



PHOTOVOICE FACILITATOR GUIDE

May 4, 2023

The top photo shows vegetable cultivation in Syria. The photo below shows a PhotoVoice training workshop in Venezuela.



PhotoVoice Facilitator Guide was made possible by a grant from The Implementer-Led Design, Evidence, Analysis and Learning (IDEAL) Activity. The IDEAL Small Grants Program is made possible by the generous support and contribution of the American people through the United States Agency for International Development (USAID). The contents of the materials produced through the IDEAL Small Grants Program do not necessarily reflect the views of IDEAL, USAID, or the United States Government.



MODULE 1

INTRODUCTION TO PHOTOVOICE AND METHODOLOGY

Introduction to PhotoVoice

What is PhotoVoice? PhotoVoice is a qualitative community-based participatory approach that aims to document the reality of marginalized populations.

Tools like PhotoVoice can empower marginalized communities to share their realities with program implementers and funders. This facilitates a mutual comprehension of the project environment and individual experiences, which can ultimately be used to refine, adapt, and enhance programming. The PhotoVoice method is widely used in public health and social sciences. Many universities provide courses on the approach, and numerous organizations provide consulting services on the methodology for use by NGOs and other practitioners. A recent systematic review identified more than 40 peer-reviewed publications on the methodology. However, this likely reflects only a fraction of user experiences, given most organizations using the methodology for programmatic purposes may not be inclined to

publish in peer-reviewed literature and published results were largely not in emergency or non-permissive settings¹.

Goals of PhotoVoice

PhotoVoice has three main objectives:

- ✓ To enable people to record and reflect on their community's strengths and concerns.
- ✓ To promote critical dialogue and knowledge exchange on important issues through group discussions of photographs.
- ✓ To reach policy makers or decision makers.

The PhotoVoice method was designed based on a nine-step strategy, with the aim of mobilizing community action and explicitly promoting power (capacity to bring about outcomes) and agency (a temporally embedded process of social engagement) among participants². The method specifically details how participants should not just take photos, but discuss the meaning of their photos and work with facilitators to present them and their message to community leaders and policy makers.

Why Does it Work?

PhotoVoice is effective because it empowers participants to share their perspectives and experiences in a visual and narrative format. By engaging in group discussions and sharing their photographs with community leaders and policy makers, participants can raise awareness and advocate for their concerns and needs. This process can lead to increased community involvement, greater understanding of present issues, and the development of evidence-based policies and programs that better address community needs. Additionally, the participatory nature of the method fosters a sense of ownership and investment in the process among participants, which can contribute to sustained community mobilization and empowerment.

Opportunities for Using Photovoice

In past studies, PhotoVoice increased empowerment and agency among study participants, which is one of the key reasons why it was selected as a potential way to improve qualitative monitoring methods in humanitarian settings³. PhotoVoice has the potential to revolutionize monitoring and research in humanitarian settings, as the method provides participants a

¹ Supprato, Gabriele, et al. "Mapping Social Return on Investment of Health Research: A Case Study in Sweden." *Social Science & Medicine*, vol. 193, 2017, pp. 675-683.

² Wang, Caroline. "Photovoice: A Participatory Action Research Strategy Applied to Women's Health." *Journal of Women's Health*, vol. 8, no. 2, 1999, pp. 369-387.

³ Wang, Caroline. "Using Photovoice as a Participatory Evaluation Tool for Community Health Promotion Programs." *American Journal of Public Health*, vol. 93, no. 2, 2003, pp. 147-161.

platform to deliver feedback from their own perspectives to the relevant stakeholders. Through PhotoVoice, participants can highlight the themes and priorities they deem most crucial, bringing attention to areas that require additional focus. This approach enables underrepresented or vulnerable groups to advocate for their concerns and needs.

i-APS developed this facilitator guide and training methodology based on extensive desk review of existing research, humanitarian principles, and practical considerations for operational contexts in both Syria and Venezuela. Our goal was to create an operational framework that could guide successful implementation in complex humanitarian settings, while allowing facilitators to support and adopt participant-led contextualization and adjustments in their respective contexts. As such, this guide provides valuable insights, lessons, and adaptations for future implementers of PhotoVoice to adapt the PhotoVoice methodology in non-permissive and complex settings.

PhotoVoice Methodology

The PhotoVoice methodology is simple; participants simply need to capture images about a particular theme and share them with a wider audience to support their narrative. The goal of the approach is to empower individuals in an accessible way through providing an opportunity to share photos that capture their unique perspectives or experiences.

Who is involved?

Project Manager: This person is responsible for overseeing the project process, including time management, funding, and the specific project topic.

Facilitators: Facilitators help participants accurately capture images and reflect on the strengths, weaknesses, and needs of the community without introducing bias.



- **Lead Facilitator** – This person is responsible for overseeing the elements of the PhotoVoice project, including participant registration, consent and release forms, review of photographs for security and appropriateness, and corresponding narratives.



- **Assistant Facilitator** – This person is responsible for assisting the lead facilitator in distribution and collection of materials in group meetings and supporting participant engagement throughout the project.



- **Participants** – Participants are members of the community who want to raise awareness and promote local change. PhotoVoice participants take the photos and write the narratives that will be displayed to the community.

What materials are required?

Table 1. Materials

Materials	
<ul style="list-style-type: none">• Cameras (Phone with camera, disposable camera, etc.)• Phone credits or pre-paid SIM cards• Pens/pencils• Computer or Tablet• Printer• Consent forms (printed)	<ul style="list-style-type: none">• Voice recorders or phone apps to record audio (to review information)• Photo display board or some type of printed or audiovisual display for presentation to stakeholders later in the project)• Method of sharing data and photos, such as dedicated WhatsApp channel or other messaging group that has restricted permission settings

The Potential Effects of PhotoVoice

PhotoVoice can impact participants in many ways, such as:

- ✓ Validate and reframe lived experience.
- ✓ Empower diverse (especially marginalized) voices to spark action towards change in a community.
- ✓ Provide insight to policy makers to challenge inequity and inappropriate services.



