



# Community Video for Social Change: A Toolkit



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**For further information and copies, please contact:**

American Refugee Committee  
430 Oak Grove Street Suite 204  
Minneapolis, MN 55403  
USA  
Website : [www.arcrelief.org](http://www.arcrelief.org)  
Email: [info@arcrelief.org](mailto:info@arcrelief.org)

Communication for Change  
423 Atlantic Avenue, # 3L  
Brooklyn, New York 11217  
USA  
Website: [www.c4c.org](http://www.c4c.org)  
Email: [info@c4c.org](mailto:info@c4c.org)

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***Cover photographs***

***Front:*** *Filming a role play on harmful traditional practices (Uganda, 2009).*

***Back left:*** *Filming a video on care for survivors of rape (Southern Sudan, 2009)*

***Back center:*** *Actors and video team members watching a community drama that has just been filmed (Thailand, 2009)*

***Back right:*** *Discussing different forms of gender-based violence that take place within the community (Uganda, 2009)*

# Community Video for Social Change: A Toolkit

## Acknowledgments



Communication for Change

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The Practical Guide to Community Video Training featured in this Toolkit is a product of five years of field activities, and reflects the input of many dedicated individuals. For their many contributions, special thanks to master trainers Pamella Anena, Zeze Konie and Albert Pyne. The Guide also incorporates ideas provided by Miriam Sidibe, Josephine Kumba, and Marie Tamba (ARC Liberia); Eriya Murana (ARC Uganda); Lona Tabu, Jackson Moro, and Ronnie Murungu (ARC Southern Sudan); Grace Manikuze (ARC Rwanda); and Pimpisa (Praew) Sriprasert (ARC Thailand). Chelsea Cooper and Eve Lotter helped shape several of the sessions and exercises. Many thanks as well to Tom Hommeyer for his support and suggestions, both in the U.S. and in the field.

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## Introduction

Participatory video, a dynamic form of social change communication, is based on the understanding that collective processes of dialogue and action can help community members prioritize local needs and identify realistic solutions. Grounded in theory and best practices gained from over 35 years of implementation, community-based participatory video has become a powerful tool for development and social change worldwide. Applicable across all program sectors, it has strengthened awareness-raising and advocacy around issues as diverse as democracy and governance, community health, hygiene and sanitation, human rights, and HIV/AIDS, to name but a few. Participatory video builds community members' decision-making and mobilization capacities in ways that strengthen program activities and help partner organizations respond appropriately to local needs. As a powerful, low-cost component of strategic behavior change communication, participatory video can help encourage shifts in attitude and behavior at the individual, family, and community level. As a medium that fosters inclusion and surmounts barriers of illiteracy, community video ensures that diverse and marginalized voices are heard, and that the most vulnerable can gain accurate information about available services and resources. Most important, community video can spark discussion on highly sensitive subjects that are often surrounded by silence: gender roles and norms, gender-based violence, and harmful traditional practices such as dowry abuse, female excision, and forced/early marriage. In crisis and conflict-affected settings where countless individuals have experienced trauma and social fragmentation, community video can help people engage in meaningful dialogue and collective action for healing and community development.

Through Our Eyes is the first multi-site, long-term community video project that expressly addresses gender-based violence, HIV/AIDS, and harmful practices in conflict-affected settings. Implemented by the American Refugee Committee (ARC) and its technical partner, Communication for Change (C4C), the project has been primarily supported by the U.S. Agency for International Development (USAID) since 2008. Since its inception in 2006 at Lainé refugee camp in Guinea, under a grant from the U.S. State Department's Bureau of Population, Refugees and Migration (BPRM), Through Our Eyes has spread to five other country sites, including post-conflict regions and refugee camps. Teams composed of community members in Liberia, Uganda, Sudan, Thailand, and Rwanda create videos using low-cost, portable equipment. Their productions examine different forms of violence and their causes, and present models of change made credible by their rich grounding in the local context. Community screenings trigger in-depth discussions on responses, resources, and alternatives to violence. At each stage, men, women, boys, and girls collaborate, reflect, and problem-solve together in ways that challenge gender biases and build new models of interaction. From the start, team members and program staff found the project highly effective in mobilizing community members and helping survivors gain access to care and support. In its implementation and impact, Through Our Eyes offers a model for the strategic use of local media to advance health and gender equality outcomes.



## **The need for this Toolkit**

While there exist many descriptions and case studies of community video projects, there are few detailed, practical guides to using community video for development and social change. None focuses specifically on how to use this approach to address gender-based violence, inequitable gender norms, harmful practices, and HIV/AIDS, which are highly sensitive and deeply intertwined. Few resources address thematic content and interpersonal skills as well as technical aspects. Finally, existing materials do not explore the use of community within the challenging context of crisis- and conflict affected settings.

## **Overview of the Toolkit's contents**

This Toolkit is designed as a comprehensive guide to planning and implementing a community video project that addresses gender-based violence, harmful practices, HIV/AIDS, and related concerns.

Part 1 reviews these critical concerns within the context of crisis and conflict-affected settings. Part 2 outlines participatory communication principles and approaches, as well as challenges in addressing sensitive issues within programs supporting social and behavior change. Part 3 focuses on the uses of participatory, community-based video in development and humanitarian settings.

Part 4 delineates steps in planning and designing a community video project. Part 5 focuses on implementation, ongoing support, and ways of integrating community video activities into broader program work within an organization or program. Part 6 addresses issues of program quality and sustainability. Part 7 provides recommendations for monitoring and evaluation. Part 8 suggests opportunities for sharing experiences, and offers some of principle lessons learned by the Through Our Eyes teams. Resource materials are provided in the Annexes.

The Toolkit includes a manual titled "A Practical Guide to Community Video Training." This guide provides detailed session descriptions, exercises, and support materials for a two-week training workshop integrating thematic content with video production, team-building and interpersonal communication skills. The guide is designed primarily as a facilitation tool; however, it can also serve as a resource for communication personnel, program managers, and humanitarian aid agency and NGO staff who wish to strengthen health and social development programs through participatory video. In terms of program implementation, the training described in the Practical Guide should be carried out following the planning and preparation stages described in Part 4 of the Toolkit.

Throughout this Toolkit, relevant examples from the Through Our Eyes experience and other participatory communication programs are integrated at relevant points. While focused on conflict-affected contexts, many of the lessons and processes described here can be applied to any setting.

Finally, like all participatory initiatives, this Toolkit is a work in progress that will evolve as project teams and local partners continue to collaborate with and learn from their communities.







## **Part One:** Critical Issues in Conflict-Affected Settings

*Photo: Former abducted girls at a rehabilitation center. Girls as young as ten years old have been regularly abducted from villages, given as “wives” to Lord’s Resistance Army (LRA) commanders or raped by LRA soldiers (Uganda, 2006. © Manoocher Deghati/IRIN)*

## Part One: Critical Issues in Conflict-Affected Settings

Conflict and crisis put women and girls at high risk of violence and other forms of harm. Displacement and instability frequently separate families and communities, and communal and legal systems of support and protection often become fractured or cease to function. The following section provides an overview of three closely intertwined threats to women and girls in conflict and crisis-affected areas: gender-based violence, harmful practices, and HIV/AIDS. It describes prevalent forms of gender violence and harmful practices, their consequences, and how they and HIV/AIDS result in devastating outcomes for women and girls. The section concludes by looking at how prevention activities, especially those that involve meaningful dialogue such as participatory approaches, empower communities to prevent violence and sustain social change.

### Gender-based Violence

Gender-based violence (GBV) is one of the most pervasive forms of violence linked to conflict and crisis-affected settings. Gender-based violence can be sexual or physical; it may take the form of emotional or psychological abuse, or economic or political inequality. The overwhelming majority of cases involve women and girls (International Rescue Committee, 2007). Gender-based violence in conflict has been reported in myriad settings worldwide, and from ancient times to the present day.

Gender-based violence occurs during all stages of conflict. During the emergency phase, most



*Women and girls fleeing conflict in Cote d'Ivoire by crossing into Liberia (2011).*

Gender-based violence is any harm based on power inequalities resulting from gender roles. It can manifest as sexual, physical, emotional or psychological abuse, or take the form of economic or political inequality. The overwhelming majority of cases involve women and girls.

International Rescue Committee (2008)

reported incidents are cases of sexual violence. During the 1994 genocide in Rwanda, the majority of Tutsi women experienced some form of gender-based violence, and 250,000 - 500,000 were raped (AVEGA, 1999). Sexual violence in conflict can be uniquely brutal: examples include rape, gang rape, rape with objects, sexual slavery, forced impregnation, and intentional infection with STIs, including HIV (UNHCR, 2008; IASC, 2005). The conflict in the Democratic Republic of Congo is marked by extreme sexual violence on an unprecedented scale (Forced Migration Review, 2007).

In some instances, the very individuals who should provide help—peacekeeping forces, aid workers, and police—perpetrate sexual abuse and exploitation (SEA). For example, police and male residents in refugee camps coerced women fleeing Darfur into providing “sexual services” in exchange for protection (Human Rights Watch, 2005). Increased incidence of gender-based violence has also been reported in the wake of natural disasters, such as the 2004 Asian tsunami and post-earthquake Haiti (Enarson, 2006). Men and boys may also experience sexual violence during crisis.

During relatively stable phases of conflict, reports of intimate partner violence (IPV) escalate in camps for refugees and internally displaced persons (IDP); such violence is often fueled by the loss of livelihoods and traditional roles, alcohol and drug abuse (*ibid.*). The fracturing of relationships and social roles, compounded by lack of employment, can lead men to abandon their wives and children. Women and young girls are often forced into prostitution or assaulted when they seek firewood





*A 13-year-old girl, raped by armed men, waits for treatment in a health clinic (Democratic Republic of Congo, 2006. © Tiggy Ridley/IRIN)*

or water (UNICEF, 2006), or when they work as domestics outside the camp. Others may be trafficked, or tricked or coerced into moving to a new area and forced to work for little or no pay. Those who live “in the bush” also remain at risk of violence.

High levels of gender-based violence persist even in post-conflict societies, sustained by the normalization of violence during warfare and the weakness of nascent legal justice systems.

Conflict compounds the violence that women and girls struggle with during times of peace. Many of the types of gender-based violence found during the conflict and post-conflict periods also exist pre-conflict and they are based on unequal attitudes and practices toward women. For this reason, efforts to prevent gender-based violence must extend beyond the conflict period, and must address the socially-entrenched norms that perpetuate violence against women and girls. (See below, **“Working toward prevention.”**)

Gender-based violence is rooted in unequal gender relations that existed before the onset of conflict. As a result, it continues at all stages of conflict and even after the fighting ends.

## Harmful practices

The phrase “harmful practices” is used by many organizations to describe customs that affect people in negative ways. For example, withholding breast-milk from children during diarrheal episodes and food taboos during pregnancy can weaken women and children’s nutritional status (Airhihenbuwa, 1995; cited in UNICEF, 2006). Many harmful practices are also forms of gender-based violence. Examples of harmful practices include widow inheritance, female genital cutting/mutilation, female infanticide, neglect or differential treatment of female children, forced/early marriage, dowry-related abuse, wife-sharing, and honor killings.

In crisis and conflict-affected settings, communities may respond to social disruption and displacement by strengthening cultural practices, including harmful ones. Female genital cutting/mutilation is sometimes “revived in refugee settings as communities embrace traditions more fervently in an attempt to reassert their cultural identity” (Marie Stopes International, 2001). Reclaiming traditional practices may also represent a wish to “maintain a sense of continuity during a turbulent time” (Vann, 2002). Economic factors may play a major role as well. Forced and/or early marriages may be widespread in refugee or crisis-affected communities when parents see benefits in gaining bride-price, and/or in decreasing their number of dependents. When resources are scarce, differential treatment of girls and boys may increase as parents decide on how to allocate food and who goes to school.

*Knives used by former practitioners to carry out female genital cutting/mutilation on girls (Guinea, © CPTAFE)*



## Some Examples of Harmful Traditional Practices

**Female genital cutting/mutilation** (also known as excision or female circumcision) involves cutting away all or part of the external female genitalia. An estimated 130 million women worldwide have undergone genital cutting, and 2 million girls undergo the practice each year. Consequences may be immediate (shock, severe pain, hemorrhage, ulcerations) or long-term (cysts, abscesses, keloid scars, damage to the urethra, painful sexual intercourse), and may also include psychological trauma. The most severe form, infibulations ((sewing closed the labia majora (outer lips of the vulva)), may cause complications in childbirth or infertility.

**Early marriage**, defined as marriage before the age of 18, is widespread in many regions and especially South Asia and sub-Saharan Africa. The young age of many child brides—some as young as 6 or 7—negates the concept of consent. Early marriages, which may also be forced, result in early and/or frequent pregnancies and consequent health problems. The practice has been linked to extremely high maternal and child mortality rates in parts of Asia (UNFPA, 1997). Early/forced marriage also raises young girls' risk of HIV/AIDS infection. Girls married at a young age usually lose access to schooling and life opportunities. Many experience abuse and violence in the union.

**Widow inheritance** involves the marriage of a widow to a designated man in her husband's family, often the brother of the deceased. Belief in sexual rituals to "cleanse" a widow may be involved. Widely practiced in Eastern and Southern Africa, the practice has contributed greatly to the spread of HIV/AIDS. A related practice in some settings requires the sister of a deceased or infertile wife to marry or have sex with her brother-in-law, the widower/husband.

**Wife sharing**, in which a married woman is expected to be sexually available to her husband's friends, or male relatives, is practiced in certain parts of East Africa, including Kenya, Rwanda, and eastern Congo. A related practice in some settings requires the sister of a deceased or infertile wife to marry or have sex with her brother-in-law, the widower/husband.

**Neglect or differential treatment of girl children** is linked to low cultural valuation of girls and/or a preference for sons. It is demonstrated through poor nutritional and health status of girls, withholding of medical care and schooling, and different forms of abuse. Son preference is especially widespread in parts of South and Western Asia and Africa. In areas when preference for male children is most pronounced, selective abortion of female fetuses and female infanticide may occur.

