

## Phase 1

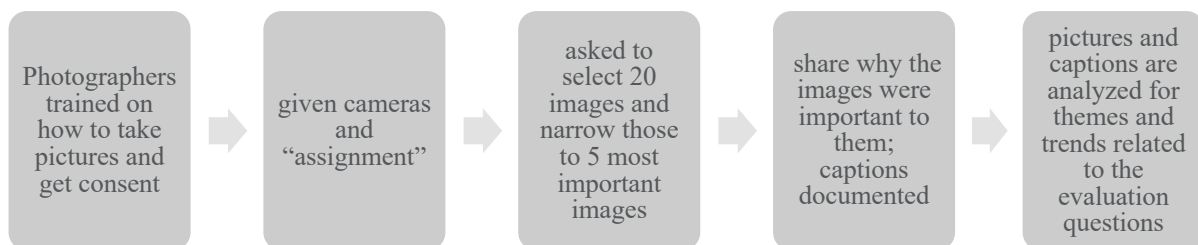
### Photovoice Tool

Photovoice, a participatory research methodology first formally articulated by Caroline Wang and Mary Anne Burris (1997), provides a process by which people can “identify, represent, and enhance their community through a specific photographic technique” (pg.369).<sup>1</sup>

#### Objective:

- Participants are asked to share their lives through an open-ended photography documentation assignment.
- The goal is to have the participants explore the topic and identify what was important to them, without influence or bias from others.
- By analyzing what the participants choose to photograph we can understand more about their level of awareness on some critical issues
- The photographs can also reveal what the participants view as important gendered social norms that are changing and can illustrate some of the concrete actions they are taking in their homes and communities to advocate for their rights.

#### Overview of the Process



#### Assignment for participants:

*Think about your life two years ago, and then think about it now. What were some of the changes that have taken place in your life over the past two years? (Ask for both good and bad.)*

*I want you to go and photograph some of those changes. Think about changes in you. Then think about relationships with your family members, (your sisters- for boys' group) with your friends. Or changes in your home, in your schools, and in your village.*

#### Mid-process reflection session:

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<sup>1</sup> Wang, C., & Burris, M. (1997). Photovoice: concept, methodology, and use for participatory needs assessment. *Health Education & Behaviour*, 24 (3), 369-387

## Brainstorm and Ranking Activity

### Step 1: Listing

You have had a chance to think about the changes you have seen in your life since joining the Tipping Point Project. I was wondering if we could start list some of the things you have thought about. What are some of the changes you have seen?

Participants stood in a circle and someone stood in the middle, they took turns tossing the ball around. Whoever caught the ball had to shout a change, then they passed the ball. The person in the middle monitored to make sure everyone spoke. The changes were recorded and used in the second step of the activity.

### Step 2: Categorize

Once they list the changes, have them to start to put them into categories (potential categories could be community changes, family level changes, individual changes, etc).

### Step 3: Ranking and Discussion

Next, ask the participants to rank their answers. Potential questions could include:

- Which ones are the most important?
- Which changes came easily?
- Which changes were the most difficult, why?
- Are there any changes that your family/ community support?
- Are there any changes they don't support?
- Is there anything in your life that you still wish would change, but hasn't yet?

Follow Up Assignment: What is Next?

For the rest of the week, can you now try to photograph something in your life that you still wish would change, but hasn't yet?

Using the open-ended prompt above did elicit some examples of social norm change in project communities, see the photovoice gallery here:

<https://caretippingpoint.org/innovation-photovoice/>

### Lessons Learned:

From using Photovoice as one way to explore social norms change, we learned that:

- Open prompt, visual nature of pictures and short time for photographing may have limited quality pictures and captions referring to social norms change
- Open prompt → Affirmation of importance of social norms and social norms change in girls' lives