MODULE 2

PHOTOVOICE TRAIN-THE-TRAINER (TOT) GUIDE AND PROCESS

Introduction

The purpose of this module is to provide a train-the-trainer manual for engaging facilitators in the PhotoVoice project. Trainers can use this as a guide for how to engage participants, confirm their consent to participate, explain the purpose of PhotoVoice, and train them on their engagement and application.

Objectives

Define and explain key components in the train-the-trainer model for using PhotoVoice. At the completion of this training, trainers will have the skills to engage participants in using PhotoVoice and act as a facilitator.

Selection Criteria:

To implement PhotoVoice, the implementing organization (or researcher) will need to determine criteria to select both facilitators and participants. The final selection criteria for PhotoVoice may vary depending on the specific objectives of the activity, technical area, scope of the project being monitored, and local operating conditions.

Table 2. Facilitator and Participant Selection Area

Facilitator and Participant Selection Area	
PhotoVoice Facilitators	PhotoVoice Participants
<ul style="list-style-type: none">• Understand the community-profile of participants selected by (ideally) coming from the same region as those participants.• Consider gender in selection (e.g., if all participants are women, then the facilitator should be a woman).• Speak the same language as participants and same dialect to support engagement in the project.• Ability to manage the project or provide adequate training to build capacity in program management.	<p>Participants will be chosen based on the sampling frame and methodology. The sampling frame may differ between projects, as qualitative monitoring is often not representative of the entire cohort of participants. For example, consider if the outcome of the monitoring is to support performance or outcome monitoring and the limitations of the sampling frame chosen (e.g. not representative). You may need to use both primary and secondary sampling criteria, such as:</p> <ul style="list-style-type: none">• <i>Primary sampling criteria: At minimum, participants should be those that:</i>

Facilitator and Participant Selection Area	
PhotoVoice Facilitators	PhotoVoice Participants
<ul style="list-style-type: none"> • Experience working with recipients of humanitarian assistance and/or familiarity with humanitarian principles (if experience is limited, build in additional time during training to build capacity on these topics) • Minimum education criteria are often not needed. Instead, the focus of selection should be on those people who can meaningfully engage with the participants at the community level. 	<ul style="list-style-type: none"> -are direct beneficiaries of the humanitarian assistance activity, as defined by the implementing partner and available through an established participant list. -consent to participate in the PhotoVoice monitoring and understand that they will not receive financial compensation for their participation. -are adults. • <i>Secondary sampling criteria: May include considerations of gender, accessibility (are the participants able to meet in person or via remote means to participate in PhotoVoice), age and other demographic factors (household status, marital status)</i> • <i>Note that literacy is often not needed as a minimum criterion given the focus on taking photos, though facilitators will need to ensure informed consent through other means if literacy is low or limited.</i>

Overview:

Session 1: Introduction to PhotoVoice

The first session is an information session. This includes group orientation, explanation of PhotoVoice, and discussion of project goals and objectives.

Session 2: Practice

Session 2 can be devoted to team building and group cohesion exercises to get everyone more comfortable with one another. Depending on the familiarity of the participants, more or less time may be spent within this lesson.

Session 3: PhotoVoice, Opportunities and Challenges

This section is focused on the technical aspects of PhotoVoice, including discussion of the ethics and challenges participants might encounter, review and completion of consent forms, and discussion of safety and security.

Sessions 4, 5 & 6: Participant Discussions

These sections focus on the discussion of the photographs taken over the course of the project. These sessions should be spread out. I-APS suggests these discussions take place on a weekly basis so there can be continuous check-ins with participants and the facilitator.

These discussions can be about the context of the photographs, as well as the personal experiences of the participants, and notes should be taken of what is discussed.

Session 7: Develop Narratives

This section is dedicated to assisting participants with the writing of photograph-based narratives that correspond to and tell the story of the photos they have taken during the project. During this session, facilitators may guide discussions with participants to identify common themes from the photos taken and a method for selecting which photos to share with stakeholders.

Session 8: Narrative Sharing

The final session allows the participants to present their photographs and narratives to stakeholders and/or community members that they decide and provide feedback to those involved in the project.



SESSION 1

INTRODUCTION TO PHOTOVOICE

Information session

Estimated Time to Complete: 2.5 – 4.5 hours⁴

Purpose

The first session is an information session. This includes introducing the trainers/facilitators to the group, a group orientation, discussion of why we are using PhotoVoice, overview of the process, and project goals and objectives.

Sample Welcome

Welcome everyone! Today is the first training session and this first session is an information session. This includes introduction of us, the trainers/facilitators to the group, a group orientation, discussion of why we are using PhotoVoice, overview of the process, and project goals and objectives. The objectives of this session are that participants:

1. *Feel comfortable with the facilitator and with one another;*
2. *Have an understanding of the PhotoVoice process; and*
3. *Work with facilitators to outline project goals and objectives.*

Introductions

Estimated Time to Complete: 40 minutes.

Purpose

Facilitators introduce themselves and allow time for participant self-introductions. Please take this time as a facilitator to get to know the participants and for participants to get to know each other.

Overview of the PhotoVoice Project

(Using the below step-by-step process as an introduction)

Estimated Time to Complete: 60 minutes.

⁴ Timings are a guideline and may vary but given PhotoVoice may be a new methodology for all participants.

Sample script:

Welcome and thank you for your interest in participating in this PhotoVoice project with [organization name]. In the next few minutes, we will talk about why we are working with you on this project, gain your consent and talk about our shared goals and objectives.

Step 1: What is PhotoVoice?

- PhotoVoice is a method where participants/beneficiaries of programs like yourselves can provide feedback on a project from your own perspective through taking photos.
- We hope that by allowing you to take photos of what is important to you, you can provide feedback to organizations working to provide humanitarian aid through food or water and sanitation projects in your community.