**Dowry-related violence** occurs when a woman's husband and/or family considers that the dowry provided by her family has been insufficient. Women experiencing dowry violence may be subjected to mental and physical abuse, torture, starvation, or death (often by burning) so that the husband can take another wife.

"**Honor killings**" are murders carried out because a woman or girl is considered to have tainted the reputation of her family, tribe, or social group. Usually committed by relatives, these killings are undertaken as actions against a woman's perceived transgressions of social norms, and rarely punished.

**Swara** is a practice found in Afghanistan and Pakistan in which one family gives a girl to another family as compensation for an injury or grievance. Originally based on a largely symbolic Pashtun custom for healing social rifts, swara has devolved into a system by which girls and young women effectively become slaves within a hostile household (Khel, 2006).

**Watta satta** (literally, "give and take") is the tradition of exchanged marriages between two families. An estimated third of all marriages in rural Pakistan are made through this custom (Pakistan Newswire, 2007). The practice has been linked to forced/ early marriage, spousal abuse and HIV/AIDS infection among women.

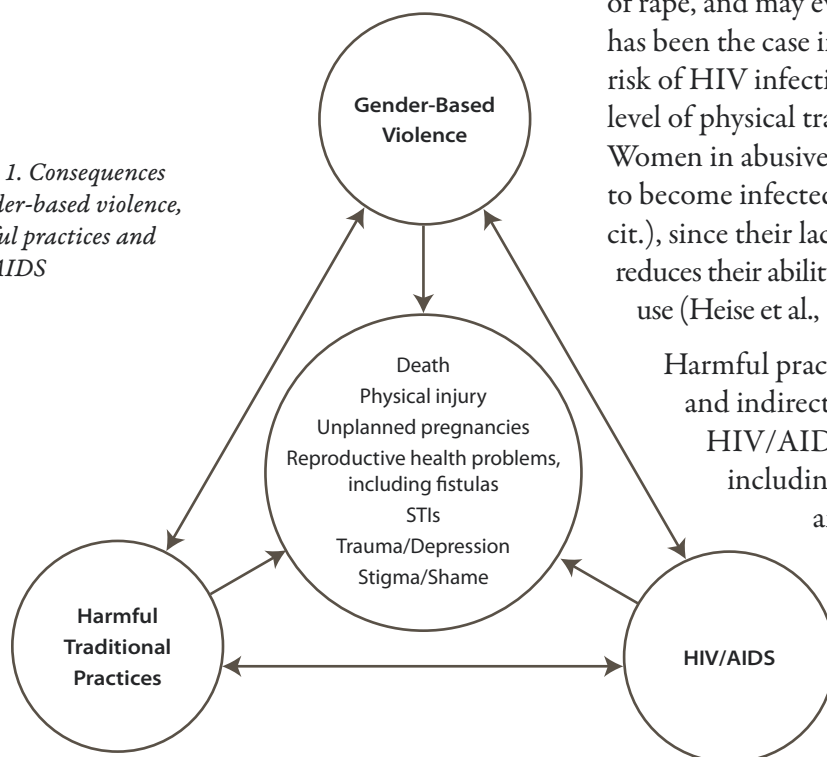
## HIV/AIDS

Conflict exacerbates gender inequalities that put women and girls at risk of HIV infection (Seckinelgin, 2010). During conflict, women are often lack the means to protect themselves from sexual assault or contracting HIV. The particularly brutal nature of sexual violence and prolonged exposure via repeated rape and sexual slavery in conflict increase the risks of transmission (El-Bushra, 2010). Transmitting HIV through rape may also be a deliberate act of sexual violence; during the 1994 Rwanda genocide, women were intentionally infected through assault by HIV-positive men (Ward, 2002). Conflict and crisis also damage systems which, under normal conditions, would support HIV/AIDS prevention, care, and treatment. These include systems for information and outreach, HIV testing, medical care (such as post-exposure prophylaxis and ART) and psychosocial support.

### Consequences of gender-based violence, harmful traditional practices, and HIV/AIDS

Gender-based violence, harmful traditional practices, and HIV/AIDS affect women and girls disproportionately. Figure 1 below shows how they interact to compound risks to the physical, emotional, and reproductive health of women and girls.

Figure 1. Consequences of gender-based violence, harmful practices and HIV/AIDS



An HIV-positive refugee woman from the Democratic Republic of Congo in a counseling session (Rwanda, 2008)

Gender-based violence can lead to death and physical injury, including serious reproductive health problems. Survivors may suffer mutilation of their sexual organs as well as ruptures between the vagina, bladder, or rectum, known as traumatic fistula. Caused by brutal sexual attack, this condition often occurs in conflict-affected areas. Other reproductive health consequences of gender-based violence include sexually-transmitted infections (STIs), and infertility. Unwanted pregnancy is a frequent result of rape, and may even be a goal of the perpetrator, as has been the case in Bosnia and Darfur. Rape brings risk of HIV infection, which increases with the level of physical trauma and frequency of assaults. Women in abusive relationships are also more likely to become infected with HIV (Rothschild et al., loc. cit.), since their lack of social or economic options reduces their ability to refuse sex or insist on condom use (Heise et al., 1999).

Harmful practices are associated both directly and indirectly with gender-based violence and HIV/AIDS. Many traditional practices, including wife inheritance, wife sharing, and forced/early marriage, can put women and girls at risk of HIV infection. The myth that sex with a virgin can cure AIDS places women at risk of



HIV infection. Female genital cutting/mutilation may also spread infection when practitioners use unsterilized tools on multiple girls.

Obstetric fistula—a hole in the wall between the rectum and vagina—results from prolonged obstructed labor. Women with fistulas experience uncontrollable leakage of urine and/or feces. As a result, they are often ostracized by family and community members. Harmful practices such as forced marriage and early pregnancy put girls and young women at risk of fistula because their narrow width of their pelvises put them at risk of obstructed labor. Female genital cutting/mutilation can also contribute to fistula due to inelastic, scarred tissue that prevents normal delivery.

Compounding these physical effects, gender-based violence, harmful practices, and HIV cause psychological trauma (UNHCR, 2003). Survivors of gender-based violence have high levels of anxiety and pain and are at an elevated risk of suicide and mental illness (Thomas, 2007). Rape survivors experience shame and stigma. The psychological effects of gender-based violence can be collective, as when combatants use sexual assault to instill terror in targeted communities.

Social stigma and discrimination also affect women living with HIV/AIDS. Although women are physiologically more susceptible to being infected by men than the reverse, prevailing attitudes often blame women for bringing HIV into the family or community (Airhihenbuwa, 1995). Many women with HIV, or perceived as HIV positive, experience rejection and abandonment. They may be dispossessed or separated from their families and children.

Gender-based violence, harmful practices, and HIV/AIDS are causally interlinked. Individually and in combination with one another, they can result in death, physical injury, emotional trauma, discrimination, and reproductive health problems.



*Surgical team repairs a fistula at University Hospital, Dhaka, Bangladesh (2005). © Hinrichsen /Photoshare*

In these ways and many others, gender-based violence, harmful traditional practices, and HIV injure individuals, families and communities.

### **Secrecy, shame, and stigma**

Silence is one of the greatest obstacles to helping survivors of gender-based violence and those living with HIV. Acts of gender-based violence and their physical, emotional and reproductive health consequences are frequently under-reported because of the shame and stigma associated with them. In addition, attitudes around gender are often deeply linked to cultural identity and family status. In many settings, incidents in the home are considered private, and to speak of them is perceived as a violation of social norms. Further, many traditional practices and acts of gender-based violence are carried out under conditions of secrecy. Some practices are actually associated with secret societies and clandestine rites, and to discuss them may be taboo (IRIN, 2005). Other practices may have never been questioned, but simply accepted as “tradition.”

Enforced silence exacerbates the psychological consequences of gender-based violence, harmful practices and HIV. HIV infections may be prevented if survivors receive post-exposure prophylaxis within 72 hours. Care for injuries, prevention of other sexually-transmitted infections and unwanted pregnancies should also be promptly provided. Fear of shame and stigma, however, can prevent women from seeking services even if they

Silence is one of the greatest challenges involved in helping HIV-positive women and survivors of gender-based violence. Silence exacerbates physical and psychological consequences and prevents appropriate care. Above all, silence perpetuates the attitude that violence and exploitation of women and girls is inevitable.

suspect they have a sexually-transmitted infection (Gutmacher, 1998). Above all, silence perpetuates “feelings of spiritual resignation” (Airhihenbura, 1995) and perpetuates the assumption that violence and exploitation of women and girls is inevitable (Ward, 2002). For all of these reasons, ending the culture of silence is key to prevention. Challenging and changing gender-related attitudes and practices can be difficult even for individuals from the community, however, and must be approached with care.

### Working toward prevention

The forms of gender-based violence during times of war and how communities respond are deeply rooted in gender inequalities that existed before the onset of conflict (El Jack, 2003). Ending the silence surrounding gender-based violence is a vital first step in helping communities confront and question inequitable norms. This is because decision-making around women’s welfare may involve other

*“Prevention as well as response should be prioritized...sexual violence does not stop with peace agreements.”*

Manuel Carballo, Director, International Center for Migration and Health

community members as much as the individual(s) directly affected. Social or family pressure often favors tradition, and the benefits of abandoning entrenched gender attitudes and practices may not be obvious to all. (See “**Special Challenges in Social Change Communication**” in Part 2, “**Participatory Communication in Development**,” and the “**Helpful and Harmful Practices**” activity in Annex C, “**Resources on Monitoring and Evaluation.**”)

For these reasons, social change initiatives must be a central component of efforts to reduce and prevent gender-based violence on a sustained basis. Many gender-based violence programs provide legal, security, health, and psychosocial services to support survivors in conflict-affected areas. These services play a critical role in protecting the lives and dignity of survivors. However, they should be accompanied by prevention efforts that address the attitudes and behaviors that sustain violence. Prevention efforts must be customized to local contexts, and should continue long after the cessation of fighting. To challenge long-held concepts around the status, roles, and treatment of women and girls, prevention programs must deeply engage community members in problem identification, dialogue, and solution-seeking. These are the core elements of participatory communication, a powerful and empowering approach in preventing gender-based violence and related issues.



*Members of a mothers group in Nyabiheke refugee camp discuss issues raised by a video on the importance of reporting rape within 72 hours (Rwanda, 2011)*



## Communicating the crime of rape

During Liberia's 14-year-long civil war, an estimated 40% of all women experienced conflict-related sexual violence (IRIN, 2004), and impunity was the norm. When peace came, President Ellen Sirleaf-Johnson enacted laws to strengthen penalties for rape, with the goal of ending this culture of impunity. The Through Our Eyes team helped spread the message through its first videotape: "Be Aware: Rape is a Crime." Related videos showed the negative effects of treating rape as a private, "family matter" and stressed the importance of prompt and appropriate care for survivors. Screenings of these tapes prompted an immediate increase in reporting of assaults, with many women coming forward to seek psychosocial counseling and health services.

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## **Part Two:** Participatory Communication in Development and Humanitarian Contexts

*Photo: An elderly woman engages Forum Theatre actors in discussion during a community show for the “Be a Man” campaign (© Irene Kulabako/HCP Uganda, Courtesy of Photoshare, Uganda, 2006)*



## Participatory Communication

Participatory communication has been defined as “a dynamic, interactional, and transformative process of dialogue between people, groups, and institutions that enables people, both individually and collectively, to realize their full potential and be engaged in their own welfare” (Singhal, 2003). Participatory communication initiatives create opportunities for people to articulate their views, identify common concerns, and seek solutions from within their community.

The teachings of Paulo Freire, the Brazilian educator and activist, had a major influence on the development of the participatory model. According to Freire, the process of raising questions and engaging in dialogue sparks “critical consciousness,” which enables the shift from reflection to action (Freire, 1970). Since participatory communication emerged in the 1960s, non-governmental organizations and community-based groups have led the way in practice and innovation.

### *Key elements of participatory communication include:*

- Identification and prioritization of needs, goals, measures of change, and desired outcomes by community members
- A focus on “horizontal” interactions, such as dialogue and exchange (versus “top-down” or “vertical” activities)
- An emphasis on self-representation to promote collective well-being
- A focus on collaborative processes rather than on “products”
- A focus on identifying solutions and positive models of change from within the community, rather than applying examples from outside
- Explicit integration of social empowerment and capacity-building goals
- Recurring cycles of reflection and action

The strength of participatory communication methods lies in their inherent respect for lived experience and local knowledge. The central role of community members ensures that messages and materials reflect the social and cultural dynamics

Participatory communication initiatives create opportunities for people to articulate their views, identify common concerns, and seek solutions from within their community.

Table 1. Development communication approaches and forms

Approaches/Goals	Forms/Channels
Public education and awareness-raising	Mass media (print, radio, television)
Advocacy and outreach	Interpersonal communication (IPC), such as home visits, group discussions, and peer education
“Social marketing,” or promotion of specific products using marketing or advertising techniques	Traditional performance arts such as dance, drama, poetry, puppetry, and song
Community mobilization and engagement	Internet, mobile technology, social media, and other emerging media forms
Education entertainment (“enter-educate” or “edutainment”)	Popular media (soap operas, songs, comics)
Participatory communication methods	Locally-generated media, including radio, video, and photography

of their daily lives. The resulting locally-specific messages resonate with community members in ways that cannot be produced by non-participatory methods.

Participatory approaches are highly valuable in development communication, or the use of communication to advance social development goals. These goals may include raising awareness around critical issues, improving access to information, increasing the use of available services, or mobilizing people around a common purpose. In most of these cases, communication activities seek to encourage certain changes in attitude or behavior at the individual, family, and/or community level. Related terms include information, education and communication (IEC), information and communication for development (ICD), behavior change communication (BCC), and communication for social change.

Development communication initiatives make use of many different approaches, channels, and forms, often in combination with one another (Table 1).

Effective development communication programs, even those centered on the use of media or technology, often build on existing social networks and traditional channels of communication. Dialogue and direct interpersonal exchange play an especially crucial role in successful communication for social change programs, particularly when they address highly sensitive issues (Cooper and Goodsmith, 2010).

