

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 4

## 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 4 - Fresh air, clean water, healthy soil and biodiversity**

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

The overall objective is for participants to become aware of the importance of biodiversity and soil in enjoying a healthy life. Furthermore, participants should build their knowledge in regards to heatwaves and droughts, which have an impact on fresh air as well as clean water.

### ***Time***

120 – 140 minutes overall.

### ***Materials Needed***

For the implementation of this session, standard workshop materials will be needed, such as flip charts, paper, markers, and the Facts and Figures from the UN website regarding the relative SDGs.

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***

The methodological background of the particular session derives from Photovoice. By using photographs taken and selected by participants, respondents can reflect upon and explore the reasons, emotions and experiences that have guided participants in choosing the images. By using ethnographic techniques which merge photography, critical dialogue and experiential knowledge, participants reflect on and convey their community's concerns for the genuine representation of their culture, to reveal social problems and provoke social change.

The facilitator(s) should be aware of the SDGs that the EU family has ratified for results to become a reality in 2030.

### ***Preparation***

Print Facts and Figures from the UN website in regards to the following SDGs as well as their targets:

- Goal 6: Ensure access to water and sanitation for all
- Goal 7: Ensure access to affordable, reliable, sustainable and modern energy
- Goal 12: Ensure sustainable consumption and production patterns
- Goal 13: Take urgent action to combat climate change and its impacts

Indoor spaces are preferable for the workshop for training facilitators, conducting the process, and downloading photos during Photovoice. For the day of the exhibition (the date is to be decided by the group), a space with walls where pictures can be hung would be ideal, but facilitators should devise creative alternatives when that is not possible.

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

1. Welcome participants and do a round of introductions for all participants (facilitator(s) included).
2. Introduce them to the theme of the session.
3. Divide the participants into two groups and provide them with 2 of the SDGs listed above to discuss in groups about the given information – i.e. experiences from everyday life, reflecting in memories etc. (approximately 30 minutes)
4. Exchange the given handouts of SDGs between the groups (approximately 30 minutes)
5. The facilitator(s) should enable and assist in discussing the SDGs by guiding the participants through the topic. Attention should be drawn to the effects and aftermath of climate change affecting fresh air, clean water, healthy soil and biodiversity. Additionally, heatwaves can be included in the discussion for countries like Cyprus and Italy. (approximately 30 minutes)
6. The question the participants need to respond to through their pictures is: what are the effects you can identify around you regarding soil, water, air and biodiversity? (i.e. in Cyprus, the Salt Lakes have a vital impact on the biodiversity of the environment that attracts migratory birds).
7. Participants should be provided with all the necessary equipment to take pictures.
8. The group of participants and the facilitator(s) should decide upon a date and time for the selected photos to be exhibited.

## ***Debriefing***

Questions that the facilitator could use to initiate discussion:

- What differences can you see around you (in the fresh air, clean water, healthy soil and biodiversity) in comparison to your teenage years?
- How are these differences identifiable in your everyday life? (i.e. is it colder/hotter now than in your childhood?)
- Do you think it restrains your quality of life?
- What do you think will happen if we don't change our actions to stop the rapid contamination of climate change?
- Do you use renewable energy resources at home? Has it upgraded your quality of life and benefited the environment?

## ***Expected Outcomes***

### ***Knowledge***

- Understand the importance of resilient and sustainable soils for the health (of people and organisms in the soil).
- Understand the effect of soil biodiversity and the provision of ecosystem services to succeed in the SDGs – food production, water quality, air quality, and climate change mitigation.

### ***Skills***

- Learn about climate change and the way it affects healthy living.
- Identification of actions that individuals could do.

### ***Attitudes***

- Increase awareness on climate change.
- Critical thinking concerning actions that individuals could do for a healthier living in regards to climate change.

## ***Tips for Facilitators/ Trainers/ Mentors***

The facilitator(s) should be aware of the SDGs that the EU family has ratified for results to become a reality in 2030.

## ***Handouts***

SDGs - Goal 6 <https://www.un.org/sustainabledevelopment/water-and-sanitation/>

SDGs - Goal 7 <https://www.un.org/sustainabledevelopment/energy/>

SDGs - Goal 12 <https://www.un.org/sustainabledevelopment/sustainable-consumption-production/>

SDGs - Goal 13 <https://www.un.org/sustainabledevelopment/climate-change/>