As we are using PhotoVoice as a form of monitoring, as a group we may agree on specific topics or ideas to take photos of. For example, we may be monitoring food baskets that you receive, so we may ask that you limit photos to the food baskets and how you use them.

- With PhotoVoice, you get to decide what kinds of photos you want to take and who to share them with, such as organizations in your community.
- The goal is to improve humanitarian programs through gaining feedback and insights on what you think is valuable and important for decision makers to know.

Step 2: The facilitator

- This project has several sessions where I will serve as the facilitator and work with you all to complete the project. I will facilitate the discussions throughout, and we will all collaborate on conclusions we draw from this project. The training schedule outlines what we will be doing, when, and how.

Consent reminder:

- Please always remember that your participation is 100% voluntary. You can change your mind about participating at any time in the project. You will not receive any financial compensation for participating.

Step 3: Timeline for the project

a. Participation

- i. This is a participant-led project, so as a group we need to agree about how often we should meet to collaborate, discuss the project, and determine how we want to use photos to provide feedback on the project.
- ii. Given the communities where we live in and where we are meeting, we want to prioritize safety, security, and flexibility to adapt all activities when using PhotoVoice as a form of monitoring. This means that if we need to make changes, like how often we meet, how we share photos with each other, or even ending PhotoVoice early – we as a group can decide that.
- iii. Should we meet in person? How often and in what location is convenient for you as a group?



1. **Facilitator tip:** Selecting a location and routine time that is convenient for the participants, in terms of distance from their home and cost of travel is important and will likely have an impact on the level of ongoing participation for scheduled follow-up meetings. If in-person meetings are not possible due to time constraints or security considerations, consider remote check-ins via dedicated online messaging (e.g. WhatsApp) groups.

- iv. How often should we meet and when?



1. **Facilitator tip:** Depending on the nature of the project where PhotoVoice is being used (e.g., home gardens), participant schedules may be impacted by other obligations in their lives and should be considered when determining the meeting schedule. The goal is to encourage robust participation, while minimizing time commitments.

- v. How will we share photos with each other?



1. **Facilitator tip:** Consider if participants have routine access to the internet to share photos remotely. If not, discuss a backup plan, such as waiting until in-person meetings to share photos with the facilitator when internet is available or transferring photos from participant phones to facilitator laptops.



2. **Facilitator tip:** Discuss which mobile apps may be useful (e.g. establishing a dedicated WhatsApp group) for photo sharing, how accessible are they to participants of the group (e.g. can they be downloaded on phones) and if the platform is secure.

b. Results

- i. At the end of each month, for 2-3 months, our goal is to have a final item to deliver. (Note: the length of the PhotoVoice project may differ, particularly if it is being conducted as routine monitoring of an activity or post-activity monitoring. The timelines provided in this guide are illustrative.)
- ii. This needs to include a photo, message, and selected audience that is determined based on what you, as participants, want to share.
- iii. At the end of the project, we will discuss which stakeholders we should share the photos and narratives with, when and how. This may include the group deciding on which photos to select (and how) and sharing the photos in the form of a presentation, printing photos or other method that we identify as a group.

Training Schedule

Estimated Time to Complete: 20 minutes.

Sample script:

This is a participant-led project, so as a group we need to come to agreement about how often we should meet to collaborate, to discuss the project, and to decide how we want to use photos to provide feedback on the project. It is important to remember that in everything that we do, we will prioritize the safety and security of the entire group.

This training is divided into 9 sessions. The training sessions are organized as follows:

1. Introduction to the PhotoVoice Project
2. Team Building
3. PhotoVoice, Opportunities and Challenges
4. Participant Discussion (topic 1)
5. Participant Discussion (topic 2)
6. Participant Discussion (topic 3)
7. Develop Narratives
8. Presentation to Stakeholders

So now we should answer the following questions:

- Should we discuss items remotely?
- What app should we use to share pictures with each other and communicate with each other?
- How often should we check-in via the app?
- Is it safe for you to meet via phone calls or video (e.g., WhatsApp)?
- Remember your safety is the most important thing at all times.

At the end of each month, for 2 months, we will need to have a final item to deliver. This needs to include a photo, message, and selected audience that you get to decide. The purpose of the final item is to highlight what is important to you and communicate this to people or organizations in your community who are decision-makers.

As your facilitator, I will be available to answer any questions you may have now, at any point during the training, or later about your participation in the project. Does anyone have any questions regarding the training schedule?

Consent

Estimated Time to Complete: 45 minutes – 1.5 hours.

Objectives

1. What is consent? Does anyone here have a definition for consent?
 - a. As the facilitator, let the participants share what they think consent is.

2. Define consent and explain why this project is asking for consent.
3. Read the consent form and explain that participation in the project is completely voluntary. Provide examples of how consent can be removed at any point in the project.
4. Give each participant a consent form to review and sign (in their native language).
5. Collect all consent forms and store them together. Consent forms may be scanned and saved in a secure, permission restricted folder or kept in a physical lock box (depending on local operating conditions).

What is consent? Why consent?

Note to facilitators:

This script provides a general discussion of consent. You may need to modify this based on the profile of participants selected.

Consent is giving your approval, and, in this case, we will ask for your consent to participate in this project. Please always remember that your participation is 100% voluntary. You can change your mind about participating at any time in the project. We are asking for consent in this project because we want you, as participants, to have all the information about the project so you can make an informed choice about whether you want to participate. Your consent is also important given the context of this project, and we will go into further detail regarding Humanitarian Principles during this session.

As a reminder you will not receive any financial compensation for participating.

Sample PhotoVoice consent form

Date	
Location	

This training, and the following PhotoVoice process, has been organized by [organization name] to learn about the usefulness of information from the PhotoVoice process. Further ethics information, including contact details, can be found in the detailed participation sheet provided to you.

1. The training will be [XX] hours long in total.
2. Your participation is entirely voluntary.
3. You are free to withdraw from participating at any time without providing a reason.
4. Information provided for the project will be treated confidentially.
5. We will not identify individuals when reporting the results of the research.
6. You can seek further clarification and information from the research team at any point.
7. You will not benefit financially from participating in the research.
8. The photos and information you provide will be used to.....