### Contrasts between participatory and non-participatory communication

In a highly participatory project, the community members most affected by the program or activity make major decisions about needs, goals, and desired outcomes. Organic, integrated processes ensure exchange and self-representation among concerned individuals and groups. Dialogue is ongoing and directly feeds back into the project's growth. In participatory approaches, the circle of communication is never broken.

Low-participation communication approaches, also called “diffusion-oriented” methods, tend to focus on changing individuals' behavior by sending messages to audiences in a one-way flow. They tend to focus on “products” such as television or radio programs, and may reach large numbers of people within relatively short periods of time. Low-participation, diffusion-based approaches rarely prioritize dialogue and community engagement, or may apply them in a limited or time-bound manner. In contrast, participatory initiatives “focus on community involvement” (Morris, 2000). Most social marketing and “enter-educate” campaigns, which often use mass media, exemplify diffusion-oriented approaches (Waisbord, 2000). While participatory approaches are often used with smaller numbers of people, levels of exposure and involvement are often much more intense than when individuals are passive viewers or receivers of messages.

### Fusing different forms

Participatory and diffusion-oriented approaches can intersect. Some programs integrate elements of both. Examples include recording drama performances by community troupes to reach wider audiences, holding group discussion sessions after



*Members of the Awareness Theatre Group of the Cambodian NGO Phare Ponleu Selpak perform a skit addressing women's rights on a train platform in Pursat province. (2006, © Stéphane Janin, Courtesy of Photoshare)*

video screenings or radio emissions, or using role-play techniques in peer education and training activities. Some diffusion-oriented projects engage audience members by inviting their responses and ideas through “call-in” components or similar methods. Several recent initiatives use interactive media channels to foster person-to-person exchange and group mobilization; others fuse traditional performance forms with electronic and digital technologies in ways that enable broad, even global dissemination.

Strict lines between participatory and diffusion models may diminish as communication programs draw on their respective strengths (Tufte, 2004). Decisionmaking about communication approaches should be based on analysis of local needs, resources, and constraints as well as the critical issue of sustainability. Above all, program personnel should collaborate with community members to develop approaches that are appropriate, mutually-reinforcing, and enabling.

### Participatory communication in action

Participatory communication can take many different forms. Some projects center on performance modes such as drama, dance, or storytelling; others use media, such as radio or video. Many focus on interpersonal, dialogue-based activities. Table 2 identifies several major participatory communication approaches and program examples.

Table 2. Participatory communication program examples

Form/approach	Examples
<b>Participatory drama</b> , including interactive and “forum” theater approaches	DramAidE and Mothertongue (South Africa); Wan Smolbag (South Pacific region); Sistren Theatre (Jamaica); Tuelimishane (Tanzania)
<b>Folk and traditional performance forms</b> , such as song, dance, puppetry, poetry, and storytelling	Phare Ponleu Selpak (Cambodia); Proyecto Payaso (Guatemala); Bibi Bulak (Timor Leste)
<b>Participatory media</b> , including community radio and participatory or community-based video	TV Maxabomba (Brazil); CALANDRIA (Peru); Insight (multi-region); Video Volunteers and Radio Ujjas/Drishti Media (India); Nutzij (Guatemala); Maneno Mengi (Tanzania); Teleanita (Mexico); Through Our Eyes (multi-region)
<b>Participatory photography</b> , including photo-essays and social or personal documentary work	Shooting Back (multi-region); PhotoVoice (multi-region); Kids With Cameras (India); Binti Pamoja (Kenya)
<b>Participatory interpersonal communication</b> , including participatory learning and action (PLA) methods, interactive peer education and training techniques, and various forms of community dialogue	Stepping Stones (multi-region); Tostan (West Africa); Community Conversations (Ethiopia)

**Note:** For an in-depth discussion of participatory approaches and examples, see *Communication, Participation and Social Change: a review of communication initiatives addressing gender-based violence, gender norms, and harmful traditional practices in crisis-affected settings* (Cooper, Goodsmith, et. al., 2010)

## Special challenges in social change communication

As noted, most communication activities supporting health and development goals encourage certain changes in attitudes and behaviors at the individual and/or collective level. Some changes will be relatively easy to promote, particularly when people see them as having clear, immediate benefits to themselves and their family. Such aims may include increased use of maternal health services, taking measures to ensure access to clean drinking water, or monitoring children’s nutritional status.

Efforts to address practices that are deeply rooted in cultural attitudes and beliefs face the greatest challenges of all.

## Rx for participatory communication

The following questions can help program staff assess the potential of participatory communication approaches in their social development work:

- Is there a general lack of language-appropriate, culturally-specific materials for local audiences on critical issues?
- Is there a gap in reaching certain groups with important information due to low literacy levels and/or the inaccessibility of available print materials?
- Have current outreach activities (for example, mass sensitizations, health education talks) become repetitive or dull for participants?
- Are certain issues that are not being adequately addressed through existing activities and forums for discussion?
- Are community members in general not highly invested or engaged in program goals and activities?
- Are current activities maintaining their effect at the level of awareness-raising, without noticeable progress toward changes in local practice and behavior?

If the response to any of these questions is “yes,” then it is very likely that participatory communication approaches can help revitalize community engagement and advance program goals.

In the case of Through Our Eyes, the American Refugee Committee (ARC) and Communication for Change (C4C) saw participatory media as a valuable addition to existing sensitization and outreach activities. Even more importantly, they felt that participatory video could help break through the silence that surrounds gender-based violence.

Other objectives, such as uptake of family planning or voluntary counseling and testing services, can be more complex to promote because of local sensitivities and attitudes around issues of fertility and family size, sexuality, and gender/power dynamics between partners.

Communication efforts to address practices that are deeply rooted in cultural attitudes and beliefs face the greatest challenges of all because of the links between individual decision-making, behavior change, and social change within the wider community.



## Addressing gender-based violence, harmful practices, and HIV/AIDS

Creating change around gender-based violence, harmful practices, and HIV/AIDS is complex because these issues involve private behavior, societal perceptions of gender, sexuality and identity, and underlying power relations. To be effective, communication efforts must take into account the highly sensitive nature of these issues, the way people make decisions, and the influences that affect them (Izett and Toubia, 1999). For example, consider a parent who learns about oral rehydration solution (ORS). The parent who sees its benefits will probably decide, without much difficulty, to adopt this behavior. Severe diarrhea has distinct symptoms and can swiftly lead to death. Children's health is an issue that people are likely to discuss openly. The parents' decision to provide ORS will probably receive support from others in the community because many people prioritize better health for children.

In contrast, consider the example of a parent who learns that early marriage can have harmful effects—that pregnancy and childbirth are dangerous for a girl whose body is not yet fully developed. As a result, this parent may decide that it would be better for the daughter to marry later on, and to continue her schooling in the meantime. However, a spouse or older relative may insist on the girl being married very young, because it is the accepted practice—a way of preventing out-of-wedlock pregnancy or



*Adolescents participate in a DramAidE forum theater performance at a high school in KwaZulu-Natal province, which has the highest HIV/AIDS prevalence in South Africa. (2000, © Patrick Coleman, Courtesy of Photoshare)*



*Sudanese refugee women listen to a weekly women's empowerment class in Touloum camp (2008, Chad, © Micah Albert, Courtesy of Photoshare)*

ensuring a daughter's future. There may be economic motivations as well, such as the offer of bride-price. Further, there may be very little support in the wider community for girls' education. Because of all these factors, the parent may find it hard to prevent an early marriage from taking place.

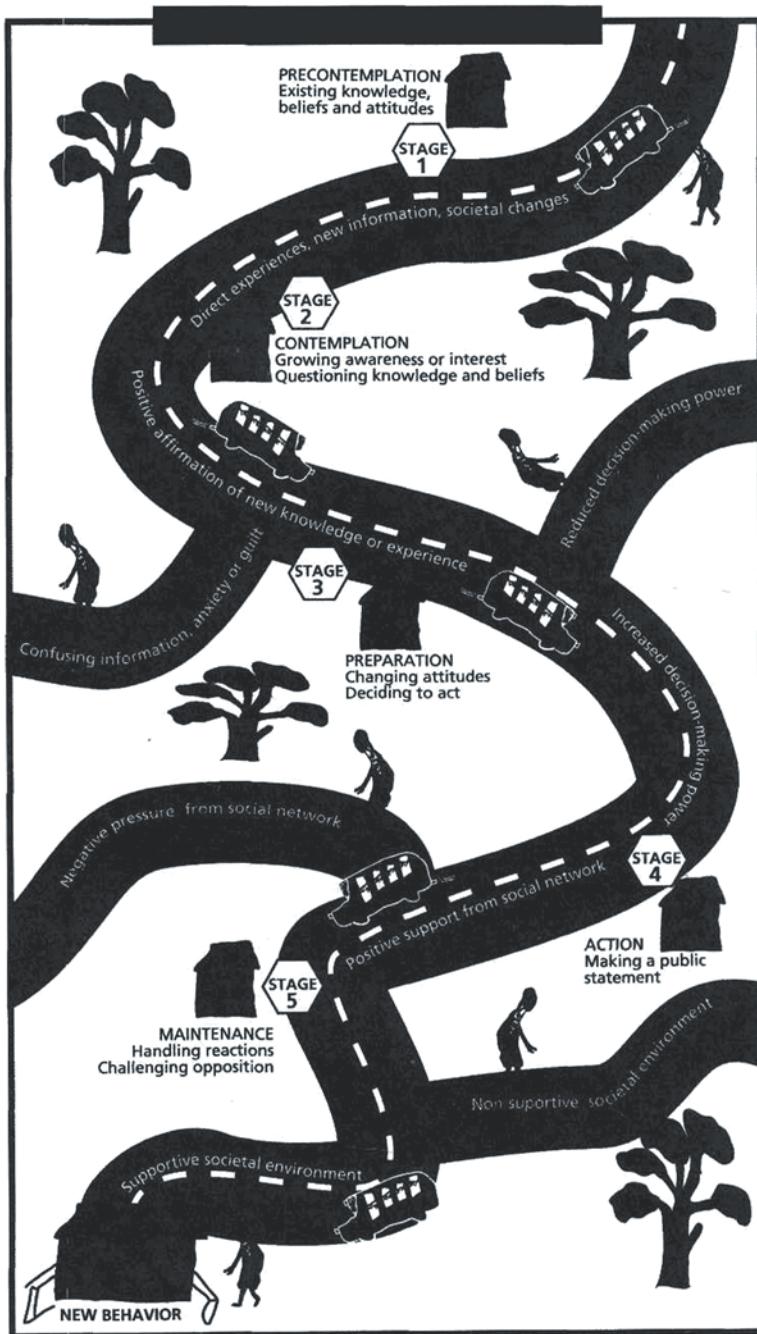
Most forms of gender violence and harmful practices affecting women and girls are similarly rooted in cultural attitudes or conditions of inequality in their communities. For these reasons, it can be difficult for one person to make a change on their own, even if they wish to. Social change around these issues begins with individuals, but must involve the community as a whole. This is why critical consciousness-raising, dialogue, and reflection within and across different groups are so important to the process of communication for change.

It can be difficult for one person to make a change on their own, even if they wish to. This is why critical consciousness-raising, dialogue, and reflection within and across different groups are so important to the process of communication for change.

The field of health communication has developed many theories of how behavior change takes place. One important theory, the “stages of change” model, states that people move along several stages as they progress toward change (Piotrow, Kincaid et al., 1997). (See **Part 7, Monitoring and Evaluation** to learn more about theories of change.) (Figure 2 depicts the process of change as a winding road.

Signs and potential detours reflect the internal and external factors that can support and constrain an individual's progress. This model is especially valuable because it views personal behavior change in a social context.

Figure 2. Road to Individual Behavioral Change



Source: Izett and Toubia (1999). *Learning About Social Change: A Research and Evaluation Guidebook Using Female Circumcision as a Case Study*. New York: Rainbo.

During the precontemplation stage, many individuals are unaware of the problem. Their views have been largely shaped by prevailing social and cultural attitudes. Experience or new information can help them become aware of the need for change, and move into the contemplation phase. At this stage, they might begin to question long-accepted attitudes or cultural practices and consider taking action. Ambivalent feelings or confusing information can keep people from advancing, while positive support for their new knowledge can help them move ahead to the preparation stage. At this point, they have the intention to change, and they make plans to do so.

As people gain confidence in their ability to make decisions and embrace change, they advance to the action stage. In this phase, they adopt the new behavior, or discontinue the practice that they have come to see as harmful. They may continue to encounter obstacles due to social pressure and other factors, and can benefit from the support of others who seek to make similar changes. In the maintenance stage, people are able to maintain the change in behavior or practice consistently. Individuals who have reached this point have high levels of self-efficacy, and may seek to actively promote change in their community (Izett and Toubia, 1999).

Change is not a linear process, and individuals and their communities can affect each other's behavior. By kindling awareness, reflection, dialogue and action, participatory approaches, including community video, can help individuals and communities move from one stage of change to the next.



## Tipping the scales of social change

Female genital cutting/mutilation (FGC/M) has been practiced in many parts of Africa for centuries. Although it has negative effects on girls and women, it is a deeply-rooted tradition that can be very difficult to address.

Tostan is a Senegal-based organization that has provided non-formal education and skills training for rural women since 1991. The Tostan program combines literacy with practical and life skills. Hygiene, health, and human rights are also important themes of the program.

Ending female genital cutting/mutilation was not an original goal of Tostan's work. Most women would not even discuss it during sessions on women's health. But as women learned more about human rights and health problems related to female genital cutting/mutilation, they began to discuss it outside the sessions. Many became

convinced that it was unnecessary and harmful. Eventually, residents of one village decided to stop practicing it. But they took it a step further. They visited nearby communities and encouraged them to follow their example. As a result, a group of 13 villages joined together to publicly declare that they would no longer practice female genital cutting/mutilation or insist that their sons marry girls who had undergone it. More than 1,000 Senegalese villages have now taken part in public declarations to end the practice, and Tostan has expanded its programs to several other African countries.

