let's talk about recruiting participants for photovoice.

Say, remember when we talked about the three decisions we need to make when we are planning to do Photovoice? Show this on a flip chart:

Tell the group: it helps to focus on the third decision – who could tell the story – as you decide who to recruit as Photovoice participants.

For Photovoice, we suggest using what is called a *convenience sample*. For example, if you are interested in hearing from young people, you will recruit young people who are interested and available to participate.



**Note to trainers:** For a more rigorous research study you could use random sampling, purposive sampling, or stratified sampling, but it will probably work best for the community facilitators to use convenience sampling.

**Explain:** You can recruit participants through a variety of institutions such as schools, faith-based groups, informal associations, and other community groups. Typically, you will need 7-12 participants per community for Photovoice.

Even though we are suggesting a convenience sample, please be careful to get a good mix of participants from your community! Your results will be much more interesting and useful if you hear from more than one type of participant or one point of view.

Suppose we are recruiting young people. Where would we look for participants? Listen to the CF's answers and write them on the flip chart. Say, Where else could we look? Then say, Who else could we invite? Keep going until a lot of answers have been provided.

Here are some things we may want to keep in mind. Will we need to hear from some of these different groups? It will depend on the purpose of the study and the study questions, of course.

- o Males and Females
- o People of different ages (Youth, adults, elders)
- o In school and out of school young people
- o People from different ethnic or language groups

- o People of different faiths
- o Middle income, Low income, and Very Low-income people
- o People with disabilities
- o People from different neighborhoods or parts of the community
- o People who might usually be forgotten
- o Who else might we need to include in your community or context?

Of course, this will vary depending on the purpose of your Photovoice study. Hopefully this will help stretch your thinking about how to recruit participants.

**Ask, What questions do you have now about recruitment of participants?**

## Getting consent and assent when recruiting participants

We talked yesterday about consent and assent. Please remember that, in addition to getting consent / assent for people being photographed for Photovoice, you will need to get permission for young people to participate in a Photovoice study. For participants who are under legal age, you will need their assent as well as the consent of a parent or legal guardian. For adult participants you need their consent as well.



**Note to trainers:** remind participants of your organization's policies and procedures around consent.

## Introducing Photovoice to community participants

**Ask: After you have recruited your participants, how will you prepare them to do Photovoice?**

**Activity:** Suppose you are planning to do a photovoice project on livelihoods, with 15–18-year-olds. What would you want them to know before going out to take photos? Work in a group of two to make a list of what you want these young people to know. Work for 4 minutes, then join another group to make a group of 4 people. Create a flip chart with your list and after 4 minutes, post it on the wall. Now, let's walk around and look at everyone's lists. Put a star next to the things you find that stand out to you the most, on the lists.

What will Community Participants need to know and do?

- Using the Camera
- Understanding the Study Questions
- Study Questions – Answers – Imagine the Photos – Take the Photos
- Consent, assent, responsibility, and safety
- Choosing the photos
- Writing the descriptions
- Identifying Categories

## Taking Photos

When the participants have learned about photovoice, and how to take effective photos that relate to the study questions, it will be time for them to start taking photos to answer the study questions

You may either plan to go as a group with community participants to an area where they will take photos, or you can plan to have participants take photos on their own. For some sensitive topics, it may work better if the facilitators are not present. Either way, be sure the participants have plenty of consent sheets (and remember to ask children and young people for their agreement or assent, as well as having their parent or legal guardian's consent) to use when they are taking pictures of people

## Processing Photos: Reducing the number of photos and writing descriptions

Participants will have taken a lot of photos. The CFs will need to help the community participants narrow down to just a few photos that best answer the study questions and then write the descriptions using SHOWeD. Here are some reminders of the steps to reduce the photos and select the ones that best answer the study questions.

- From all their photos, community participants choose 10-15 that they feel best answer the study questions.
- Participants may sit with a partner to choose their top 5-7 photos – not looking for the most beautiful photo, but for photos that best answer the study question.
- Then they sit with a CF to choose their top 3 photos. These should be the photos that are not necessarily the most beautiful, but ones that best answer the study questions. Then, write the descriptions, while doing the SHOWeD process together with a CF.

This will be time consuming – it could take 45 minutes to an hour per person. The CF may want to invite 3 participants to come in the morning and 3 in the afternoon for 2 days until all the descriptions are written. While the CF meets with one person, the other two people can be showing each other their photos and discussing them. Or the CF could just schedule one person at a time to work together on descriptions.

This can be done on the CF's laptop in PowerPoint: this is one easy way to do this – put the photo on one slide and the description on the next slide.

## Collaborative Sorting:

What is Collaborative Sorting? Collaborative sorting is a way of working together, to group our photos in a way that makes sense to the group. to see what the main ideas are that are coming out, in answer to our study question. This will also help us plan for our photo exhibition or photobooks, to help us know what the main points are that we want to lift up as we tell our story to others.



