

ACS5. PHOTOVOICE FOR CULTURAL MINORITY PARTICIPANTS

USE WHEN YOU WANT TO EVALUATE:

Outcomes :

- ✓ Capacity to access care and support
- ✓ Awareness and knowledge
- ✓ Skills / competency and capacity of individuals

Intervention types:

- ✓ Targeted education activities for priority population
- ✓ Targeted awareness activities for priority population
- ✓ Activities to help people living with HIV, hepatitis C or related communicable diseases access resources and services

Worked well with these populations:

- ✓ Ethnocultural (South-Asian)
- ✓ People living with or affected by HIV or hepatitis C

Interventions for:

- ✓ HIV
- ✓ STIs
- ✓ Hepatitis C

DESCRIPTION

Photovoice is an action research technique that can be used in evaluation. It involves having participants take photographs or make videos that they feel represent their experiences, and then speak to those experiences in a group interview as they describe their productions. The visual material helps participants who are less comfortable expressing themselves and who have language barriers, speak to their experiences. In HIV contexts, it has most often been used with people living with HIV who are minority or marginalized. It has been used successfully in evaluations with South-Asian people in Toronto and Montreal, notably with women who speak little English or French.

WHY THIS TOOL MIGHT BE USEFUL FOR COMMUNITY-BASED INTERVENTIONS

- ✓ Appropriate for use with participants with language barriers and who are reticent to speak in groups settings.
- ✓ Qualitative discussion can identify areas of effectiveness and ineffectiveness that were not anticipated and are otherwise hard to document.

Developed in:

- ✓ English

ADMINISTRATION, DESIGN, SCORING and ANALYSIS CONSIDERATIONS

ADMINISTRATION

- Recruit participants to the photovoice project and brief them individually or in groups on the photography and group discussion assignment. Give them set of questions to think about as they decide how to represent their experiences related to the outcomes of interest.
- If possible, conduct several photovoice sessions, not just one. Each group should have 4 to 6 participants.
- Participants are asked to use their cell phones to take the photographs; alternatively, they can be asked to find an image on a website or in a print source such as a magazine to speak to.

- In a subsequent group discussion of up to 60 minutes, ask each participant to describe their image and how it illustrates the outcome. The discussion is led by a facilitator using unstructured guide focusing on the outcomes of interest; the facilitator should be experienced in drawing out people who are shy to speak, and asking probing questions related to the expected outcomes. The facilitator should be someone who is not part of the program but who is knowledgeable about the program and the setting. (This is because participants may feel pressured to give positive responses.) A translator may be used, and always ensure that another bilingual person is present to verify that the translation is accurate and complete.
- Tell participants why you are conducting the photovoice exercise, being clear that it is to evaluate the program and not them, to help make the program better. (For further information on ethical considerations in carrying out evaluations, see [Ethics Resources](#))
- Ensure that people feel safe and provide reminders about confidentiality. Ask participants not to discuss what is said in the group outside of the room.
- Either record the group with participants' permission, or have a note-taker present.

ANALYSIS

- From the notes and/or listening to the recording, write down the main ideas that come out of each question in each group. Ideas can be important even if very few people said them.
- Write a summary of these main themes focusing on the outcomes you are measuring. Illustrate the themes with quotes from the group discussion.
- The photos, videos and other visual materials should belong to the participants. However, often it is decided by the group to put together a collage or montage of the group's images for display: this should only be done if all give permission, and if all other people shown in the photos have given permission. Participants can also be asked for permission to use their photos in the evaluation report.

ACS5. PHOTOVOICE PARTICIPANTS – INSTRUCTIONS

Photovoice is a way for you to reflect on and share what your participation in this program, activity or service has done or meant for you. What you share will be used to help assess how well this program, activity or service is working in preventing HIV and supporting people living with it.

Instructions

1. Reflect on your experience with the program
 - What have you LEARNED?
 - What has it CHANGED for you?
 - What has it helped you ACCESS?
 - What continues to be CHALLENGING?
2. Take photos that represent your reflections
 - Use your cell phone or other camera if you wish to take photos
 - Where possible think of taking pictures of objects and places and not just people
 - Always try to ask permission of potential photo subjects.
 - Save the photos so you can find them later, and be okay with passing your phone around for people to look at them
3. Choose the one you want to talk about
 - Choose the one (or two) that you find most meaningful
4. Attend the photovoice discussion on DATE
 - The session will last about 60 minutes
 - Each participant will be asked to explain what their photo means to them
 - The evaluator will take notes, and if you agree, record the session to help fill in the notes

We will be very careful about preserving confidentiality:

- The photos will belong to you .
- Anything you say will be kept confidential. Your name will never be used in any report. Your answers will be kept in a protected place and will be erased after the assessment is finished.

PHOTOVOICE DISCUSSION SESSION – GUIDE

Please tell us about your photo.

- What is it about?
- Why is it important to you?
- What does it say about your experience with the program?
 - What have LEARNED?
 - What has it CHANGED for you?
 - What has it helped you ACCESS?
 - What continues to be CHALLENGING?

Sources: Hergenrath, K et al (2009) **Photovoice as Community-Based Participatory Research: A Qualitative Review** *Am J Health Behav.* 2009;33(6):686-698; Rhodes SD, Hergenrath KC. **Recently arrived immigrant Latino men identify community approaches to promote HIV prevention.** *Am J Public Health.* 2007;97(6):984-985.; Rhodes SD, Hergenrath KC, Wilkin A, et al. **Visions and Voices: indigent persons living with HIV in the Southern United States use photovoice to create knowledge, develop partnerships, and take action.** *Health Promot Pract.* 2008;9(2):159-169; Mitchell C, DeLange N, Molestone R, et al. **Giving a face to HIV and AIDS: on the uses of photo-voice by teachers and community health care workers working with youth in rural South Africa.** *Qual Res Psychol.* 2005;2:257- 270; Kishchuk N. (2014), Évaluation des premiers effets des actions sur le renforcement du rôle de premier éducateur chez les parents, Évaluation formative et participative du Plan d'action Avenir d'enfants de la Table de concertation des services à la petite enfance et à la famille de Saint-Henri et Petite-Bourgogne. [https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbm90YWJsZXBlbG90ZWVuZmFuY2VldGZhbWlsbGUzfGd4OjFjNjkzYjA0Mzc4NGNiOTg](https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbm90YWJsZXBlbG90ZWVuZmFuY2VldGZhbWlsbGUzfGd4OjFjNjkzYjA0Mzc4NGNiOTg;); Lee, L. et al . (2013) **Intertwining Image and Voice: Using Photo Voice as a Technique to Shift the Evaluation Lens.** Canadian Evaluation Society Conference, Toronto.