Tostan's work shows that learning, dialogue, and outreach can lead to shifts in cultural norms. The villages' public declarations against female genital cutting/mutilation marked the "tipping point" at which a critical mass of people changed their views and influenced others to change as well.

(Sources: Population Council, 1999; Feldman-Jacobs and Ryniak, 2006)

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## **Part Three:** Community Video for Social Change

*Photo: Checking a camera exercise during follow-up training (Uganda, 2009).*

## Part Three: Community Video for Social Change

This section of the Toolkit provides an overview of community-based, participatory video, its benefits, and its effectiveness across a spectrum of development issues. Program examples highlight how locally-made video creates social change through processes of collaboration, dialogue, and action, and how video capacity strengthens communities and organizations. The latter part of the section focuses on using community video to address highly sensitive issues such as gender-based violence and HIV/AIDS, and on special considerations when working in crisis settings.

### What is community video?

Community video is a communication approach that engages local people in creating videos that represent their lives and concerns. This approach is highly empowering, because participants decide why and how to present different issues, what stories to tell, and how to represent themselves and their community. They also decide how the videos should be used and who should see them.

Community video differs from professional film and television productions in several ways. Above all, community video emphasizes collaborative processes at the local level. These processes—planning, problem-solving, raising questions, generating discussion, and seeking consensus—are just as important as the final product. In addition, community video is shared “horizontally” among people at the community level. In contrast, mass media “vertically” broadcasts to anonymous audiences. The person-to-person nature of community video fuses the strengths of interpersonal communication and peer education with the power of visual media.

### The rise of participatory media and community video

Participatory media has deep roots in Latin America. In the 1950s and 1960s, miners in Bolivia aired local-language radio programs about their daily lives and needs. Since that time, many communities in the region have voiced their concerns through what came to be known as alternative or “citizen’s” media



*Filming a person-on-the-street interview, Video Sabou et Nafa project (2002, Guinea, © Communication for Change)*

(Rodriguez, 2001). Many early examples of video in rural development work were supported by the United Nations Food and Agriculture Organization (FAO). Projects in South America and Africa used video to document agricultural conditions, support technical and literacy training, and enable cross-sharing of methods across communities (Dagron, 2001).

As equipment became increasingly portable and low-cost, participatory video spread worldwide. Today, teams in sites as diverse as Thailand, Tanzania, Kazakhstan and Brazil use community video to address a wide range of development and humanitarian concerns: land use and environmental preservation, livelihoods, community health and hygiene, human rights, and key issues in crisis and conflict.

### The benefits of community video

#### Community-made, participatory video...

- Features faces, stories, and examples of change from within the community itself. For this reason, community-made videos often “speak” more powerfully to people than films from outside.
- Enables different groups and individuals to represent their views, including those who may be unrepresented or marginalized, such as women, youth, people living with HIV/AIDS, or the disabled.
- Helps draw the attention of local leaders and





*Video team members playing back for a local participant the interview they have just recorded with her (Thailand, 2009)*

authorities to priority concerns in the community.

- Is immediate. Video can be played back right away: people who take part in filming can watch material and offer instant feedback. An entire program may be completed and shared with community audiences on the same day.
- Is highly versatile, and can be used to address any theme or topic prioritized by community members.
- Is accessible to people of any educational or literacy level.
- Integrates storytelling and oral traditions that are valued in many cultures.
- Builds capacity and self-confidence among individuals and groups as they master technical and interpersonal communication skills.
- Strengthens advocacy and leadership skills among team members.
- Fosters collaboration and creates a shared sense of purpose among concerned community members.
- Generates excitement and interest among community members and staff.

## What makes community video an organizational asset?

### Community video creates sustainable, cross-cutting communication capacity

An organization with participatory video capacity can create locally-relevant communication materials over the long term, at low cost. Video capacity can strategically support any program area (see “Using video as a cross-sectoral tool” in Part 5, “Implementing a Community Video Initiative”). Video team members can share their skills with other personnel and serve as resources across sectors and sites. In addition, video can be used as an asset for other organizational activities, including staff training, peer education, project documentation, monitoring and evaluation. (See “Video as a tool for monitoring and assessment” in Part 7, “Monitoring and evaluation”).

### Community video enables real-time response to changing program needs

Participatory video can help organizations respond to evolving needs. Many early videos made by the Through Our Eyes Liberia team, for example, provided information on care for rape survivors, prosecution of perpetrators, and treatment of sexually-transmitted infections. As people began to make greater use of legal and health structures, the team began to address broader issues relating to gender norms and women’s rights. New themes included mutual respect between spouses, joint decision-making, and shared economic resources and responsibilities. These videos help spark discussion on the roles of women and men in post-conflict Liberian society.

### Uses of community video

Community video can support development and social change activities in diverse ways and across different settings.

#### 1. To support practical training.

Video is ideal for depicting techniques: for example, how to prepare oral rehydration solution, build latrines, or construct smokeless stoves (see **Video SEWA: Collective strength**).

#### 2. To enable exchanges of experience.

Many groups, including SEWA, have used videos to spread examples of production methods and mutual aid opportunities for low-wage workers. In Guinea, Video Sabou et Nafa teams showed new income-generating activities undertaken by women who had formerly made their living by excising girls.

3. *To communicate local concerns to decision-makers.*

Community video has been used to depict the effects of dynamite fishing (Maneno Mengi, Tanzania) and industrial waste (Video and Community Dreams, Egypt) to high-level policy-makers as well as local audiences.

4. *To advocate for human rights and legal justice.*

Community video has been used as a legal aid tool for survivors of spousal abuse (Banchte Shekha, Bangladesh). With the support of Witness, human rights advocates worldwide use video for documentation, testimony and evidence. (See also **The Insight story**, next page.)

5. *To amplify voices rarely heard in the media.*

The work of Kayapo, in Brazil's Amazon region, and of Insight, among Batwa pygmies in Uganda, has helped indigenous peoples represent their needs. Young people living in villages and slum areas in India speak out about social concerns through community video units trained by Video Volunteers/Channel 19.

6. *To advance women's empowerment.*

From Guatemala (Nutzij) and St. Lucia (Breaking the Silence) to Bangladesh (Proshika), women and girls have used video to heighten awareness on such issues as dowry abuse, girls' education, gender roles, and HIV prevention. Shifts in awareness and attitude take place



### Video SEWA: Collective Strength

The Self-Employed Women's Association (SEWA) represents millions of women from India's vast non-formal sector. SEWA's video team has included women of all ages, literate and non-literate, Hindus and Muslims. Their productions have helped members learn about income-generating opportunities and health issues.

Videos that showed, step-by-step, how to build a smokeless stove and how to prepare oral rehydration solution were accessible to non-literate viewers from multiple language groups. SEWA videos have also helped women learn how to use savings and credit services and how to take collective action. Still active after over 25 years, Video SEWA shows how video can support an organization's activities and mission. (Sources: [www.c4c.org](http://www.c4c.org); [www.videosewa.org](http://www.videosewa.org))

through local screenings and as community members see women wielding cameras and new communication skills.

### Community video forms: drama and documentary

#### The power of drama

Through dramas, community video teams can portray sensitive issues in a true-to-life way, but using the lens of fiction. One of the first Through Our Eyes productions focused on child rape, a serious problem in the refugee camp at that time. While roughly based on an actual case, the team shaped the story to focus on response and prevention, and were the main issues explored in the playback discussions. Dramas made by teams in refugee camps in Rwanda depict the harmful effects of forced/early marriage and emotional abuse. The stories feel authentic to viewers, but are not linked to particular individuals or incidents.

Since the start of the Through Our Eyes project, many survivors of gender-based violence and people living with HIV/AIDS have helped develop dramas that reflect their experiences. Through on-screen characters, participants can indirectly represent themselves and communicate issues that might be

## The Insight story

Insight, a non-profit organization based in the UK and France, has helped many different groups around the world use participatory video to support social development needs and promote human rights. Insight projects in India, China, Turkmenistan, Malawi and Pakistan have addressed issues ranging from biodiversity and indigenous knowledge to sustainable livelihoods and HIV/AIDS awareness. In Tanzania, Insight helped midwives and hospital staff produce a video advocating for improved health services to reduce maternal mortality. Through other collaborations, impoverished residents of a South African township expressed their anger at government and local authorities over terrible housing and sanitation conditions, and Himalayan pastoralists created films about their use of natural resources, which in turn informed a regional research initiative on sustainable development.

Insight has also used video as a valuable tool for participatory research, monitoring, and evaluation, through “community consultations” and in conjunction with the Most Significant Change approach. The organization’s publications include a training guide and a Toolkit on rights-based approaches to participatory video. (Source: [www.insightshare.org](http://www.insightshare.org))

hard to address in direct ways, such as personal testimonials. Also, through drama, stories can be shaped to show positive scenarios and alternatives to violence.

### Documentary and direct testimonials

Documentary, non-fiction videos help communicate information and ideas directly to viewers. Through Our Eyes documentaries have explained the role of local authorities in responding to rape and profiled women in leadership positions. Documentaries based on interviews or personal testimonials amplify voices that might otherwise not be heard: people living with HIV/AIDS, for example, or survivors of gender-based violence. The young Liberian refugee woman featured in the video “The Plight of Kumba Fomba” wanted to speak out directly about her forced marriage at the age of 13 to an abusive older man, and urge parents to abandon the practice that had such a harmful impact on her own life.

Documentaries filmed by local teams can also help audiences learn about resources such as health facilities, support groups, or response centers that are right in their community, but of which they might not have been aware. The Through Our Eyes team in Liberia partnered with clients and staff at the main hospital for fistula care in Monrovia, co-producing

## Saying “no” to sexual exploitation

In 2009, the Through Our Eyes team in Liberia filmed a drama called “The Last Woman.” Inspired by real events, the story depicts a town chief who tells a local woman that if she sleeps with him, he will ensure a good outcome for a case she has presented for settlement. The woman refuses, and resolves to be “the last woman” the chief takes advantage of. She reports his actions, and the town council makes the decision to remove him because he has abused his position.

Response to the video was powerful. Some audience members remarked that the community should make laws to punish chiefs or leaders who demand sex in exchange for the job they were put there to do. “I admire the way Bindu reported the town chief to the elders,” said one woman. “Her example shows that we women can say no to what we don’t like.” Another woman said the video “will help women to say no to big people who will want to misuse them.” She added, “The lady in the video is very strong and all women should be like her.”



*Rehearsing a drama on care and support for family members living with HIV/AIDS (Southern Sudan, 2007)*



## Sensitizing people about stigma and support

One of the first videos made by the Through Our Eyes community video team in Gulu, northern Uganda, was a documentary that features a woman living with HIV. She describes the stigma and blame she experienced after her status became known, including rejection by several relatives and neighbors. With the support of her immediate family, however, she has been able to live a full and productive life, working as a peer educator and caring for her children and household.

During the first playback of the video, audience members young and old watched attentively and asked many questions about HIV transmission, prevention, and care. "I was encouraged to go get tested for HIV so I know my status" said one viewer. "HIV does not mean you are going to die." Another noted that, in the video, the positive support provided to the woman by family members was a kind of treatment in itself.

a documentary that helps people understand the causes of obstetric fistula, the possibility of treatment, and the importance of not stigmatizing women and girls living with this condition.

### Docu-drama: a combination of forms

Docu-drama is a blending of dramatic and documentary forms. In fusing both approaches, docu-drama opens the way for creativity within factual contexts. As an example, the Through Our Eyes team in Southern Sudan filmed a docu-drama on voluntary counseling and testing (VCT) for HIV/AIDS. In the video, a woman visits a local VCT center for the first time. The client is played by a peer educator with a local organization, and the counselor is played by a real-life counselor. The video depicts their session in detail, explains the testing process and how client confidentiality is maintained, and shows the lab and other parts of the facility. The program helped de-mystify VCT services and encouraged many community members to visit the clinic.

### How are community videos made?

The basic steps of community video production include:

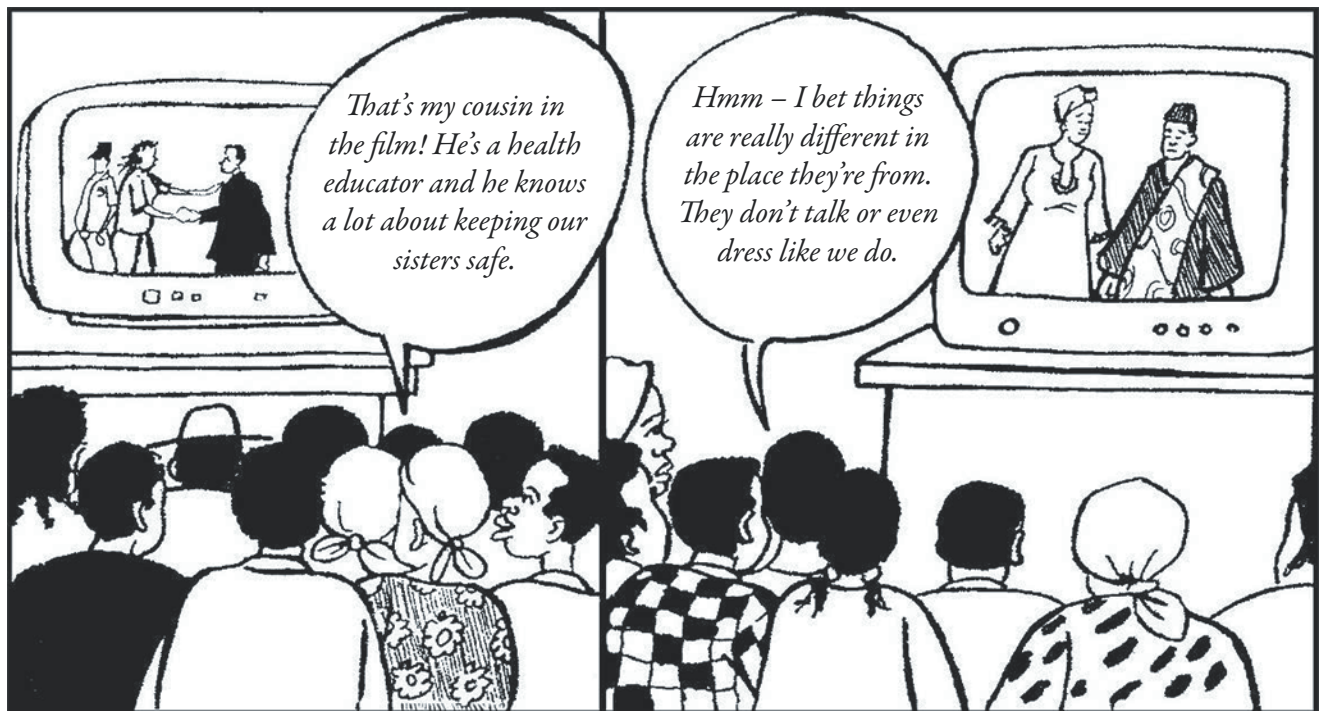
1. Introducing participatory communication concepts and reviewing the potential uses of community video in the local context
2. Identifying priority topics based on local needs and/or organizational goals
3. Providing training for community members/designated participants in the use of lightweight, portable equipment
4. Deciding, by consensus, on the topic of the first production(s) to be filmed
5. Choosing the form the video will take (drama, documentary, docu-drama)
6. Identifying the main and/or secondary audience(s) for the video
7. Identifying participants/actors/spokespeople for the video
8. Identifying locations where filming will take place
9. Preparing storyboards (simple drawings used to plan shots/scenes)
10. Preparing the scenario/script or interview questions
11. Rehearsing with actors, preparing with interviewees/spokespeople
12. Filming the production in collaboration with community members
13. Playing scenes back for comment by the video team and participants
14. Finalizing the video through re-filming and/or editing