**Note to trainers:** Collaborative Sorting is also called affinity mapping. Here we are teaching a fairly simple version of sorting or mapping that should be more manageable for participants who are not technical specialists or researchers. It can help them prioritize and clarify their findings and help them get ready to share their results with others. (Affinity mapping can sometimes get very complex and time consuming. Unless you need it for a more rigorous study, collaborative sorting should give you the data you need and be more easily understood and carried out by your CFs and participants.)

Invite the participants to come back to work together with each other's photos and descriptions.

Let's practice doing some collaborative sorting using the descriptions you wrote of your photos about the challenges and rewards of being a community facilitator.

First, each participant shares their photos and descriptions with the whole group, no more than 1 minute per picture. Take a short break (5 minutes) after every 4 or 5 participants share. It can be hard to keep concentrating! This part can be done on PowerPoint as well.

Then, send the participants on break and trainers or an assistant will print out the photos along with the descriptions.

Here is an example of how it might look. You probably won't include the study question on your slides, because you'll be using the same one each time for your photovoice study.



Study question: Why is it important to you to have access to youth friendly health care services?

This girl was very anemic and tired and having a hard time in school. She thought it was because of her difficult menstrual periods and was too embarrassed to go to the health center until a sympathetic teacher offered to go with her to the health center. She got the treatment she needed. now she is healthy and well.

Tell the group, now let's put your photos and descriptions up on the wall.

Display all the chosen photos on a sticky wall or use another display method where the photos and descriptions can be moved around (masking tape on the back?)

Ask the group members to walk around and look at the photos and read the descriptions to get read to sort them into categories.

## Make Categories

The whole group can now work to group similar photos together (along with the descriptions). The trainer can demonstrate if there are two pictures that tell a similar story – point that out and move them next to each other. Invite the CFs to start grouping the pictures in a way that makes sense to them.

Then, invite the CFs to start coming up with names for the groups.

For example, a bus, a bicycle and a car could all be in the category of transportation. Is there a way to group the photos into categories that makes sense to the group? Make sure the categories relate to the study question!

If the group needs more help to understand categories, here are some very simple examples of categories that might come up in a study about the need for youth-friendly health care services: The young people made up names for the groups of photos that made sense to them, like “Warm and Friendly” and “Too embarrassing” and “Confusing rules”. The names don’t really matter as long as make sense to the participants, and somehow relate to the study questions – it doesn’t have to be complicated.



Collaborative Sorting steps – **this also is available as a Handout**

1. Record SHOWeD descriptions for each selected photo
2. Save the Photos and descriptions on PowerPoint slides
3. Print out the Photos and the descriptions and post them on sticky wall
4. Have participants look for photos that are similar and put them near each other.
5. Give each group or category a name that makes sense to participants.
6. Reduce to 5-7 categories at most by voting for three that are “most important” and that best answer the study questions.
7. Make sure each photovoice participant has at least one photo in the final selection of photos.
8. Take time to discuss and be sure everyone is comfortable with the final selection.



IF the group has created more than 7 categories, explain that we will need to choose the most important, or priority categories, because more than 5-7 is too many for visitors at our photo exhibit to really take in and remember.

Tell the group: So that we just think about the categories, and not think about the photos right now, let's sit where we can't see the photos, and just focus on choosing our top categories. (After grouping the photos and their descriptions, have the CFs or participants sit with their backs facing away from the sticky wall.)

Make a list of all the categories on the flip chart. Remember that the categories should be clearly related to the study question(s).

Now, Ask each participant to think quietly about which 3 categories mean the most to them. Write these down on a piece of paper, or in your notebook. Then go up to the flip chart and cast your votes for your top 3 categories. You can draw a star next to each one. Only 3 votes, please!

After the votes are counted the group can select 5 or 7 main categories. Allow time to discuss and make sure everyone is satisfied with the choices. The group can change their minds as they continue to discuss and reflect.



**Note to trainers:** Take a moment and check that there is at least one photo taken by each participant remaining. It's best to have every participant's voice to be included. We don't want to narrow down so much that we are leaving people out. It's ok to adjust the categories to be sure everyone is represented in the final exhibition.



**Note to trainers:** If the CFs have difficulty grouping photos or coming up with categories, help them along with a few suggestions. For example, if the CFs have used the study questions about changes in their communities in the last 5 years, perhaps they could first sort the photos and descriptions into positive changes (good things) and increased problems that they have seen in the last five years. Then, further grouping could be photos about challenges for women? Or challenges for children? Or increased opportunities for women? These are just examples, if the CFs need help with grouping. Similarly, some CFs may need additional support when leading the collaborative sorting activities with community. Perhaps a trainer or supervisor could assist, or two CFs could help each other.