The research team will be taking notes and observations throughout the process. These will be used to inform the wider project research and share insights.

Table 3: Participant consent form

	Name	Job Title	Contact Number	Signature
1				
2				
3				
4				

Do No Harm and Humanitarian Principles

Estimated Time to Complete: 45 minutes – 1.5 hours.

Purpose:

The purpose of this module is to discuss humanitarian principles and how we will all adhere to them individually and collectively as part of this PhotoVoice project.

Sample Script:

I'm going to now talk about humanitarian principles and how they will apply to our work. You may have heard these terms before, but if not, I will explain them so that we all have the same understanding. It is important to note that there are several principles that will apply to the entire project, with the overarching goal of ensuring that we do not cause harm in our collaborative efforts.

According to the United Nations Office for the Coordination of Humanitarian Affairs, known as OCHA, the primary objective of humanitarian aid is to save lives, alleviate suffering, and maintain human dignity.

All humanitarian aid should adhere to the principles of humanitarian action.

Humanitarian aid, regardless of the place where work happens, the hazards present, or the type of aid provided, should adhere to four core humanitarian principles: **humanity, neutrality, impartiality, and independence.**

As defined by OCHA, those principles were originally derived from the seven fundamental principles of the International Red Cross and Red Crescent Movement. Today, these principles are integral to the framework of humanitarian assistance utilized by many international and local organizations, as well as governmental bodies, including the Sphere standards.

1. **Humanity:** Human suffering must be addressed wherever it is found, with special attention to the most vulnerable populations, such as children, women, and the elderly. The dignity and rights of survivors must be respected and protected.
2. **Neutrality:** Humanitarian assistance will be provided without participating in hostilities or taking sides in controversies of a political, religious, or ideological nature.
3. **Impartiality:** When humanitarian assistance is provided, it will be without discrimination based on ethnic origin, political opinion, gender, nationality, race, or

religion. The provision of assistance is governed only by need and priority is given to the most vulnerable cases.

4. **Independence:** Humanitarian activities should be autonomous from the political, economic, military, or other objectives that any actor may have with respect to the areas where humanitarian activities are being implemented.

Humanitarian activities adhere to the “Do No Harm” principle, which means that relief and development interventions must not increase risks for groups, communities, or places. There is an obligation to ensure the full protection of participants and limit or prevent unintended negative effects of aid. In this way, we must analyze potential risks associated with delivering humanitarian aid.

The key components include:

- **Recognizing that aid or projects like this may have negative consequences.**
- **Minimizing the negative consequences of the project, which may include actions with participants and larger community/environment.**
- **Take a step back and reflect on our objectives and how they may be impacted by the broader operating context.**
- **Maintain relationships with participants (at program planning level).**

Sample script:

Ask participants if they can think of an example of a positive activity having a negative impact? One common example in research data collection (like this one) is that participants will feel that by participating in the data collection and sharing their results they should receive financial or in-kind incentive in return. This is not the case.

Now we will review the behaviors under the Do No Harm principle.

- **Transparency**
- **Informed consent**
- **Privacy**
- **Confidentiality**
- **Confidentiality with sensitive information.**
- **Never interview or take photos of children without consent from parents or legal guardians. Even if consent is given, we should always take steps to de-identify images of minors.**
- **Reduce disruption.**
- **Be respectful of respondents’ time.**

Sample script:

As part of our attempts to limit potential risk, and to comply with international best practices and donor guidelines, we have included guidelines for reporting Sexual Exploitation and Abuse (SEA).

The guiding principles for our approach to the prevention and reporting of sexual exploitation and abuse (SEA) is a survivor centered approach:

- *A survivor centered approach places the survivor's dignity, experiences, considerations, needs, and resiliencies at the center of the process. This approach is applied from the initial activity design to investigating and responding to potential incidents, with appropriate accountability for perpetrators of abuse. Consistent with the UN Protocol on Allegations of SEA Involving Implementing Partners, the survivor should be informed, participate in the decision-making process, and provide consent on the possible use and disclosure of their information.*
- *Those interacting with the survivor and/or handling information regarding the allegation must maintain confidentiality, ensure the safety of the survivor, and apply survivor-centered principles without discrimination.*
- *When the survivor is a child, the approach must consider the best interests of the child and engage with the family/caregivers.*
- *Please report any SEA concerns or allegations to the designated point of contact [specify that for your project here, including the name or contact person and method of reaching them. Note this should be someone other than the facilitator to maintain confidentiality.] If you have protection concerns, you may contact this local organization [insert the contact here, as recommended by the local implementing partner]*

Facilitator and Implementation Tip

Given the direct engagement with participants who may have experienced, or are experiencing, trauma of various forms, facilitators and PhotoVoice projects must be highly sensitive to the needs of those persons. This may include, for example, identifying and working with a local organization to provide as a referral service to participants and ensuring that facilitators are trained in trauma-sensitive approaches.

Questions and Answers

Estimated Time to Complete: 30 minutes

Sample script:

As the session ends, I would like to open the conversation to ask any questions about the material covered in this session. If there is anything I do not know the answer to, please be assured, I will forward the questions to others in the project and get an answer as soon as I can.

Summary of the Session

Estimated Time to Complete: 5 minutes.

Sample script:

During today's session we met one another, learned about PhotoVoice, discussed the purpose and objectives of this project, the desired impact, and the training schedule. Additionally, we introduced the importance of confidentiality and the use of the photographs, participant expectations during and after the project, read and signed the consent forms and talked about the Humanitarian Principles. Thank you so much for attending this first session and I look forward to seeing you for session 2.



SESSION 2

PRACTICE

Objectives

Estimated Time to Complete: 2 - 2.5 hours.