*Filming a drama on mutual respect in marriage (Thailand, 2009)*

## Community-made video

## Video made outside the community



*Drawing by Cholopoly (Liberia)*

These steps can vary depending on project goals and timelines. In some cases, filming a video may follow a series of camera exercises; in others, training may continue for several days before production planning begins. In projects designed to foster self-expression and confidence (such as projects among people with disabilities), identifying audiences may be a lesser consideration. For advocacy work or promoting changes in attitudes or practices, identifying the key audience is a critical step. (See the accompanying manual, **A Practical Guide to Community Video Training, Days 7-9.**)

Community-made videos look and feel different from professionally-made productions. Especially in the early stages, as participants gain technical skills, videos may look rough around the edges: shots may not be centered or scenes may end abruptly. These things tend to matter very little to local audiences. Seeing their own community and its concerns on screen far outweighs minor technical issues. Moreover, as people take part in post-screening discussions, the focus shifts from the video to dialogue around critical issues and collective problem-solving.

The give-and-take between production quality and

participatory process is a fact of community video. If an organization needs a professional-looking, broadcast-quality film about its work, it should probably hire an experienced filmmaker. But if it wants to create many different videos to support its activities on an ongoing basis, participatory approaches are ideal.

### **The Through Our Eyes playback process**

The change-making effects of a community video depend on people not only seeing, but also thinking and talking about it. For this reason, discussion and feedback are essential to the participatory video process.

In the Through Our Eyes project, videos are shared with local audiences through “playbacks”—screening and discussion sessions facilitated by team members, staff, or peer educators. The first playback of a video usually takes place in the neighborhood where it was filmed; afterward, playbacks occur in different areas of the community. Teams try to keep audience sizes small (20-35 people) to enable in-depth discussions.

The teams also focus on reaching the primary audience identified during the production planning stage: for example, married couples, youth or local

*“The community playback session is the heartbeat of the video program.”*

Zeze Konie, Through Our Eyes  
master trainer, Liberia

leaders. In some cases, videos are appropriate for a broad range of community members. Audience members often offer suggestions about who else would benefit from seeing the video. Based on the topic’s relevance and the language used, the video may be shown in other communities as well. In this way, a video will reach thousands of people, one group at a time.

The discussion revolves around responses to questions such as “What can we do, as community members, to help change this situation?” or “What can we do to encourage this positive example?”

Also during the session, audience members learn about available resources, such as services for survivors of rape, or voluntary counseling and testing. Local resource people may be on hand to help provide detailed information about these services. At the end of each playback session, community members are invited to share their ideas for future videos.

(Detailed information on planning and carrying out video playbacks is included in the accompanying manual, **A Practical Guide to Community Video Training, Workshop Sessions/Days 10-12.**)

## How do community videos help make a difference?

### Sparking consciousness through dialogue

Video playback sessions go beyond awareness-raising; they help catalyze the process of “conscientisation.” As noted in **Part 1**, issues such as rape, wife-beating, HIV/AIDS and harmful practices are rarely discussed among family members or in the wider community. Videos serve as a springboard, opening the door to topics that might otherwise stay wrapped in silence. Group dialogue prompts people to share experiences, relate issues to their own lives, and question long-held attitudes and practices.

## Making connections

Videos can help people understand connections that may not have been apparent to them: for example, the links between gender violence, harmful practices such as early marriage and wife inheritance, and poor health outcomes. Video can also help people understand the consequences of certain decisions, such as not seeking treatment for STIs, or of sending daughters to work in settings where they are likely to be sexually exploited.

## Breaking through isolation

Many community videos help people understand that they are not the only ones who have had certain experiences. When people see their own situation reflected in a story, they realize they are not alone. This can encourage them to speak out, ask questions, or find out about services that can help them.

## Depicting positive models of change

Local videos can present positive models of change and alternatives to violence. Many Through Our Eyes productions present credible examples drawn from the community. One documentary profiles a man whose alcoholism led to family neglect, and describes how, with the support of relatives and peers, he was able to overcome his addiction and became a caring, responsible person. The Liberian drama “Women Can Also Be Roosters” shows a household in which the wife earns a good income from her market stall while her husband helps care for their children and home.



*Playback of a drama that has just been filmed  
(Southern Sudan, 2009)*





*Video playback discussion in Anaka, northern Uganda (2009)*

Other videos help people understand how to respond to situations that might affect themselves, their family members, or friends. These include productions on seeking medical and legal services for survivors rather than treating rape as a private, “family matter;” reporting sexual abuse by teachers; and making use of family mediation services.

### **Community video in crisis- and conflict-affected settings**

Media sources are often scarce in humanitarian settings. Existing channels may not address the specific needs of refugees or displaced people. Radio is the most widespread medium in many developing countries, and can serve a vital role in crisis-affected areas. However, radio ownership and listenership is often dominated by men; women may lack access even to programming intended for them specifically,

*“The discussion we have, it tends to give local solutions to local problems...A solution that is given by the community is a solution that they can follow.”*

Guya Cons, ARC Southern Sudan  
Through Our Eyes Team Member

unless efforts are made to ensure otherwise.

Visual media such as television or film are especially rare in these contexts. With their combination of sound, image, and storytelling, they are attractive and accessible to all. Locally-made, participatory videos will reflect real-life conditions and immediately engage community members.

In addition, the collaborative and discussion-based aspects of participatory video are valuable in crisis-affected settings where traditional modes of dialogue may have eroded, or else become hierarchical or exclusionary. Community videos can help reach people across groups, build common awareness, and communicate issues to local leaders.

### **Understanding different forms of violence**

Through Our Eyes team members at Nu Po camp in Thailand filmed a drama about a possessive husband who does not let his wife leave their home to take part in social or income-generating activities. The video caught the attention not only of married couples, but also of section leaders who monitor community welfare. “The video helped them realized that this sort of action is also a form of violence that they rarely think about,” Through Our Eyes team members reported.

Similarly, during playbacks of a production on sexual harassment, several audience members said they had always considered harassment just a harmless form of joking. Now, though, they now realized that “it can affect people’s dignity” and should be avoided.

## Guiding tenets for community video programs

### Communication

Transparent and open communication is vital at all stages of community media work. In the planning phase, project goals must be established in close consultation among partner groups and community members. Partners/team members should emphasize that videos will be used for awareness-raising and advocacy, not for broadcast or commercial purposes. It will be important to keep providing this information throughout the project. (See also “**Community Entry**” in **Part 4**, “**Planning a Community Video Project.**”)

### Respect

Participatory work is based on respect for peoples’ voices, life experiences, and self-agency. Any person who takes part in a community media production or activity should do so freely and voluntarily. No one should ever be pressured to take part.

### Safety

In crisis-affected areas, security is often a major concern. When planning activities, the safety of staff, team members, participants and other community members must always be the main consideration. In addition, community video teams in humanitarian settings must observe appropriate operational guidelines and ethical practices for working with vulnerable individuals and groups. (See “**Ethical practices for community media activities**” In **Part 5**, “**Implementing a Community Video Initiative.**”)

### Inclusion and non-discrimination

Community video activities should not represent only one sector of the community, but a diversity of people across ethnic, linguistic, gender and age groups. Cultural/ethnic inclusiveness is especially important when prior conflict has been rooted in tensions between different groups or entities.

### Appropriate referral

When community media projects address issues of health, welfare and rights, people will invariably come forward to share stories and seek information



*Counseling session, Rwanda 2007*

or services that could help them. Team members or field staff must be able to refer them to appropriate sources of information or care. In all cases, information and referrals must be provided in confidentiality. (See “**Response and Referrals,**” in **Part 5**, “**Implementing a Community Video Project.**”)

## Challenges in community media work in crisis settings

Any program work in crisis-affected areas involves special challenges. Conditions are often in flux. Logistics, communications, coordination, safety and security are constant concerns. Anticipating difficulties will help implementing groups and local partners avoid them or deal with them as effectively as possible when they arise.

### Sensitivities to filming and media use

In refugee communities and camps for internally displaced persons, people are coping with dislocation and the strain of sadness, loss, and uncertainty. People are often very sensitive about image-taking, and about how photographs and video material will be used. Because of these sensitivities, trust, transparency, and clear communication are critical to participatory video work. Community entry—first contacts and discussion of participatory video methods, carried out in locally-appropriate ways—plays a major role in the success of future activities. (See “**Community entry**” and “**Participatory video planning meetings and site visits**” in **Part 4**, “**Planning a Community Video Project.**”)

*“Look at my age. I’m not educated...but today I can take a camera, I can film, I can zoom, I can do a production. I never had this dream before.”*

Liberian refugee woman/Through Our Eyes community video training participant

### Logistical constraints

Logistics-related issues—transport, procurement of equipment and supplies, repairs—can present challenges for all programs, including media-based activities. Despite precautions such as having extras of important items on hand (batteries, blank tapes, cables, an extra generator and fuel, if possible), difficulties may suddenly arise. It helps to be patient and ready to deal with the unexpected—as well as to have a backup plan before each activity. (See “**Playback challenges**” in **Part 6**, “**Program Continuity and Sustainability**”).

### Changes in local conditions

Rapid changes may occur in the political climate, security conditions, or working environment overall. Again, safety must always be the first consideration. It may be necessary to curtail activities because of situations that arise. Activities should not resume until reasonably secure conditions have been confirmed.

### Ongoing pressures for participants and programs

Everyone who lives and works in a crisis-affected setting—field staff, trainers, participants, and other community members—is coping with extremely stressful conditions. People are concerned with basic needs. Participants and staff will have many other responsibilities outside of their project roles. It may be difficult at times to maintain continuity in training sessions or field activities. Facilitators, program personnel, and participants should recognize that they are doing the best they can under difficult circumstances, and value what they have been able to achieve.



*One of many logistical challenges in delivering humanitarian supplies to camps on the Cote d'Ivoire-Liberian border (2011).*

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## References

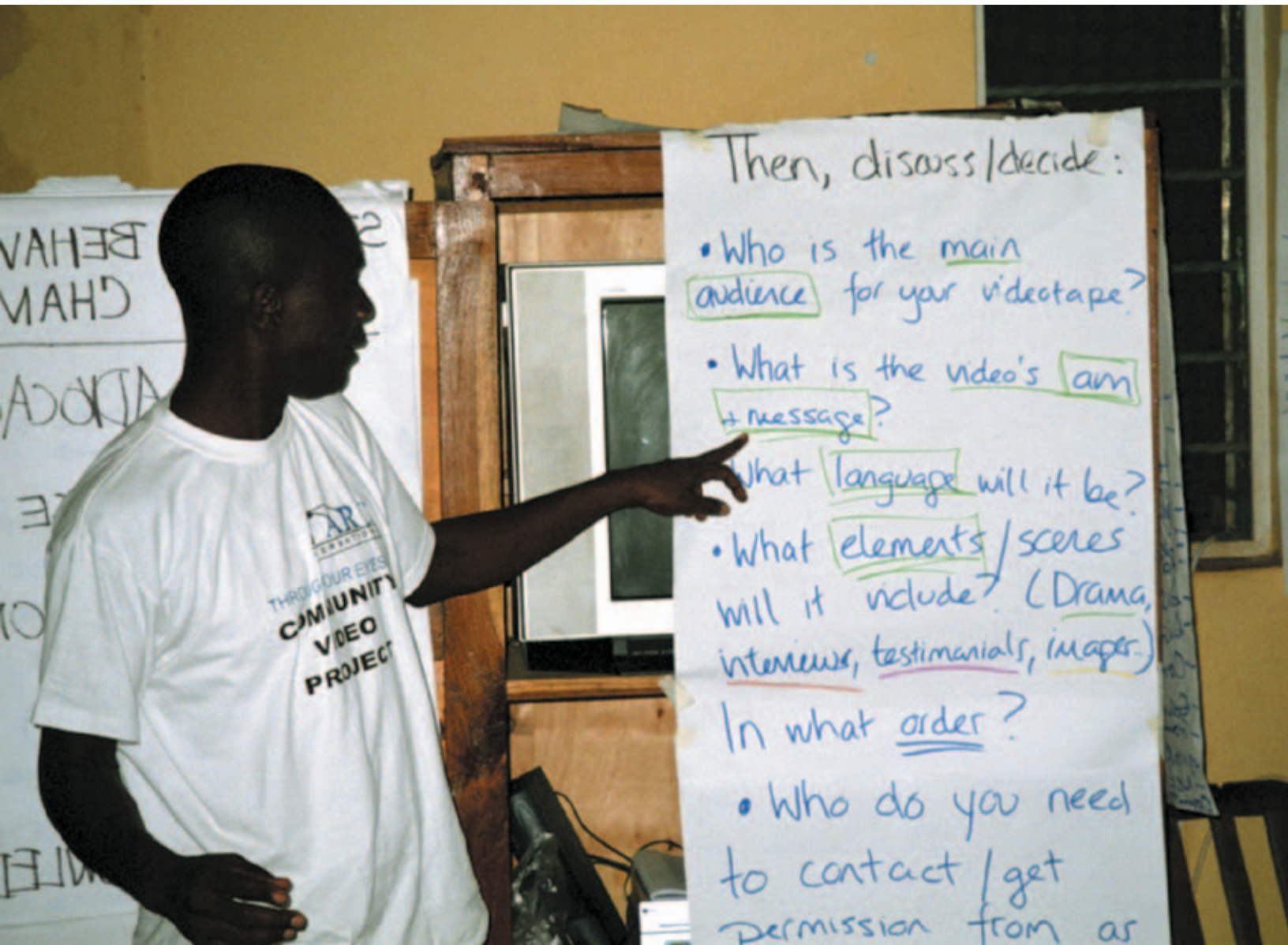
**Note:** For a detailed list of participatory/community video resources, organizations, and websites, please see Annex B.