Remember that categories with fewer votes doesn't mean they are less important! They may be less common and still may contain very surprising, powerful and valuable ideas and insights. When doing Photovoice, be sure to take note of these, and consider including in reports and planning.

Select the "best" photos for exhibition – no more than 20 total. Remember that does not really mean the best-looking or prettiest photo! The best photos are the ones that best answer the study question! They also will be ones that correspond to the most important or priority categories.

Tell the CF's that we'll use their own photovoice photos to set up a mini exhibition for our closing celebration tomorrow. Take a group photo of all the participants and trainers, so you can print those to give out at the celebration tomorrow.

„Homework: Ask CFs to review all their Handouts tonight. What is still unclear or confusing? Please, make a note of any questions you may have; we can discuss those questions tomorrow morning.

## DAY THREE:

### FINISH STRONG

Photovoice exhibit, Final Products and Closing Celebration



#### **Achievement Based Objectives:**

By the end of today's session participants will have:

- Explored how to plan photovoice exhibits for different intended audiences
- Discussed options for organizing photovoice exhibits
- Learned about photobooks and other final products
- Experienced their own closing celebration



#### **Time:**

Approximately 3-4 hours, plus time for morning tea and lunch.



#### **Materials:**

1. Flip charts prepared in advance
2. Handouts for Day Four:
  - a. How to be an Effective Note-taker (optional)
  - b. Organizing a Photovoice Exhibition
3. Color photos for CFs Mini Exhibit (if possible)
4. Certificates and photos to give CFs
5. Refreshments or Lunch for closing celebration

## Preparation in Advance

- Prepare Flip Charts
- Print out group photos for participants
- Print color photos of selected photos for CFs Mini Exhibition
- Prepare Certificates

## Agenda

- What questions do you have from reviewing the Handouts
- Holding a Photovoice Exhibit
- Creating a final product or plan for next steps
- Closing Celebration

Welcome CFs back for the last day's session. Ask them, "who had a chance to review the Handouts last night?" If only a few were able to do the homework, give the groups 15 minutes to review the Handouts with a partner.

Then ask, what questions do you have? Discuss questions and make sure CFs feel familiar and comfortable with the Handouts. This will help make them more likely to refer to the Handouts as needed.

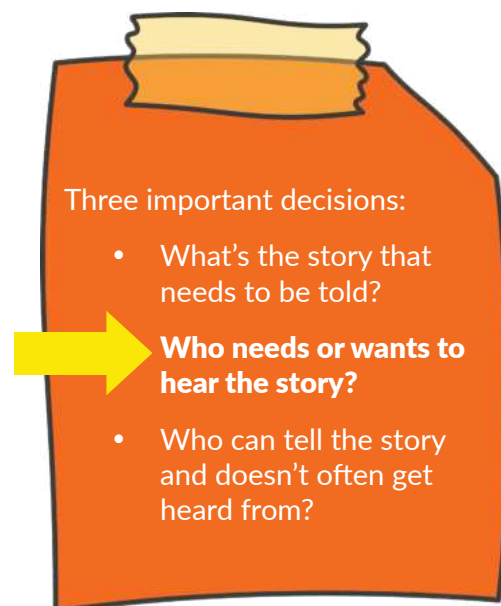
Tell the group, now we are going to be discussing how you will plan your Photovoice exhibits.

Then say, remember when we talked about the three important decisions we need to make when we are planning to do Photovoice? Show this on a flip chart:

Knowing who needs to hear the story helps us know who to invite to the Photovoice exhibition, and this will also affect your plans for the event.

Show a flip chart with different groups of intended audiences for Photovoice such as:

- Government Officials
- Parents and Teachers Association
- Community Members
- Health Care Workers
- Community Leaders



Ask the group, who else should we add to this list? Add those to the flip chart as well. Now ask the CFs to work at their tables to think about how they would plan for a Photovoice exhibition with one of these groups. Trainers may assign each table a different intended audience, or allow CFs to choose.

Here are some questions to consider: What kind of space would you need? How would you invite participants to attend? What will you need for the event? How will you display the photos?

Give the CFs 10 to 15 minutes to discuss in their groups. Then ask them to report out from their discussion. If other CFs have additional suggestions ask them to add those in the form of a friendly question, such as “Will you need to give per diems to government officials? Or “Will you want to have refreshments?”. “How many people will you want to invite?”

Tell the group, now let’s set up our own practice exhibit, using your photos and descriptions. Encourage the CFs to display the photos attractively in the workshop room. Do they want to group them by categories? Take about 15 minutes to set up the mini exhibit.