- i. Focus on team building and facilitation of group cohesion.
- ii. Make this a welcoming environment for all participants and the facilitators.
- iii. Establish ground rules.
- iv. Establish participants' expectations and the terms of action.
- v. Review the PhotoVoice process.
- vi. Reflect on the process.

Establish Ground Rules

Estimated Time to Complete: 30 minutes.

Facilitators note:

Ground rules can help participants feel safe expressing themselves and can reassure them that what they say will be treated as confidential and not repeated outside of the group exercise. By agreeing to ground rules at the onset, the group has effectively formed a 'contract' that can also be referred to throughout the rest of the workshop when necessary.

It is very important for us to have ground rules for the discussions and the project as a whole. Can anyone raise their hand and contribute what they want as a rule for our group? (Allow for participants to say different aspects/rules they want to have first)

Provide the list below after participants have shared their rules:

1. **Confidentiality:** This is critical for us as a group, we must keep what is said and shared in this group confidential. This will allow us to talk freely throughout the project and will help everyone feel comfortable and safe.
2. **Respect each other:** We need to make sure that everyone is respected regardless of background. This is important because in this project we need all participants to feel comfortable and glad that they can share their ideas. This connects with the next rule, of listening to others in this project.
3. **Listen:** This is important because everyone needs to feel heard, and everyone needs to listen to the ideas being shared throughout this project.

Participant Expectations

Estimated Time to Complete: 5 minutes.

Sample script:

This project does not financially compensate the participants. Instead, participants are offered an opportunity to effectively deliver a message to community leaders in the hopes that they can improve the projects being conducted in their communities.

You can expect that I, as the facilitator, will be here to answer questions you may have, join in the discussions throughout the project, and facilitate how we want to share the photos taken and themes that emerge with relevant stakeholders.

Team Building Exercise

Estimated Time to Complete: 45-60 minutes.

Facilitator tip:

Show an example of a photo from another project, talk with the participants about what they see, and they believe the photo represents. What is the narrative saying about the photo?

From the photos shared by facilitators, select 1-3 photos that best represents them [objective of this PhotoVoice activity]. Then, as a group, please work to respond to the following questions for each photograph. If the questions don't make sense for every photograph, please feel free to skip!

- 1. What ethical considerations are required for this photo?**

For photos with people, remember the ethics checklist from the orientation training.

- 2. Photo Identifier**

This can be a filename or brief description of the photo.

- 3. Please give your photo a title.**

What is the photo about? 10-15 words.

- 4. Please give your photo a caption.**

What is this photo representing? What happened? Why? Where? When? Who was involved?
(5-6 sentences)

- 5. Why did you choose to share this particular photo?**

Out of all the photos you took, why did you select this one? (1-2 sentences)

6. Who is this photo representing?

What types of people or groups is this photo representing? Age? Gender? Socio-economic status? Education level? (1-2 sentences)

7. How is this photo connected to a project or something that has changed in your community?

(1-2 sentences)

8. How does this photo make you feel?

(1 sentence or an emoji)

9. Does this photo tell us anything about gender differences or norms between men and women?

(1-2 sentences)



Photo showing chickpeas provided in humanitarian aid food basket.

10. What do you think about what is represented in the photo?

Select a number on a scale of 1 to 10 based on your perspective about the photo and write in the right-hand side box (#). Positive answers are high, negative answers are low.

11. Value

How positive is it? *Positive (10)– Negative (1)* Why?

12. Occurrences

Is it happening for other people? Reflect more generally on the photo. (A lot (10) – A few (1))

13. Important

How important is it? (*Very (10)– Not (1)*)

Now that we have thought about this photo in detail – let’s make a message to attach to this photo as a group. Write one paragraph that shares the most important points so that anybody who sees the photo can understand.

14. Who should we share the photo with?

It could be any stakeholder – the organization supplying the assistance (most likely), but it could also be the local leadership, women’s groups, or any other stakeholders.

15. What would you say to somebody from (the organization conducting the activity) about this photo?



Questions and Answers

Estimated Time to Complete: 15 minutes

Sample script:

As the session comes to a close, I would like to open the conversation to you all to ask any questions about the material covered in this session. If there is anything I do not know the answer to, please know I will forward the questions to others in the project and get an answer as soon as I can.

Summary of the Lesson

Estimated Time to Complete: 5 minutes

Sample script:

During this session we had the chance to go over the ground rules we want for this project and the expectations of the participants and facilitators. We set rules as a group that we can follow for the rest of the project.



SESSION 3

PHOTOVOICE, OPPORTUNITIES AND CHALLENGES

Objectives

Estimated Time to Complete: 2 hours.

1. Train the Participants on photography tips
 - a. Dedicated training on ethics and privacy guidance for photographs
2. Participants understand photography instructions and have a clear idea of what they should and should not be photographing for this project.

Photography Tips & Ethics

Estimated Time to Complete: 1.5 hours.

Sample script:

You will be using your phones for the project to take photographs. Please bring out the phone you will be using to take photographs. I will come around and check the usability of the phone selected and do a quick check of your ability to use the phone camera. Next, I want to go over the key considerations you as participants must keep in mind when taking and sharing photos with your phone.

Facilitator tip:

To implement the PhotoVoice project, participants will need some method of taking a photo, such as a camera or phone with camera. In non-permissive settings, it is important to be mindful of providing cameras to participants, as the value of the equipment may pose a risk to them or their families. Disposable cameras can be a viable alternative; make sure to access the availability of such cameras in the area where the project is being implemented. Above all, ensuring the safety and well-being of participants is paramount in any project or activity. This includes considerations of what the impact of providing phones to participants may have to them or their households.

First, please do not worry about the quality of the photo. We want the image you take to tell your story, no awards for best photography.

It could be helpful to ask yourself, who is the subject/what are you trying to take a photo of and what is the focus of the photo? What are you trying to show with the photo?

Something else to keep in mind is the lighting. Are you able to see the image you want to show in the photo? Is it too light or dark? If so, what can you do to see the image?