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## Part Four: Planning a Community Video Project

*Photo: Workshop session on planning a community video production (Southern Sudan, 2008).*

## Part Four: Planning a Community Video Project

This section suggests key steps in preparing to implement a community video project. These include planning meetings, site visits, community entry, and identification of local partners. Methods for ensuring ethical practice and ongoing community consultation are offered, along with ideas for basic documentation and monitoring of project activities. Also included are recommendations on planning an initial training workshop, identifying participants, and obtaining necessary equipment and support materials.

### Making a commitment

Community video activities will have an especially strong foundation:

- when they are undertaken as part of an existing, well-established program
- when they are initiated by/in partnership with a local organization whose prior work in the community is trusted and valued
- if planning and development are based on meaningful dialogue with a cross-section of community members.

Their effectiveness will depend on commitment from implementing agencies and local partners, including:

- **Commitment of necessary resources—programmatic, material, and logistic.** Primary investment takes place at the start-up of a community video project, when the team is trained and outfitted. As with any program, however, ongoing support will help activities thrive and grow. This section of the Toolkit, along with **Part 5, “Implementing a Community Video Project,”** provides a sense of the level of effort, cost, and other needs associated with an active

community video team.

- **Commitment of team members who are able/ enabled to devote the necessary time and effort to activities.**

Participatory video teams may include community members, field staff from one or more organizations, and other individuals. In some cases, this team may be dedicated full-time to the project. More often, team members must balance community video work with a number of different roles and responsibilities. From the outset, key personnel—program coordinators, core team members and their colleagues—should determine the level of time and effort required to implement activities effectively, and how this commitment will interact with other responsibilities.

- **Genuine commitment to working in collaboration with community members at all stages of activities and on a sustained basis.**

Community video work involves more than periodic consultations with community members; it means being guided by their insights about the



*Playback discussion at a partner agency's resource center (Southern Sudan, 2009)*



conditions that affect their lives. Like any kind of participatory work, community video also shifts decision-making and action-taking into local hands. Program staff must be prepared to support this process while retaining a responsive and respectful facilitation role.

At the same time, implementing agencies and partners should take care not to over-commit—for example, by initiating activities in too many different areas at once. Focal sites should be selected with care, especially when community media work is intentionally linked with health promotion and service delivery. Organizations must be mindful of their ability to respond effectively to needs that will emerge through the course of activities, such as referrals and follow-up. For these reasons, it may be advisable to pilot participatory video activities in a single area before expanding to other sites.

### **Community entry: a critical phase**

Effective participatory communication starts with the nature of initial contact with community members. It is vital to establish clear and open dialogue about new activities from the outset, even if a project is being undertaken by a well-known organization.

#### **“Gate-keepers” and “stakeholders”**

Meeting with local authorities and community leaders is usually a necessary first step. In settings such as refugee camps, all activities must generally be approved by the camp president or camp commander, and coordinated through the camp committee. Establishing a positive relationship with these “gate-keepers” will help ensure their support and open the way to unobstructed work in the community. Local contacts and experienced field staff can act as guides at this sensitive stage: they will know who to speak with first, what networks to draw on, and how to reach out to a progressively wider cross-section of “stakeholders” and community members.

(Also see **A Practical Guide to Community Video Training, Day 7**).



*Group planning (Cholopoly, Liberia)*

### **Participatory video planning meetings and site visits**

Planning meetings and site visits enable assessment of overall conditions as well as in-depth discussion of anticipated project goals, modes of collaboration, and the expectations of all involved. Meetings may involve staff from implementing agencies and local partners, training facilitators, resource personnel, and prospective participants. These discussions should involve a cross-section of community members from the area where activities will be focused. Their views and suggestions are essential to project planning and hearing from diverse individuals, including those from marginalized groups, will help ensure that the project is truly participatory from the start.

#### **Hearing from everyone**

In some cases it may be best to hold a series of planning meetings among different groups within the community. This is especially advisable in settings where certain individuals are regarded as key spokespeople, where custom and culture prevent some individuals from speaking out in the presence of others, and where discussions are dominated by certain voices.

During initial planning meetings for Through Our Eyes activities in Rwanda, for example, it quickly became clear that women and young people could not take active part in meetings when male camp

leaders and elders were present. When smaller planning meetings were held among women and youth groups, discussion was lively and people freely offered their ideas about prevalent forms of gender violence, the effects of harmful customs, and project implementation.

### Suggested activities for planning meetings/site visits:

- Assess overall environment, including security and political conditions, as they relate to planned activities.
- Identify available resources and potential constraints.
- Assess technical and logistical needs related to project implementation, including equipment; support materials (AV, print, etc.); power and other resources; training logistics and locale; general literacy level among participants; language context (interpretation/translation needs).



*Through Our Eyes video team members at Gihembe and Nyabiheke refugee camps include gender-based violence prevention staff, health educators (animateurs), women's leaders (condifas), young mothers, and other youth. Here, workshop participants review camera functions. (Rwanda, 2008)*

### Suggested activities for planning meetings with prospective partner agencies:

- Introduce participatory video principles and approaches; share examples of community-made videos and discuss the ways in which they were made and used.
- Review priority needs and program goals relating to gender-based violence, reproductive health, harmful practices, HIV/AIDS, including in areas such as awareness-raising, prevention and service utilization
- Discuss ways in which participatory video activities can:
  - complement existing outreach and sensitization efforts
  - support related programs/sectors (for example, skills training, income-generating, livelihoods development and poverty alleviation activities)
- Explore possibilities for partnership, combined training activities, or other forms of collaboration over the course of the project
- Identify strengths and capabilities of potential partners
- Identify programs and facilities for appropriate referral of community members who may seek services or information during the course of project activities
- Discuss potential linkages with other agencies and relevant services in the area

### Suggested activities for planning meetings with prospective partner agencies:

- Introduce participatory video principles and approaches; share examples of community-made videos and discuss the ways in which they were made and used
- Gather ideas/gauge receptiveness regarding the use of participatory video for sensitization and outreach in the community



- Talk with women, girls, men, and boys in the community about
  - prevailing types of gender-based violence, their causes and effects
  - helpful and harmful practices, and how they affect women, men, girls, and boys (see the **“Helpful and Harmful Practices”** activity in **Annex C, “Resources on Monitoring and Evaluation”**)
  - HIV/AIDS prevention, treatment/care, and issues of stigma and discrimination
  - related health concerns
  - other issues that are perceived as priority concerns
  - the effectiveness of existing activities for awareness and prevention
  - perceived gaps or needs in existing activities
- Invite community members to describe “signs of change” they would like to see in regard to these issues, and discuss ways in which community video activities may be able to contribute to these changes (see **“Selecting Indicators,”** in **Part 7, “Monitoring and Evaluation.”**)
- Invite community members’ ideas on local resources that can support participatory video activities, as well as potential challenges/ constraints.

### Setting common goals and objectives

- This phase of planning is also the time to address any discrepancies between program goals and priorities identified by implementing agencies, local partners and community members. Open dialogue and exchange will set the tone for the project and help ensure that all concerned move forward with similar expectations and objectives.

### Identifying local equipment sources

- If possible, planning trips should include visits to local video and electronics stores so that the availability and cost of materials can be determined. Ideally, as many items as possible would be purchased locally to avoid shipping, customs or other charges. (See **“Video equipment needs,”** below.)

## Identifying local partners for community video activities

Prospective partners for a community video project addressing gender norms, gender-based violence, and related health and rights issues could include: Community-based or non-governmental organizations (CBOs/NGOs) that are already engaged in sensitization, outreach, or prevention on related issues

CBOs/NGOs that provide high-quality response or legal aid services and seek to broaden public awareness about the nature of their work A national women’s group or human rights organization that wishes to support activities that benefit IDP/returnee populations Peer educators and local animators Other community members who are highly motivated by the wish to foster communication around critical issues in their community

The Through Our Eyes teams have collaborated with very diverse partners in different sites. In some cases, partnerships have been formalized and linked with specific terms of collaboration and/or capacity-building support. In Rwanda, non-formal partnerships have been established with various youth and women’s groups in the refugee camps, as well as with local and religious leaders.

In Liberia, where activities have been ongoing for several years, the video team has developed a number of partners: the legal aid association FIND; the LIGHT Association (the country’s first HIV/AIDS awareness organization); the Fistula Rehabilitation Center in Monrovia; and governmental ministries for Health and Social Welfare and Gender. In addition, ARC has helped form a “Community Network” of groups and individuals committed to supporting gender violence prevention and outreach activities.

In most settings, Through Our Eyes teams also operate in consultation with regional health departments, inter-agency advisory groups on sexual and gender-based violence, and UNHCR.



*Community video project steering committee members (Uganda, 2009)*

## Community consultation and engagement

Dialogue and feedback shape participatory video work. The planning meetings described above can initiate community consultation in the formative phase of a project. Playback sessions, as described in **Part 3, “Community Video for Social Change,”** are the main forums for discussion and group process once the production team is up and running.

Establishing a community-based advisory group can help provide continuity through all of these stages. In addition to acting as a sounding-board for activities on an ongoing basis, an advisory group will constitute a core set of community representatives who understand the project and its aims. Potential members will emerge from planning meetings, and will include individuals with a strong commitment to community well-being who are respected among their peers. Care must be taken to ensure that the advisory group includes not only formal or de facto leaders but also representatives/spokespeople from minority and marginalized groups.

In the Through Our Eyes project, “steering committees” were formed at the outset of activities in focal communities within the five country sites.

Comprised of roughly 15 to 25 people, these committees included male and female leaders, youth group representatives, teachers, health professionals, heads of camp quarters or sectors, and representatives of diverse community groups, including people living with HIV, single mothers, and members of survivors’ or support groups.

Steering committee members provided their suggestions on priority topics for team productions, and identified “signs of change’ that they wished to see in their communities. In addition, the steering committees helped shape baseline and follow-up assessments in designated communities by:

- indicating what evaluation approaches they considered most appropriate
- suggesting ways of gathering diverse views
- suggesting key contacts for interviews
- advising on focus group composition
- contributing and reviewing “stories of change” during the follow-up evaluation.

(For more about the role of advisory groups or steering committees in Through Our Eyes assessment activities, see **Part 7, “Monitoring and Evaluation.”**)

There are various ways to ensure that dialogue and feedback shape participatory video work. Planning meetings can initiate community consultation on goals and process during project formation. Playback sessions provide regular forums for discussion once the production team is up and running. An advisory group of community representatives can act as a sounding-board for activities on an ongoing basis.

## Principles of safety and ethics

All activities undertaken within humanitarian settings should be governed by international codes of ethics. Programs related to gender-based violence should observe the *Guidelines for Gender-Based Violence Interventions in Humanitarian Emergencies* established by the Inter-Agency Standing Committee. (2005) These guidelines seek to ensure that women and girls' risk of sexual violence to women do not increase (directly or indirectly) as a result of programs.

Further information is included in **Part 5, "Implementing a Community Video Project,"** under **"Ethical practices for community media activities."**

### Disclosure, permission, and informed consent

Clear, open communication about program goals and methods should mark activities from their outset. Safety and respect for the individual must be prioritized, and all participation should be entirely voluntary. Implementing/partner organizations should establish guidelines for ensuring informed consent and permission from all participants.

Disclosure means providing full information about the goals and purpose of the community media activities, the intended audience(s), and all anticipated uses of the resulting videos.

Informed consent ensures that individuals take part with full understanding of these goals as well as of the implications of their participation. Obtaining informed consent is also a means of re-confirming that participants understand the purely voluntary nature of their involvement, and that they will receive no remuneration for their involvement.

Statements of permission serve to confirm that informed consent has been provided by the participant. In the case of a minor, the permission of an adult guardian should be secured. Permission statements from participants may be recorded on-camera or on paper. On-camera permissions may be more appropriate in areas where literacy levels are low, while written forms may be required by some agencies and for certain purposes (including any broadcast use).

The Through Our Eyes project has made use of both

on-camera and written forms of permission. In both cases, the permission statement clearly indicates the participant's understanding that:

- the video in which s/he is appearing may be used for awareness-raising and advocacy purposes in different settings
- s/he is taking part voluntarily and without remuneration
- no one will benefit financially from the videotape in any way

For additional information on informed consent, see *A Rights-Based Approach to Participatory Video (Insight) and Video for Change (Witness)*, which is also listed in **Annex B, "Community Video Resources."**

Transparency and permission are especially important in such humanitarian settings as IDP and refugee camps. These constrained settings can engender feelings of reduced personal agency and control. Sensitivity about the use of images is often heightened. In light of this, community participants may decide that certain videotapes should be shown only among local audiences, not externally. Such decisions should be respected.