**Ask: Who do you wish we could invite as guests? Your family and friends? Co-workers and community members?**



**Note to trainers:** In some cases, you may have an option to invite some colleagues to attend the closing celebrations for the workshop, see the photos and applaud the CFs as they receive their certificates of completion, and perhaps enjoy lunch or refreshments together.

Now, tell the participants: What do you think should happen at the community exhibition?

Listen to their ideas and write them down on a flip chart. If not already mentioned, add any of these as appropriate:

- Welcome and Introductions
- Guests view the photos and descriptions
- Photovoice participants to speak about their experiences
- Guided discussion

- Refreshments
- Take photos of exhibition and guests
- Take photos of community participants with their photos

Suggestions for a successful event: 1) CFs may want to seek support from other co-workers or a supervisor. 2) Be sure to include Photovoice participants and their ideas in the planning.

## Facilitation skills and challenging participants:

Tell the group, some of you are experienced facilitators, others are newer. Let's make a list of some important facilitation skills that will be helpful when guiding the discussion at a photovoice exhibition:

Write participants' suggestions on the flip chart and add a few suggestions if needed such as:

- Ask open questions
- Make sure you hear from most of the guests, not just a few.
- After someone shares you can say, "Thank you! And who else?" to encourage the next person to speak.
- Thank each person for their comments (even if you don't agree with them).

**Ask the group if they have ever had to deal with challenging participants. How did you handle it?**



**Trainers:** Take note of the groups' suggestions, then tell the group that: Sometimes "important" people may like to look more important by criticizing the work you have done. Tell the CFs not to be too surprised if this happens, and encourage them not to react defensively, just thank the person for their feedback, and say something like "This is something new and unusual for us, and we are learning a lot from it. We will think about your suggestions". Then try to get the conversation back on a positive track, by hearing from someone else: *Anyone else? What did you like? Or, What surprised you?*



**Note to trainers:** Of course, challenging participants are handled differently in different cultures, in any case it is helpful to stay very polite and friendly, and to keep things positive, and avoid getting defensive. It's not necessary to explain yourself. Sometimes it's also helpful for a supervisor to say, "let's discuss this more after the conclusion of the event", to avoid taking too much time.

## Organizing a Photovoice Exhibition –

**this is also a Handout.**

- Inviting the intended audience
- Setting up the exhibit
- Will you need refreshments?
- Will you need per diems for some official guests?

- Guiding a discussion of the Photovoice exhibition
  - Ask: What did you like? What surprised you? What stood out for you?
- Have a notetaker – capturing important quotes from the discussion.
- Have someone who can take photos at the exhibit of guests viewing the photos and take photos of the photographers too.

## Final Product:

Tell the CFs, that after the final exhibition, you may want to create a final product, such as a photobook. There is one example of a photobook in the annex, from WV. If possible, involve at least some of the Photovoice Participants in the process of creating the photobook, and make sure that they all get a copy. You can also share the book with decision-makers to help increase their empathy and understanding of the issue addressed by the study questions.

If there is not photobook, there could be a poster or a report – either way be sure to include photos and narratives, themes, and some quotes from group discussions, the exhibit, as well as photos of the photographers!

### Photo Exhibition, Photobook or Both?

You will want some way to share the results of the Photovoice Study with the intended audience (Who needs to hear the story?). Some groups will hold a Photo Exhibition, some will create photobooks to share, and some will do both.



**Note to trainers:** Be sure you know your organization’s position on the ownership of the data and photos. World Vision’s Photovoice guidelines state that: “once the study ends, the participants have full ownership of the data and can decide how it should be shared or published”.

## Closing celebrations:

We warmly encourage you to have a closing celebration with your photovoice participants, to thank them and to appreciate them for their hard work on the project. We suggest you give them a certificate, and if available a copy of the photobook or other product, as well as photos of themselves, and photos that they took.

For some groups, the celebration happens at the photo exhibition, for others it can be a separate gathering later on.

Now we are going to have our own closing celebration, to thank you for your hard work and active participation this week.

First, we’d like you to reflect on your experiences this week. Have three flip charts: Something I liked, Something I will remember, and Something I would suggest for future trainings

Ask CFs to answer any or all of these questions on sticky notes and place the sticky notes on the flip chart where it belongs.

Tell the group: We have learned a lot together this week. Now the real work begins – you will be leading a Photovoice process in the community where you work. Remember that you can always

ask for help from trainers, supervisors, or other CFs. **Have fun, be safe, and do your best!**  
Give participants and guests time to say a few words in closing as well.

Give CFs their certificates of completion, a copy of the group photo, and other photos of them or photos they took if available. Applaud for all the CFs and enjoy refreshments or lunch together.



**Congratulations to all!**

Best wishes with your Photovoice Journey!

## ANNEX

- I. Handouts
- II. WV Photovoice Guidelines
- III. WV Adolescent Nutrition Photobook Mozambique

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