Next, please read out this list of helpful tips to the participants:

1. Take photos during the day.
2. Take a couple of photos in case some come out better than others.
3. Safety is more important than your photo. Never take a photo if it puts you or others in danger.
4. Avoid photos of people's faces or identifying characteristics in the photo. Identifying factors may include both who a person is and where they live (such as street signs, visible addresses, license plates on cars, names of buildings, etc.)
5. Don't wait until your check-in time or the end of the project. Start taking and sharing photos today!

Does anyone else have any other photography tips they want to share?

Next it is important to consider the ethics of photography. You should ask yourself these questions as you are taking photos:

Ethics of photography

1. Will this affect anyone? It is important not to take pictures that may affect the reputation or safety of others.
2. Can it be dangerous for me? Do not put yourself in dangerous situations to take pictures. Nothing is more important than your safety.
3. Can someone determine where you or others live based on this photo (for example, the name of a street or a popular store/location)? If so, do not take the photograph.
4. Can someone determine who you are or who other participants of the program are based on this photo? If so, do not take the photograph.
5. Does the image I want to capture really represent the problem? Is it really relevant or out of context? Take the photograph if there are no identifiable people or places in the photograph.
6. Do not take a photo in which someone can be recognized (face, tattoo, etc.). Do not take photos including children, especially.

Facilitator tip:

- Provide an example of a photo that shows identifiable locations as a “what not to do” example and one that does not, to help make this practical for all participants.
- Stress the importance of personal and community safety when participating in the project. This is particularly important in complex humanitarian settings.
- Depending on the demographic make-up of the participants, there may be issues with mobile phone ownership (e.g., women may be using phones owned by the household/male relatives in certain contexts). This should be considered in discussions with the Project Manager and mitigation tactics may need to be used, such as considering if it is ethical and safe to provide phones for use during the project, or if other solutions are available.
- Given these limitations, who can think of options that are good examples of what can be photographed?

Photos in the community

Estimated Time to Complete: 20-30 minutes

Sample script:

For the next few weeks, you will go out and take photographs. After each week we will have a session, or share the photos through our WhatsApp group, so that we can all discuss the photos, the themes we notice, and start to prepare the narratives that we want to later present to stakeholders. It is recommended to take on average one photo per day for the duration of the project.

A final reminder is that it is important to show you have permission to take the photos that are being captured and that you can publish the photos being taken.

- You must not include faces of people in the images.
- Photos can be taken from the rear, but it is incredibly important that children and minors should not be included in the photographs taken for this project without having their photos de-identified (such as blurring or pixelation of faces and obtaining consent of parent or caregiver).
- Do not take photos that can place you or others in danger.

Practice:

Let's practice now by taking a photo of something in this room (or the vicinity). Now let's share the photos with the group. What do we want the person viewing the photo to understand? What message are we trying to convey?

Questions and Answers

Estimated Time to Complete: 5 minutes.

Sample script:

As the session comes to a close, I would like to open the conversation to you all to ask any questions about the materials covered in this session. If there is anything I do not know the answer to, please know I will forward the questions to others in the project and get an answer as soon as I can.

Summary of the Lesson

Estimated Time to Complete: 5 minutes

Sample script:

During this session we reviewed what PhotoVoice is and the ethics of photography in research and reviewed how we should take photographs in the community. This session focused on the technical aspects and considerations needed to make this this project.

successful. This session covered a lot of material as we wanted to ensure you had the information and skills to participate in this project safely and effectively.



SESSIONS 4-6

PARTICIPANT DISCUSSIONS

Objectives

Estimated Time to Complete: 2 – 2.5 hours each session (this can be repeated based on the desired meeting schedule of the group)

1. *Discuss the photographs the team took, think about them and the themes and stories they represent.*
2. *Write the narrative for the presentation.*

Facilitator tip:

- These sessions can be refined and revised based on your operating conditions, available participant time and logistical considerations. For example, while ideally meetings will be in person with the participants to allow for group discussion, COVID-19 or other security considerations may require **that the group** meet remotely (pending internet connection).
- While the time allowed has been estimated to be about 2.5 hours for each weekly/bi-weekly (or as scheduled) meeting, the amount of time can be adjusted based on the interests and availability of participants. For example, weekly meetings can be shortened 30-60 minutes if needed. The important thing is to find a method of checking what works for the participants and to be respectful of their time and ability to convene. Initial sessions may be longer as participants become more familiar with each other and the method and establish rapport with the facilitator.

Introduction Activity

Estimated Time to Complete: 25 minutes.

Before the session, have each participant select 3 pictures from the week. Then show all these photos first and ask the participant to introduce each image and explain why they chose it, as well as how they think it relates to or answers the framing question of this project.

Facilitator tip: As the facilitator you will take notes on what each participant says as it will help with their narratives that they will write in Session 7.

Ask the participant if they would like feedback from the rest of the group and then repeat for each participant.

Example Themes

Estimated Time to Complete: 5 minutes.

After each participant has had a chance to review their favorite photos, provide an example of a theme relevant to this project. Introduce this theme and ask participants their thoughts on this theme. This will allow you to transition to a discussion on overall themes that participants identify from their photos.

Participant Themes

Estimated Time to Complete: 15 minutes.

Ask the participants to each write down answers to the following questions:

1. *What story does your photo tell?*
2. *Who should hear your story?*

During these sessions it is important to make sure all photos have been de-identified. As part of this process, as the facilitator, you will need to determine how you will collect and review the photos. This can include sharing the photos via a dedicated WhatsApp group (that is permission restricted), uploading photos from phones to a facilitator laptop (and deleting the photos from the phones after) or some other combination that considers both the safety and security of the data and people involved.

Your Turn

Estimated Time to Complete: 15 minutes.

Please pick and then give your photograph a caption by answering the following questions:

1. *What does this photograph represent? What happened? Why? Where? When? Who was involved? How did it end?*
2. *Why did you choose to share this particular photo?*
3. *Who does this photograph represent?*
4. *What project activity or intervention is connected to this photograph?*
5. *How does this photograph make you feel?*
6. *Why do you think this photo is important to gender equality or social inclusion?*

Please try to answer these questions for the photograph and write down what you can.