### Official clearances/permission for activities

As mentioned in the section on **"Community entry,"** appropriate steps for initiating participatory video activities will vary from setting to setting. Approval for projects in humanitarian settings will generally involve more formal processes than in other settings because of administrative and security issues. Activities in refugee camps will require approval by a representative of the host country government, such as the camp president or camp commander. Permission from higher-level authorities, such as the Ministry of the Interior or of Information, may be required as well. Clear information about the nature, purpose, and focus of the anticipated participatory video work will be essential in obtaining this clearance. Authorities may need to be reassured that camera materials and tapes will not be put to political or other uses. It will be important to emphasize the educational and awareness-raising aims of the project, as well as the specific themes to be addressed.



### Approval from other influential groups

In some settings, it will be advisable to seek approval from other groups that play an influential role in the community. These may include religious entities, unions, informal local associations, or secret societies that oversee certain practices. Establishing contact and presenting project goals to such groups can help foster good will for future activities.

### Identifying a community video project coordinator

While participatory video activities are collaborative in nature, it is often advisable to designate one or two people as project coordinators. This person may be a program manager, field staff member, or local partner representative. Coordinators will have chief responsibility for providing oversight, programmatic, and logistical support to the team. They can also play an important role in ensuring good communication within the lead organization and among project partners.

### Monitoring and documentation of activities

The scope and nature of monitoring and assessment activities will depend on program objectives, partner agency (and donor) requirements, human capacity, and overall resources. **Part 7, “Monitoring and Evaluation,”** provides detailed suggestions for monitoring and evaluating participatory video projects, including baseline/formative assessment, and community involvement in planning and carrying out monitoring and evaluation activities.

Some approaches for basic monitoring and documentation are described here. These can help teams effectively record their activities and, most importantly, use the lessons gained from these activities to strengthen their ongoing work.

### Documentation of community video productions

Documentation of productions, in the form of a record-book or short form, can include the video theme, key intended audience(s), production partners, date and location of the filming, team members/participants, and a brief summary of the video. It can also include other relevant information

about the production process, such as resources and challenges.

Regular documentation of productions will become especially important as teams create many different programs over time. Clear summaries and details will help new team members become familiar with videos, identify appropriate audience groups, and plan future productions and playbacks.

### Documentation of playback activities

Playback sessions are the primary forum for dialogue on project themes and community responses. Documenting playbacks provides a record of audience responses and ensures that key points and suggestions are retained.

One approach to documenting playback sessions is through videotaping. This requires the consent of all participants, and may result in some people taking a less active part in discussion because of camera-consciousness. A video of a lengthy playback session will need to be reviewed for key points, and may be less easily shared among field workers, staff, and partners than a summary report. (At the same time, the filming and review of playback sessions can be a very valuable method of assessing and strengthening team members’ facilitation skills. See the accompanying **Practical Guide to Community Video Training, Day 11.**)

For these reasons, the Through Our Eyes project has emphasized written documentation of playback sessions. Team members collaborate on compiling key information, including the title of the video(s) shown, the date and location of the screening, and audience size and composition. Most importantly, playback documentation includes highlights of the discussion, along with participant comments and ideas as well as suggestions for future video themes.

Based on the programmatic focus of the project, playback documentation can also include information on any referrals that have been made to local health facilities, programs, or services.





*Taping a post-video discussion among students (Liberia, 2007)*

## Planning a participatory video training workshop

Participatory video training provides technical, interpersonal, and teamwork skills for creating community productions and using them to support sensitization and social change. Training may also include sessions on thematic areas, such as gender-based violence (see, **Part 1, “Critical Issues in Conflict-Affected Settings,”**) and on behavior change at the individual and community level (see **Part 2, “Participatory Communication in Development”**).

Questions to consider in planning a participatory video training workshop include who will facilitate the training, how participants will be selected, how many of them there will be, how long the training will run, and whether it will be carried out at a single location or in multiple sites.

### Training length and format

Participatory video training workshops generally range from one to three weeks in length. They may be conducted in direct or two-tier formats.

**Direct training:** A participatory video trainer works with a group of designated participants who will then carry out activities as a community-based team.

**Two-tier training:** A facilitator provides intensive participatory video training for a small

set of individuals who, in turn, carry out training within the community. This approach entails intensive training-of-trainers preliminary to the community-based workshop.

### Training multiple teams

Participatory video training activities will be centered in the community. The workshop site should therefore be in or near the area where the future video team will focus its work. (See “**The training site,**” below.)

For some programs, it will be desirable to train two or more

teams in different sites. In Rwanda, Through Our Eyes teams from two refugee camps were trained simultaneously. Participants from the sites came together for the first few days of the workshop, then returned with training facilitators to their respective communities, where they prepared and filmed their first productions and carried out initial playbacks. The teams gathered together once more at the end of the workshop to share their experiences and develop action plans for the coming months.

### Identifying community video trainers

Participatory video trainers must be able to impart the technical and interpersonal skills appropriate for community-centered work. They must also be committed to group processes and active learning techniques. For this reason, many participatory video facilitators tend to come from such backgrounds as community health, development, education or social research. Media professionals, who can be more focused on product than process, may be less familiar with participatory approaches and less ready to hand over direction and control. (More information on the role of the community video facilitator is provided in the accompanying **Practical Guide to Community Video Training**).

**Annex B** of this Toolkit includes information on several organizations that provide training and

technical support for participatory video projects. In addition to helping design and facilitate training workshops, such organizations can offer advice on appropriate equipment and materials.

### Resource people/co-facilitators

Program staff from relevant sectors, health professionals, local partners and other individuals can serve as resource people/co-facilitators for sessions that are focused on their areas of knowledge. They should be encouraged to use participatory versus “presentational” methods, to help ensure active learning. (For examples of participatory training methods, see Pretty, Guijt, et al., *Participatory Learning and Action: A Trainer’s Guide*, which is also listed in **Annex A, Resources on Participatory Communication for Social Change**).

### Identifying team members/ community participants

It is beneficial to establish a strong “core” team of 6 to 12 members who will take part in in-depth training. As activities progress, this core group will help other community members and staff engage in participatory video approaches.

**Diversity and inclusion** are important factors in identifying participants, including:

- **Gender diversity.** Women and men learning new skills and working side-by-side is a powerful aspect of community video for social change. Given Through Our Eyes’s project themes, and of women’s lesser access to technology and means of self-representation in general, a slight majority of female participants was sought whenever possible.

## To edit or not to edit?

An important question to consider in planning a community video project is whether or not to include editing in the scope of training. Editing capability is not required for an effective community video project. Communication for Change generally recommends that editing be introduced only after a local video team’s skills are strongly established, and only if there is a specific need.

The Through Our Eyes project focuses on sequential filming (“in-the-camera” editing) rather than computer-based editing. This approach strengthens planning and storytelling skills, and is highly practical in low-resource communities. Most importantly, the sequential filming method builds storytelling skills and keeps the production process fully collaborative and community-based. Team members and local participants review and discuss scenes at the time of filming, make joint decisions about changes, and re-film as needed before shooting the next sequence. Another benefit of this approach is that videos can often be completed within a single day and be immediately ready for use in playback discussions.

Computer-based editing requires time-intensive training and ongoing practice in the use of the selected software program. It also requires reliable power sources and technical support in case of software problems. Very often, editing work ends up in the hands of one or two technically-minded people. As a result, decision-making about the form and substance of videos can shift away from community participants. Some organizations have developed participatory or semi-participatory methods of editing that help maintain group engagement. (See “**A Rights-Based Approach to Participatory Video**,” by Insight in **Annex B, “Resources on Participatory and Community-Based Video”**). These methods may be challenging to sustain, however, and can reduce the autonomy of local teams.

In the Through Our Eyes project, a need for editing capability emerged when the Liberia team began co-producing training videos in partnership with government ministries and other agencies. Through editing, the team could combine material shot on different cameras in multiple sites. However, sequential filming has remained the chief method used by project teams in each site.

- **Ethnic/linguistic diversity.** The participant group should represent the population of the project site. The first Through Our Eyes workshop brought together members of all the major ethnic groups in the refugee community. Interpretation into the two commonly-shared languages helped ensure full participation by all.
- **Diversity in participant age.** Generational diversity and cross-sharing is a deeply enriching aspect of participatory video work—and a contrast to the many interventions that mobilize individual cohort groups such as youth, elders, or women of reproductive age. Through Our Eyes workshops have included participants ranging in age from 18 to 68.

Also keep in mind these considerations when choosing participants:

- **Literacy is not a requirement for community video work.** The training emphasizes hand-on learning, problem-solving, and teamwork. Although key project support materials should be provided in the appropriate local language(s), skills are shaped through dialogue and practice.
- **There are many different levels of participation.** While those who take part in the initial training will comprise the “core” team, the active involvement of other community members is integral to the project and will be invited at every stage: planning and filming productions,

mobilizing for playbacks, facilitating discussions, and supporting related social change activities.

- **Different types of corollary training may be needed.** For example, project partners might wish to develop a dedicated cadre of trained playback facilitators to ensure that videos are used widely and effectively. In this case, a short training in facilitating video discussions and making appropriate referrals can be included in the early stages of implementation.

### The training site

Trainings should take place within or near the community where the video team will be based. The majority of workshop activities will be carried out within the community itself, especially after the first few days of training.

The workshop site should be a quiet place with few distractions. The training area should have enough room for participants to sit in a wide circle or a similar “open” arrangement. The space should also be able to hold a large table and perhaps a cabinet for the video equipment. It must be a fully secure space. If it is not, then the equipment must be stored in a secure place at the end of each day and set up again the next morning. The training area should be sheltered from weather and water leaks during rainfall, and ventilated to avoid excessive heat or humidity.

If possible, it is good if participants can stay together



*Participant and trainer (Uganda, 2009)*



*Gender and age diversity enrich community video activities (Uganda, 2009)*



Good “candidates” for participatory video training include individuals who...

- are natural communicators, able to share ideas and skills with others
- can develop as spokespeople and advocates
- can effectively engage other community members’ participation
- are respected among their peers and within the community



*Playing back a filming exercise (Southern Sudan, 2009)*

in the place where the workshop is being held. This arrangement has many benefits. Having everyone stay together on site during the workshop

- helps build a sense of teamwork and shared purpose
- reduces problems with transport and late arrivals
- enables the scheduling of evening sessions (such as video screenings, discussions, exercises, and games)

Having everyone stay at the workshop site may not always be possible for logistical, financial, or other reasons. The next best option is to find an appropriate training site and arrange for the daily transportation for all participants.

### Video equipment needs

While equipment needs and quantities will vary based on the scope of the project, certain tools are common across most community video initiatives. Under the Through Our Eyes project, every team has been provided with the following basic items:

- **A sturdy, standard-size video camera** that has an input for an external microphone. The Through Our Eyes project uses medium-sized camcorders that people can hold on their shoulders. These cameras provide a steady picture without the need for a tripod, and include many practical functions (including basic effects, such as fade). Very small camcorders or “palmcorders” can be difficult for group training because the controls are so compact. In addition, most of them

do not have inputs for attaching an external microphone, which limits sound quality.

- **A lightweight, battery-operated field monitor.** Portable DVD players can fulfill this function. Use of a field monitor enables team members to collaboratively check image and sound quality while shooting. It also enables team members and participants to view a scene or interview immediately after it is filmed.
- **Long-lasting, rechargeable batteries for the camera and field monitor.** These are extremely important to enable teams to work in the field for extended periods of time.
- **“Playback” equipment units**, including a VCR/DVD player, large television, and generator, for community screenings.

The cost of outfitting a team with one set of production and playback equipment and related accessories generally ranges from \$3,500 to \$5,000 US.

(**Note:** A detailed list of recommended equipment for community video activities is provided in **Annex D** of the Toolkit.)

### Additional recommendations regarding equipment:

- Issues of storage, security, and access should be determined prior to project start-up. Equipment should be kept within or near the focal area for community video activities. This equipment



should be considered the property of the community-based team, and should remain available for its use on an ongoing basis.

- As noted, it is advisable to locally purchase as many items of equipment as possible to avoid shipping, customs or other charges. Local purchase also establishes relationships with vendors, and provides a supply source for regularly-needed items such as tapes and DVDs.
- Some items may be unavailable in the project country but obtainable in a neighboring one. At the start of Through Our Eyes, equipment was purchased from Conakry, Guinea and transported to Liberia. Several equipment items for the Southern Sudan team were purchased in Uganda. Research on customs regulations and luggage restrictions will help prevent frustration when gear is carried cross-border.

### Other training support materials

Basic items that will be useful for workshop use include the following:

#### For the training room:

Flipchart stands (two or three, depending on group size)

Extra flipchart paper

Markers

Tape

Scissors

#### For each participant:

Support materials/Handouts (see “**Source Sheets**” in the accompanying **Practical Guide to Community Video Training**)

Notebooks, pens

Folders or binders for materials

### Print materials

Short participant guides were developed for all Through Our Eyes workshop participants. These included basic information and visuals on camera shots and movements, sound recording, and storyboards as well as most of the handouts/source sheets that appear in the accompanying **Practical**

**Guide to Community Video Training.** These booklets were translated and printed in appropriate languages. When possible, handouts were laminated to increase their longevity in the field

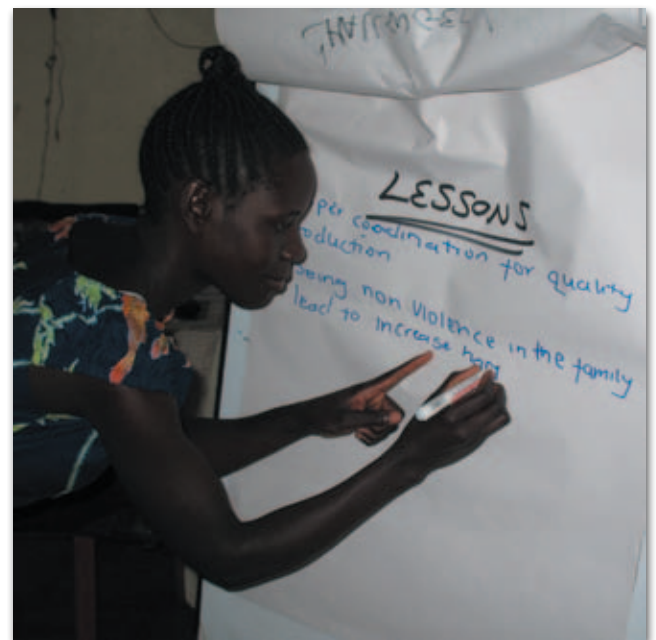
### Group-generated materials

The most important workshop materials will be those created through group processes over the course of various sessions. Many of these materials will start out on sheets of flipchart paper: for example, lists of the types of gender-based violence that are most common in the community; priority themes for productions; production planning steps; and “lessons learned” from video screenings. As reflections of collective learning, they will help guide the activities of the newly-formed team.

