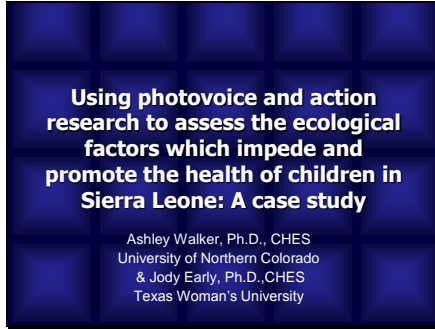
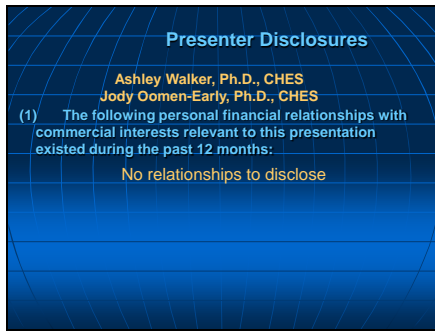


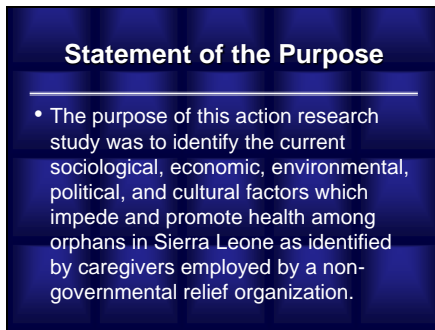
Slide 1



Slide 2



Slide 3



Slide 4

Review of Literature

- Very little empirical research has been conducted to assess the barriers
- Sierra Leone has high numbers of children orphaned/abandoned by both disease and violence
- The children of Sierra Leone do not receive support from the government

Slide 5

Review of Literature

- The importance of NGOs to the children affected by disease and violence has been supported
- Gaps remain in the literature in regards to the needs and the services provided

Slide 6

Review of Literature

- A few studies focused on the impact of the Sierra Leonean war on the health of children
- Action research studies which identify barriers to care & gaps in services are missing from the literature

Slide 7

What is Participatory Action Research (PAR)?

- Focuses on specific research questions with the intention of taking action
- Put the capability of change in the hands of the participants so they can transform their own lives

Slide 8

Why PAR?

- Allows those “living with the experiences” the opportunity to become involved
- Overall the researcher seeks to find out what the participant knows versus what he does not know.

Slide 9

Methodology

- Protecting Human Participants
 - IRB approval, Informed Consent & Consent to Publish
 - Storage of forms and data
- Sampling
 - 10 caregivers from All As One Center: Freetown, Sierra Leone

Slide 10

Methodology

- Data Collection
 - Photovoice supports the objectives of participatory action research because individuals come together to identify factors contributing to the problem and organize to initiate change

Slide 11

The Goals of Photovoice

- To record and present everyday realities using photography
- To promote critical dialogue and knowledge
- To reach policymakers

Slide 12

Methodology

- Data Collection
 - Travel to Sierra Leone
 - Conduct Training Session
 - Brainstorming Session
 - Participants were given digital cameras

Slide 13

Methodology

- Data Collection
 - Participants were given seven days to take photographs
 - After seven days, participants met with researcher & completed an in-depth interview

Slide 14

SHOWeD Method

- What do you see here?
- What is really happening?
- How does it relate/affect our lives?
- Why does this problem/strength exist?
- What can we do about it?

Slide 15

Methodology

- Participants had the opportunity to view the transcription to verify accuracy
- A report was compiled and shared with the participants and the executive director of All As One
- A plan was prepared for social action

Slide 16

Reliability and Validity

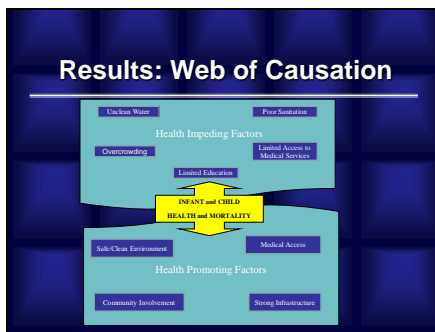
Internal Validity	Credibility and Authenticity: <i>Photovoice & In-depth interviews</i>
External Validity	Transferability: <i>Member checking and transcription review</i>
Reliability	Consistency: <i>Following consistent protocol</i>

Slide 17

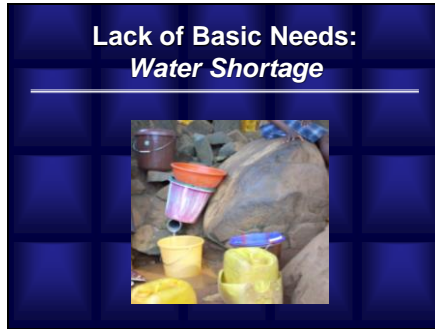
Results: Common Themes

- **Impeding Factors**
 - Extreme Poverty
 - Lack of Basic Needs
 - Poor Environment
 - Social-Behavioral Factors
- **Promoting Factors**
 - Strong Infrastructure
 - Positive Environment
 - Education
 - Economic Support