Materials: Pen/pencil and paper

Questions and Answers

Estimated Time to Complete: 5 minutes.

As the session comes to a close, I would like to open the conversation to you all to ask any questions about the material covered in this session. If there is anything I do not know the answer to, please know I will forward the questions to others in the project and get an answer as soon as I can.

Summary of the Lesson

Estimated Time to Complete: 5 minutes.

Facilitator tip:

- At the close of the session, gather the written themes and take photos of them/scan to keep as part of project documentation. It is important to keep a record to support any project learning and reporting.
- During this session we had the chance to practice reviewing photographs, go over project themes and each participant had the chance to write more information about each photograph they have taken.



SESSION 7

DEVELOP NARRATIVES

Objectives

Estimated Time to Complete: 2 hours.

Sample script:

Today we will dedicate time for you to write brief narratives related to the photographs you have selected to present to stakeholders. Please share with us the photographs you have selected, and we will review them to ensure that they comply with the guidelines we reviewed previously, including the absence of identifying features. Our goal today is to make this collaborative and determine how to best organize our meeting.

Materials:

- ✓ *Pen/pencil and paper.*
- ✓ *Phone with scanner application for facilitator to take photos of the narratives and scan and maintain as part of the project records.*
- ✓ *Alternatively, narratives can be recorded using voice, using recorder applications on most smartphones.*

Introduction to Narrative Writing

Sample script:

Please take a moment to review the photos you have taken and record voice messages sharing your thoughts and interpretations of the images. you are done, let's identify the root issues behind the photo, discuss the underlying problem they represent, and develop strategies for how the participants can respond to the situation. We can discuss this collaboratively and decide on a final message. At the end of the session, I collect the photos and written narrative that you have completed for your photos.

Facilitator tip:

Please remember that you need to collect the voice recordings (or written notes) of participants' descriptions and compile them into an online folder so the team can review them.

Activity 1

Estimated Time to Complete: 1-2 hours.

For this activity, please ask participants to get their photos. Have the participants submit them to you either via your dedicated messaging group (e.g., WhatsApp group, email, or other means you have agreed on) or transfer them to a facilitator device and delete the photos from the phones. Ask them to take a moment and review the photos they have taken, then record voice messages that describe them and explain the meaning behind them. You can write the following questions on a whiteboard or read them to the participants as prompts.

- **What is in the photo?**
- **What does it mean?**
- **What would you change in the photograph?**
- **What do you like in the photograph?**
- **Why did you choose this photograph?**

Remind them that they will have 30-45 minutes to complete this activity.

Sample Narrative: “Creativity is key to keeping everyone in the family happy. In this case, a plantain pistachio with cheese and peas... precisely to make the peas in another way. The important thing is to find a new way of doing things. [Everyone] in the family happy.”⁵



Review of Root Issues

Estimated Time to Complete: 30 minutes.

- **What is happening in the photograph?**
- **What led to this photograph being taken?**
- **Who/what is the photograph focused on?**
- **What is the subject or topic of this photograph?**

Use about 30 minutes to discuss this with the participants after they have written their narratives.

⁵ Photo and caption include quote from participant of i-APS PhotoVoice project in Venezuela.

Facilitator tip:

- Please take notes during this session to guide a discussion with participants about any common messages and themes discovered in their narratives.

Questions and Answers

Estimated Time to Complete: 10 minutes.

Sample script:

As the session comes to a close, I would like to open the conversation to you all to ask any questions about the material covered in this session. If there is anything I do not know the answer to, please know I will forward the questions to others in the project and get an answer as soon as I can.

Summary of the Lesson

Estimated Time to Complete: 5-10 minutes.

During this session, we had the opportunity to discuss the root issues identified in the photographs you took. We discussed as a group what the common themes were in these photographs. We did this so that we could then present this information to those involved in the project. This is going to be your chance to share what you have learned and what you have seen. Again, your participation is voluntary in this project, but this final step of the project allows you to not only share what you have learned but to have an opportunity to discuss the important issues identified.



SESSION 8

PRESENTATION TO STAKEHOLDERS

Objectives

Estimated Time to Complete: 2 hours (planning phase); 1-2 hours (presentation)

1. This is the final phase of the project where participants have the opportunity to present their findings to stakeholders in a manner, they deem appropriate. Stakeholders are people or organizations who are important to the aid or project you are participating in. For example, stakeholders may include community members, families receiving the benefit, local authorities or the organizations providing aid or assistance.
2. The session is divided into two parts: planning for the presentation to stakeholders and then presenting to stakeholders.
3. Respect and maintain participant privacy and confidentiality, including who, what and when to share photographs with.
4. Let the participants have their voices heard and maintain a respectful environment for the presentation and discussion.

Part 1: Planning Phase

Estimated Time to Complete: 2 hours.

The planning phase involves asking key questions to participants or working collaboratively with them to understand who they would like to share the photos and narratives with, and why.

As PhotoVoice is a participant led approach, it is important to understand and respect the wishes and constraints of participants. This also marks the close-out period of the field aspects of the PhotoVoice project, so you will want to build in time to close out with the participants.

To plan and conduct the stakeholder presentation in a way that is sensitive and responsive to the PhotoVoice participants, especially if you are working in complex or sensitive locations, we need to consider several factors. These factors will help us determine what participants would like to do and what is safe given the operating conditions. As a reminder, the participants are the ones who should decide who to share the photos with and how.

