

Project “ADULATION- Adult Education for Social Change”

2020-1-CY01-KA204-065947

# “ADULATION Training toolkit to enhance citizenship of adult and senior learners”

Intellectual Output 3

TOPIC 1: HUMAN RIGHTS AND CLIMATE CHANGE

PHOTOVOICE

TOOL 3

## OVERVIEW OF METHOD - Photovoice

Photovoice is a qualitative method used for community-based participatory research to document and reflect reality. It is an empowering and flexible process that combines photography with grassroots social action. It will empower the learners regardless of status, including those categories of people who face discrimination based on their language, gender, race, class, disability, etc.

Participants will have the opportunity to express their perspectives by photographing scenes highlighting their life experiences concerning the research themes. In the following phase, the participants will meet to display their photographs. They will be divided into groups and asked to discuss how the shots relate to the research themes.

The method will produce a considerable amount of visual material, and the partners will hold photo exhibitions, creating an even more significant impact through the implementation of this project

## METHODOLOGY

Photovoice methodology is a participatory action research strategy that can motivate youth mobilisation for community change<sup>1</sup>. It is a visual research methodology that intends to promote social change. Photovoice has been used to examine change in empowerment in vulnerable communities<sup>2</sup>.

Photovoice was created in the early 90s by Caroline C Wang and Mary Ann Burris to bring attention to the daily life experiences of women living in Yunnan Province, China, regarding decision-making for regional development<sup>3</sup>. In other words, photovoice is a method by which people can recognise, represent and improve their community through a photographic procedure. Therefore, one should look into the goals that need to be fulfilled for Photovoice to succeed in the proposed social matters. The three goals are as follows<sup>4</sup>:

- Empower people to record and review their community's strengths and concerns
- Encourage critical dialogue and understanding of crucial concerns through substantial and small-scale groups discussion of photographs
- Reach policymakers.

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<sup>1</sup> C Wang, 'Youth Participation in Photovoice as a Strategy for Community Change', *Journal of Community Practice*, 147 – 161, 2008

<sup>2</sup> K Budig, J Diez, P Conde, M Sastre, M Hernan, M Franco, 'Photovoice and empowerment: evaluating the transformative potential of a participatory action research project', *BMC Public Health*, 2018

<sup>3</sup> C Wang, M A Burris, 'Photovoice: Concept, Methodology, and Use of Participatory Needs Assessment', *Health and Education Behaviour* Vol. 24, Issue 3, 1997, published by SAGE.

<sup>4</sup> *Ibid.*

The history of Photovoice builds upon Freire's methods, in which the terms *photo novella*, *foto novella*, and *photonovel* are used to illustrate the process of using photographs or pictures to tell a story or to teach language and literacy<sup>5</sup>.

Through ethnographic techniques that merge photography, critical dialogue and experiential knowledge, the participants exhibit their society's concerns to characterise their culture, reveal social issues and promote social change. The proposed methodology has been effectively implemented in education, public health, disability studies and refugees<sup>6</sup>.

Photovoice is one of the numerous qualitative methods developed in *Community-based participatory research* (CBPR). The participants use photography and stories about their photos to recognise and represent issues that are vital to them, which could facilitate researchers in having a greater understanding of the issue<sup>7</sup>.

Photovoice Methodology can be divided into the following phases<sup>8</sup>:

**Phase 1:** Identification of participants. The communication with the participants should not last more than one hour. An initial semi-structured interview at this phase should be carried out to build rapport with each one of the participants. It should be utilised to recognise and realise the participant's perceptions of the community and to achieve awareness and gratitude for the individual's ideas. Participants should be shown how to use a camera and provided with a '*photography mission*'.

**Phase 2:** Taking the Photographs. Participants should be given some time (from 3 days to 2 weeks, depending on the activities proposed) to take photographs around their community. Participants should be advised to select a limited number of photographs. This would allow a deep and detailed group discussion about each of them.

**Phase 3:** Follow-up (interview). The follow-up interview should not last more than 90 minutes, during which the participants should be guided into telling a story about the photographs. The facilitator should identify which of the pictures is the most important for each participant and encourage a deep analysis of that picture and what the participant wants to communicate through it.

**Phase 4:** The top 5 photographs are to be presented in a community presentation or display. All of the photos and associated descriptions that will be published should be written and reviewed by the

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<sup>5</sup> P Freire '*Pedagogy of the Oppressed: 30<sup>th</sup> Anniversary Edition*', p 192, 3<sup>rd</sup> Ed. , 2015

<sup>6</sup> C A Sutton-Brown '*Photovoice: A methodological Guide*', Photography and Culture, 169 – 185, 2014

<sup>7</sup> C Nykiforuk, H Vallianatos, LM Nieuwendyk, '*Photovoice as a Method for Revealing Community Perceptions of the Built and Social Environment*' 103-124, International journal of qualitative methods Vol 10, 2011

<sup>8</sup> *Ibid.*

participants themselves. The reviewal procedure assists the participants in ensuring that the summary precisely reflects what they intended to convey.

**Phase 5:** Presentation or Display of the Photographs. The results of the projects should be shared with communities at local events, presentations at local gathering places, community websites and municipal councils.

Facilitators should keep in mind that the final goal of Photovoice projects is to empower the participants. Future research should be able to evaluate and assess the impact it has had on participants' empowerment alterations and how to maintain these individual and social changes<sup>9</sup>.