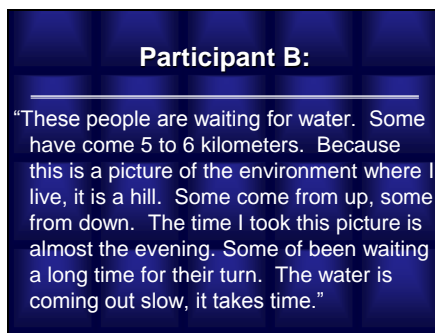
Slide 18



Slide 19



Slide 20



Slide 21



Slide 22

Participant G:

"The children going there are not protected. Some of them go there no having proper shoes some with no shoes. What if they decide to go and play there? They can take disease around with them so it is better if the elderly people take the trash away instead of the children. What I want to emphasize here, I want to classify this as child abuse. Children do not know, they can pick up anything from anywhere and eat because they do not know the after effect so if we want to protect our children we should stop them from going. If they are not checked their health will be at stake. We should not only say this should be government, let this be a family issue. Let the families pick the issues up, address them and then tap the families on the shoulders for a job well done. We are leaving everything in the hands of government which is very, very troubling."

Slide 23

**Poor Environment:
*Overcrowding***



Slide 24

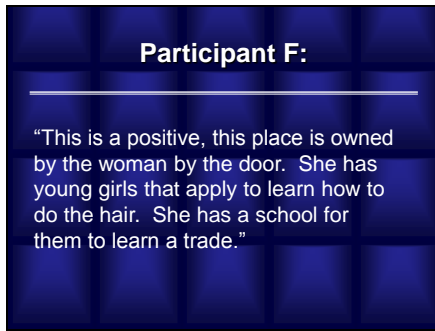
Participant A:

"Look at the environment, this is serious health problem... Serious health danger. This is right in front of their house. It is where they play."

Slide 25



Slide 26



Slide 27



Slide 28

Results: Action

- Creating More Support for Orphans & Abandoned Children
 - Offer school sponsorships
 - Increase number of quality orphanages in Sierra Leone
 - Sensitize the community on the importance of a child's life

Slide 29

**Discussion:
Impact of PAR on All As One**

- All participants discussed the need for change to happen at the grassroots level
- All As One and its staff have made a commitment to provide community outreach
 - Expanding its mission with the Grafton Project

Slide 30

Limitations

- Results are specific to this population
- However, the results can be used to provide a better understanding of lived experiences & guidelines to other organizations when using Action Research

Slide 31

Recommendations

- Utilize Photovoice with the Sierra Leonean children
- Collaboration between NGOs and Ministry of Social Welfare to create and implement standards for local orphanages

Slide 32

More Questions? Contact...

- Ashley Walker, Ph.D., CHES
Ashley.Walker@unco.edu
- Jody Oomen-Early, Ph.D., CHES
joomen@twu.edu

Slide 33

References

Global Health Council. (n.d.). The importance of child health. Retrieved September 17, 2007 from: <http://www.globalhealth.org/childhealth>

McIntyre, K., Shuman, D., Stockler, A., & Clarke, S. (1998). An ecological perspective on health promotion programs. *Health Education Quarterly, 15*(4), 351-377.

Mook, N., Dialla, S., Brown, L., Mbatya, E., O'Meara, H.C., RL, Abu-Hadi, N., & Elliott, S. (2004). Conflict and HIV: A framework for risk assessment to prevent HIV in conflict-affected settings in Africa. *Emerging Themes in Epidemiology, 1*, 6.

Mo-Yee, L., & Greene, G. (1999). A social constructivist framework for integrating cross-cultural issues in teaching general social work. *Journal of Social Work Education, 33*(1), 21-38.

O'Brien, R. (1998). An overview of the methodological approach of action research. Retrieved April 16, 2007 from: <http://www.web.net/~robrinj/papers/arfinal.html>.

UNICEF. (n.d.). Sierra Leone. Retrieved September 17, 2007 from: <http://www.unicef.org/infobycountry/state/leone.html>

UNICEF. (2005). *The impact of conflict on women and girls in west and central Africa and the UNICEF response*. New York, NY: The United Children's Fund.

UNICEF. (2004). *Children on the brink 2004: A joint report of new orphan estimates and a framework for action*. Retrieved June 30, 2006 from: http://www.unicef.org/infobycountry/files/coooc/leoneco_beyond103.pdf.

UNICEF. (2003). *The state of the world's children 2004: Girls, education, and development*. New York, NY: The United Children's Fund.

References (cont.)

Wang, C. (2006). Youth participation in photovoice as a strategy for community change. *Journal of Community Practice*, 14(1/2), 147-161.

Wang, C., Morrel-Samuels, S., Hutchison, P., Bell, L., & Peastron, R. (2004). First Photovoice: community building among youths, adults, and policymakers. *American Journal of Public Health*, 94(6), 811-813.

Wang, C., & Pries, C. (2004). Family, maternal, and child health through photovoice. *Maternal and Child Health Journal*, 6(2), 85-102.

Wang, C., & Redwood-Jones, Y. (2001). Photovoice ethics: perspectives from First Photovoice. *Health Education & Behavior*, 28, 560-572.

Wang, C. (1999). Photovoice: a participatory action research strategy applied to women's health. *Journal of Women's Health*, 8(2), 185-192.

Wang, C.C., & Burris, M. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education and Behavior*, 24(3), 369-387.

World Health Organization. (2006). Health action in crises: Sierra Leone. Retrieved September 19, 2007 from: http://www.who.int/haci/crises/le/background/2004/Sierraleone_june06.pdf.