Key considerations for planning the stakeholder workshop:

1. As the facilitator, based on your experiences in the community, who do you think is an appropriate stakeholder to share the photos and narratives with?
2. Based on their experiences, who do the PhotoVoice participants think are appropriate stakeholders to share the photos and narratives with? Stakeholders could be:
 - a. Program staff (local implementing partner or national/international implementing partner)
 - b. Donors (asking who they think that is)
 - c. Community members or leaders (asking specifically who they think)
 - d. Members of the community who are also beneficiaries.
 - e. Local authorities (e.g., water authorities; those who control information about extension/irrigation, etc).
3. Are there specific confidentiality and safety considerations that we need to consider?
 - a. In relation to the donor or implementing partner: Is the donor known or the implementing partner known (e.g., is that public knowledge)?
 - b. Are there people with whom sharing such photos could present a security risk for the PhotoVoice team and/or the participants?
 - c. Do the photos identify the location or identity of any persons (especially minors) and if so, has the photo been de-identified?
 - d. Can the photos (or should they) be posed publicly? By public we may mean:
 - i. *In a published report*
 - ii. *On the internet*
 - iii. *Are there any considerations if we do post them publicly? (Assumption is that the photos are all de-identified already).*
4. What forum/venue (location) would be appropriate for the stakeholder sharing/meeting?
 - a. Does the implementing partner/agency have a location that is accessible and are they willing to allow use of it? Is there an alternative location in the community that is accessible?
 - b. How long should the dissemination workshop be?
 - c. Timing considerations (specific dates/times/ coinciding with key meetings/events/distributions?)
 - d. Title for the meeting or exhibit?
 - e. Materials: Project, printed photos, food/drink
 - f. What might be the agenda? For example
 - i. *Welcome and explanation of the project,*
 - ii. *Display of printed photos,*
 - iii. *Few participants may decide to talk/share their experience and meaning behind the photos; how can these messages be used to improve the programming?*
 - iv. *Any other key messages to the stakeholders.*

Facilitator tip:

Some common ways to present photos include:

1. Print selected photos for display at a meeting with the implementing partner (e.g. program staff) or community viewing for each location, as appropriate.
 - a. For example, you could print 1-2 photos on a poster per participant with a short narrative for each photo (e.g. a “Through my eyes” style poster). Narrative would describe feedback about the project directed toward stakeholders from the perspective of the participant.
2. Develop and show a slideshow (if projector and white screen is available) with slides containing the photo and narratives.
3. Present the photos and key themes as part of routine monitoring reports, in which PhotoVoice findings may be used as a form of process monitoring, method of capturing participant feedback, that can be used alongside other qualitative monitoring approaches or triangulated against quantitative data.

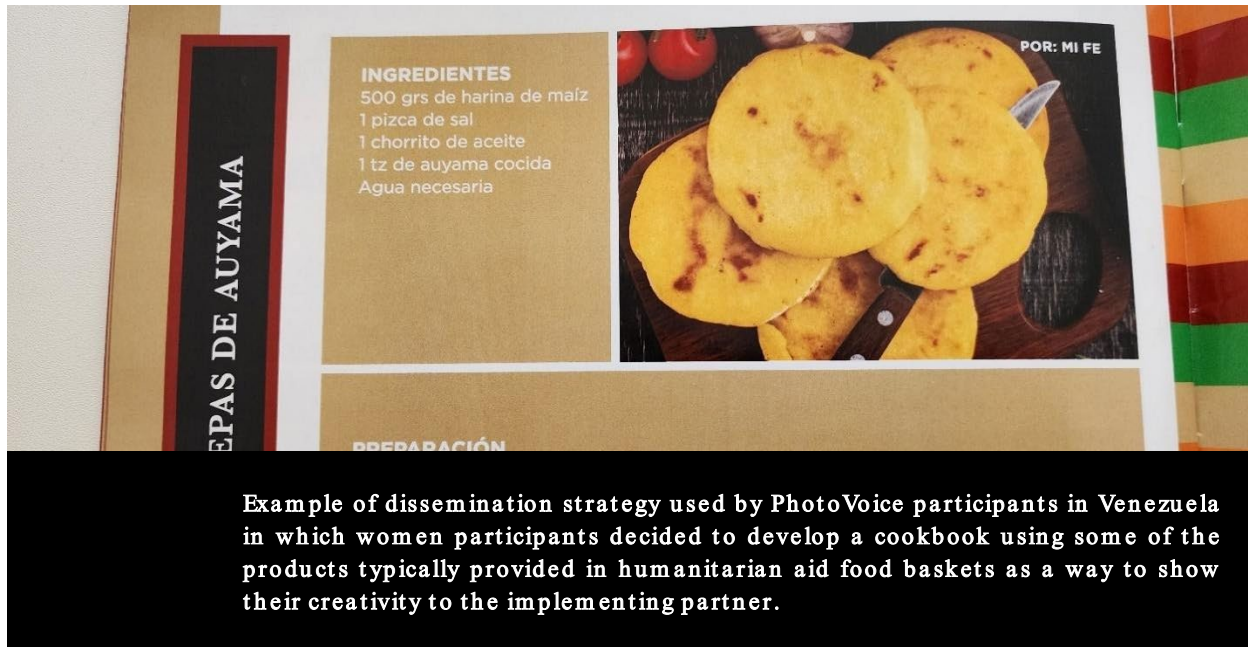


Example of stakeholder presentation in Syria, presenting photos and narratives related to role of rural women in agriculture.

Phase 2: Presentations to Stakeholders

Facilitator tip:

Conduct the presentation to stakeholders as agreed upon with the participants. Be sure to document what occurred, when and any feedback from stakeholders or participants.



Close-Out of Project

Estimated Time to Complete: 1 hour.

Purpose:

Thank participants for their time. This is also the time to capture any feedback, such as through interviews with participants or a participant feedback survey, to support learning from the project. The method for facilitating close out can vary, but critical points to cover include:

- *Explanation that PhotoVoice is ending and what that means for future communications.*
- *Reflect on the joint and participant-led nature of the project.*
- *What is the change that participants would like to see coming out of PhotoVoice? This could be related to how they engage with the IP, how the assistance being provided should be modified or adapted or other recommendations.*
- *Conduct a close-out survey with participants to gain their perspectives of the project and document them for future learning. This can be done in the form of short open-ended questions or a quantitative survey.*