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<sup>9</sup>K Budig, J Diez, P Conde, M Sastre, M Hernan, M Franco, '*Photovoice and empowerment: evaluating the transformative potential of a participatory action research project*', BMC Public Health, 2018

## **Tool 3 - Impact on Ecosystems and Natural Resources**

### ***Aim & Objectives***

The session's main objective is to explore the implications of climate change on ecosystems and natural resources, which directly correlate to a significant impact on Human Rights while using the Photovoice method.

### ***Time***

90 minutes for the training.

Allocate one day for the photo exhibition.

### ***Materials Needed***

For the implementation of this session, standard workshop materials will be needed, such as flip charts, paper and markers.

Additionally, since the session is based on the Photovoice method, more materials will be needed, specifically digital cameras, batteries or chargers, and photographic paper.

A photo printer and laptop are needed at a later stage for the selection and printing of photos.

### ***Methodology and Techniques***

Photovoice is a process in which the participants use video and/or photo images to capture aspects of their environment and experiences and share them with others. The captured images, accompanied by captions, are then used to present a message to the public and the policymakers to spur change.

Photovoice consists of five main concepts:

- Teaching images
- Pictures have the power to influence policy
- The act of creating and defining the images that shape healthful public policy should involve all community members

- The process entails bringing an audience of policy makers and other influential people to the table
- Photovoice highlights individual and community action

The Photovoice technique operates on the foundation of the following key principles:

- Helping those without a voice be heard by enabling them to record and reflect on their experiences and their communities' positive or negative conditions.
- Promoting critical consciousness by providing the opportunity to choose, discuss, and reflect on the subjects of each photograph. This allows for a better understanding of the participants' circumstances and the economic, social, psychological, and political forces that shape them.
- Achieving changes that improve conditions and enhance lives by reaching and influencing policy makers.

In order to achieve the aforementioned goals, it is vital to understand that Photovoice intends much more than just giving participants cameras and asking them to capture pictures and videos. The method followed by the facilitator is to start by guiding participants on using a camera and then discuss safe and ethical documentary practices. It is crucial to meet the facilitated group regularly, to show and discuss the images taken, and to be able to state opinions and feelings in a safe and supportive environment.

A Photovoice project can be an inexpensive and powerful tool for social and personal change and impact. Still, it needs to be thoroughly planned and carefully executed, with clear set goals.

The current session explores the method from a theoretical standpoint and does not implement it directly. However, it is essential for the successful implementation of the following Photovoice sessions included in the current Toolkit.

### ***Instructions & schedule of the session***

1. Welcome participants and introduce the theme of the session.
2. Ask the participants to complete the Discussion Questions Handout, where they will indicate their personal experiences on various topics regarding Climate Change.
3. Explain that this activity will act as a starting point to cultivate discussion.
4. Facilitate the discussion and guide it towards the session's topic. Specifically, refer to the following implications of climate change on ecosystems and natural resources, which directly correlate to a significant impact on Human Rights:

- a. **Impact on fresh water resources:** Climate change significantly reduces surface water and groundwater resources in most dry subtropical regions, thus intensifying competition for water among agriculture, ecosystems, settlements, industry, and energy production, and affecting regional water, energy, and food security. Droughts are also increased, especially in dry areas. The primary drivers of these projected water shortages and droughts include: (i) reduced rainfall, (ii) reduced snowpack, resulting in less snowmelt supplying rivers and streams; (iii) higher temperatures, which increase evaporation from surface water and soils; and (iv) sea level rise, which contributes to saltwater inundation of freshwater resources. In addition, variations in the timing, magnitude, and type of precipitation, temperature increases, and sea level rise can harm freshwater ecosystems by changing stream flow and water quality. This also has a negative impact on the availability of water supplies for human consumption and other uses.

**Affected rights: right to water and sanitation, right to health, right to life, right to food, right to an adequate standard of living.**

- b. **Terrestrial Ecosystems:** It has been observed that many plant and animal species have already moved their ranges and changed their behaviour in response to climate change over recent decades, but many others will likely be unable to adapt to the rapidly changing climactic conditions. Thus, climate change harms the populations and viability of many species. Most affected will be the species that currently are at risk of extinction. Moreover, an increase in the phenomenon known as “Forest dieback” was observed. This phenomenon constitutes a dire environmental risk, impacting climate, biodiversity, water quality, wood production, and livelihoods. High temperatures, drought, and changes in species abundance and viability are all linked to climate change.

**Affected rights: right to food, right to an adequate standard of living, right to health.**

5. After discussing the points above, explain to the participants that they will have to take photos expressing their views on the above topics.
6. Provide participants with the necessary equipment, and appoint a specific date and time to meet again to discuss their photos and the caption that goes along with them. This step depends on how much flexibility of time is available to the facilitator. During this step, the selection of the photos that will be exhibited will also take place.
  - a. Appoint a date and time to exhibit the selected photos. This step depends on how much flexibility of time is available to the facilitator.

## ***Debriefing***

Use the Reflection Questions Handout to gain insight on participants' views on the session and the topic discussed.

## ***Expected Outcomes***

### ***Knowledge***

- Know the human rights impacted by climate change
- Gain an understanding of the implementation of a Photovoice session

### ***Skills***

- Cultivate active listening skills.
- Develop photography skills.
- Develop teamworking skills.

### ***Attitudes***

- Increased awareness by participants of the relationship between human rights and climate change.
- Appreciation of the Photovoice method as an efficient tool in approaching complex topics.

## ***Handouts***

- Discussion Questions Handout
- Reflection Handout