### Language issues and interpretation

Language needs should be confirmed once the participant group is identified. In some sites, participants may speak more than one language. Planning for interpretation during workshop sessions and translation of training materials should be made well in advance of the workshop.

During the training, the work of interpretation should be shared by two people if possible. In some cases, participants can double as interpreters.



*Summarizing production lessons (Uganda, 2010)*

However, this is a very labor-intensive duty, and may vie with skills acquisition by those participants.

Keep in mind the following points when planning a training workshop that will use interpreters:

- Some sessions—especially discussion-based activities—may take up to twice as long as indicated because of translation. It may be necessary to prioritize and perhaps cut some activities from the schedule to allow ample time for the most important sessions.
- When working with interpreters, facilitators should speak slowly and clearly, keep sentences simple, and pause after every few phrases for translation.
- As the workshop progresses, facilitators should “hand over” activities to the participants as much as possible. With the help of interpreters, facilitators can follow what is going on and offer suggestions or advice as needed, without interrupting group processes and team-building.

The accompanying manual, **A Practical Guide to Community Video Training**, provides detailed information on implementing a two-week formative training workshop for a participatory video team.



*Reviewing connections (Rwanda, 2009)*



## **Part Five:** Implementing a Community Video Initiative

*Photo: Filming a role-play on harmful traditional practices (Uganda, 2009).*



## Part Five: Implementing a Community Video Initiative

This section focuses on implementing a community video project in the period following a training workshop such as the one described in the accompanying **Practical Guide to Community Video Training**. It reviews the types of programmatic and logistical support that can best help video activities promote sensitization, service access, and social change. This section also describes ethical practices for community media, and suggests ways in which the “Do No Harm” framework can be applied to participatory video. The importance of responding to emerging needs is stressed, and the benefits of integrating community video activities across different program sectors are highlighted.

### Building on the training process

During the training workshop, team members will have participated in a variety of group processes, such as:

- Identifying the most prevalent forms and causes of gender-based violence in their community
- Examining the effects of gender-based violence on individuals, families, and the community
- Identifying helpful and harmful traditional practices, and strategizing on ways to promote positive customs and prevent harmful ones
- Identifying local resources, such as individuals, groups, facilities, and sites that can be engaged in production and playback activities
- Prioritizing themes for early video productions (with local advisory committees and other community members)
- Identifying “signs of change” that they would like to see resulting from the project (also with local advisory committees and other community members).

*The insights gained from these processes should guide the video team’s activities.* These insights provide the basis for creating relevant, resonant storylines and for strategically engaging partners in video productions. In addition, video team activities



*Group processes generate important material for production activities (Uganda, 2009)*

should be informed by other relevant sources such as assessments, service program data, KAP studies, or population-based surveys (such as census and Demographic Health Surveys).

### Consolidating the role of the community video team

After the initial training, the new video team will be consolidating its role as a catalyst for positive action in the community. During this time, it is important that team members:

- Practice their new skills
- Share these skills with other community members
- Carry out playback discussions using videos created during the workshop
- Continue the consultation and collaboration processes that began during project planning and which shaped their first productions
- Implement the action plans that they developed at the end of the training workshop

Note that while action plans should provide a template for the first few months of activities, they

Insights gained from collaborative planning processes, training activities, community responses, program data, and relevant assessments should guide video team activities.



should remain flexible so that team can respond to emerging issues and needs within the community.

These activities will lay the groundwork for successful implementation. Responsive, pro-active teams will engage and activate community members. Project coordinators and program managers will play a vital role in creating a supportive context for the team's work.

### Providing ongoing support

Program managers should support community video activities without taking a directorial role. Specifically, they can:

- Encourage group review and feedback during all activities
- Encourage team members to identify “lessons learned” after each activity—what went well, what could have gone better, and specific whys and hows— and to use these lessons to strengthen their ongoing work
- Provide team members with timely and constructive input on production plans and scenarios
- Provide assistance if a production or activity would benefit from resource personnel or supplementary information
- Provide feedback on production and playback reports, or whatever other forms of documentation and monitoring have been put into place
- Help arrange opportunities to share videos and organize exchanges-of-experience among partner organizations to foster support and collaboration
- Advocate for the work of the community video team with higher-level program managers
- Facilitate logistics, including procurement, coordination of transport and communication with local partners

### Using video with other communication activities

Community video can amplify and generate other communication activities in ways that are effective



*Open-air storyboards for reference by actors young and old (Thailand, 2009)*

and cost-efficient. For example, drama groups can be found in many communities, and they are often very eager to take part in video projects. Including them can benefit sensitization efforts while avoiding the financial and logistic challenges involved in transporting drama troupes to different sites. Actors, musicians, storytellers, and other artists will often welcome the chance to participate and can offer ideas that will be locally appropriate.

In turn, videos can be used as the basis for other media activities. Videos can easily be adapted for local radio or television. For example, in Southern Sudan, local drama groups acted in community videos that were then adapted for regional television and radio. Videos can also be disseminated on tape or CDs for listeners at different sites.

In addition, the core themes and messages of community videos can be reinforced through simple print materials. These materials should be developed in participatory ways with local visual artists, with attention to appropriate, accessible language and balance between text and images.

Adapting key messages into multiple forms, such



*Community drama on gender-based violence in Patiko camp (Uganda, 2007)*

as posters, pamphlets, radio material and live dramas, can help keep them present in the minds of community members, promote discussion, and strengthen the overall impact of project activities. When other communication activities are harmonized with video themes and messages, they can help sustain progress in addressing local needs and program goals. Different ways to fuse video with other communication activities will emerge in different sites. Community video activities attract creative talent within the community. Actors, musicians, storytellers, and other artists will welcome the chance to participate, and can offer ideas that will be unique and locally appropriate.

As noted in **Part 4, “Implementing a Community Video Initiative,”** it is important to ensure that new audiences for communication activities and materials can access appropriate services. This is especially vital when these activities raise sensitive issues and increase awareness of/demand for services and support. Implementing organizations and partners should collaborate with service providers, community leaders, and advisory groups to ensure referral systems and service availability. If services are not available, it would be more ethical to focus on prevention issues and/or broader general messages

Social and behavior change can be supported through mutually-reinforcing communication methods and channels. When other communication activities are harmonized with video themes and messages, they help sustain progress towards local needs and program goals.

(such as gender empowerment or community support for survivors or people living with HIV/AIDS), versus specific health services or programs.

## **Integrating community video into overall organizational work**

Integrating community video activities into the overall scope of an organization’s work brings important benefits. Video capacity can support broad organizational goals across all sectors in diverse ways; specific examples include:

- **Increasing service utilization.** Video can be used to raise awareness about available facilities and programs, provide clear information about the nature of services, and help counter myths and misperceptions.
- **Conducting monitoring and evaluation activities.** (see “Using video for monitoring and assessment” in **Part 7, “Monitoring and Evaluation”**).
- **Strengthening advocacy efforts.** Videos about community needs, including documentary material and testimonials, can be shared with policymakers and donors as well as among partner organizations and allied agencies. For example, Through Our Eyes teams gathered interviews and local footage from project sites on the vital role of gender-based violence prevention and response programs. This material was compiled into a video advocating for strengthened multi-sectoral programs in conflict-affected settings.
- **Deepening community engagement.** The collaborative processes described in **Part 4, “Planning a Community Video Project,”** can strengthen relationships with community members and groups, increase understanding of local dynamics, and create a common sense of purpose and expectations among stakeholders. In addition to using video for social change around gender-based violence and related issues, video can also be used to share information and news with community members, and to gather their feedback and ideas.
- **Training.** Video can be used to provide



standardized and high-quality training materials. For example, the Liberia Through Our Eyes team created a video for NGO staff on how to recognize, prevent, and respond to sexual abuse and exploitation. Another training video demonstrated how to plan and conduct effective playback sessions.

- Additional uses of community video are described in **Part 3, “Community Video for Social Change,”** under “Uses of community video.”

### **Integrating video into multiple program sectors**

Once a video team has been established, productions and playbacks can support diverse sectors, including such areas as livelihoods development, maternal and child health, and camp management. Sector-specific content can be featured in individual productions; alternatively, cross-sector content can be interwoven in a single video. Several Through Our Eyes videos help depict connections—for example, between gender-based violence and HIV/AIDS, or between skills training for women and improved family welfare. Communication activities that help people understand these links are especially valuable because of the persistently “vertical” nature of many health and development programs in practice. Community videos can portray links between reproductive health, harmful practices, HIV/AIDS, family well-being and community welfare, depicting them in the undifferentiated, real-life way in which they affect peoples’ lives.

Community video can support diverse sectors. Communication activities that help people understand links between different sectors are especially valuable because of the persistently “vertical” nature of many health and development programs.

Cross-sectoral use of community video can increase as other program personnel witness its effectiveness. In Southern Sudan, participatory video was integrated into the work of behavior change communication (BCC) officers working on gender-based violence and HIV. Water, sanitation, and hygiene (WASH) staff quickly recognized the value



*Water and sanitation team member, Charles Maiku, using video to document a health clinic visit (Southern Sudan, 2010).*

of the approach. Trained BCC officers shared their skills with WASH staff, who planned to make videos on such issues as water safety, prevention of diarrheal disease, and the link between access to safe water and gender-based violence.

Integrating community video into diverse sectors and purposes can also help facilitate program sustainability by diversifying sources of fiscal support and by raising the profile of community video in the development community (see “Sustainability through integration,” in **Part 6, “Program Quality and Sustainability”**).

### **Ethical practices for community media activities**

Ethical practice in community media includes, but goes beyond, the observance of disclosure, informed consent and permission-gathering described in **Part 4, “Planning a Community Video Project.”** Ethical considerations should inform overall planning and management, day-to-day activities and interactions.

Vital elements of ethical media practice include



*In Yei County, production equipment is stored at ARC offices, where video team members gather prior to visiting different sites for filming. Playback equipment is stored at a resource center within the community, under the purview of the community development officer. Other safe storage options include schools, health facilities, churches, and partner organizations. (Southern Sudan, 2009)*

voluntary participation, inclusion and non-discrimination, access and, above all, safety.

### **Voluntary participation**

Any person who takes part in a community media activity should do so freely and voluntarily. Incentives should never be provided. No one should ever be pressured to take part. If a person does not wish to be involved, or changes their mind at any point, their wishes must be respected.

### **Inclusion and non-discrimination**

The principles of inclusion and non-discrimination are as essential in participatory work as they are for delivery of medical care and other services. Community video activities should represent diverse ethnic, linguistic, gender and age groups and abilities. Cultural/ethnic inclusiveness is especially important when conflict has been rooted in tensions between different groups. Participatory activities and media-based collaboration can help create greater

Vital elements of ethical media practice include voluntary participation, inclusion and non-discrimination, access and, above all, safety.

understanding between groups, as in the example of Search for Common Ground and Internews radio projects developed in former Yugoslavia, post-genocide Rwanda, and elsewhere in East Africa.

Inclusion and non-discrimination should be observed in terms of language access as well. Videotapes should be produced in diverse languages to reflect and address the needs of minority groups, and should be culturally-specific in their depictions. If a playback session will include audience members who speak different languages, interpreters should be present to help ensure that all can take part in the discussion. Materials such as statements of project goals, community entry guidelines and permission/consent forms should always be available in appropriate local languages.

### **Access**

Access is closely linked with issues of inclusion and non-discrimination. Access to the tools and skills that enable participatory communication should not be provided to one particular group to the exclusion of others.

Access is also tied to issues of control and ownership. For example, implementing organizations will have understandable concerns about the secure storage of equipment, and may be inclined to keep it in a secure space far from the center of activities. Although equipment safety is a significant consideration, it should not create a barrier to activities: video equipment should be accessible to the primary participants, i.e. the community-based team. It may be vital to engage local partners and logistics teams in achieving a balance between



security and access. This issue may take time to resolve effectively; it may also evolve as the local situation changes. In particular, *implementing organizations should ensure that community video equipment stays within the community*, especially if the role of that organization will phase out over time. In this case, access and control should shift to local partners. Providing people with access to new tools and capabilities and then removing those tools is very disempowering, and counter to participatory ethics. Ensuring ongoing access contributes to local empowerment, capacity, and sustainability. (See “**Project Handover**,” in **Part 6, “Program Quality and Sustainability.”**)

## Safety

The safety and well-being of community members and participants must be the primary consideration in every facet of community video work. Personal security must never be risked or compromised. Safety is a particular concern when working with vulnerable individuals, including children, survivors of gender-based violence, people living in actively threatening situations, and people living with HIV/AIDS, especially in settings where those with, or are suspected of) being HIV

positive, are at risk of violence.

When planning community entry, the local advisory committee should be consulted on identifying risks to actors and other participants as well as ways to reduce them. In the case of Rwanda, for example, early female actors experienced threats of violence from their partners as a result of their participation in video production. One way to engage the partners of “early adopters” and prevent this risk would be to meet with them as a group, discuss how videos activities could benefit the community, any concerns that may emerge as a result of their partners’ participation, and strategize on how to deal with these concerns.

Fundamental measures for promoting safety include never pressuring anyone to take part if they do not wish to, ensuring full understanding of all potential uses of the videotapes, and re-confirming permission and informed consent for all participants at various stages of work. *However, community video teams working in humanitarian and crisis-affected settings have an obligation above and beyond these measures to help avoid potential risk to any individual.* (See “**Do No Harm’ principles in community media work**,” below.)

## Putting the wishes of the survivor first

During the first “Through Our Eyes” training in Guinea, a participant was preparing to do her first video interview in the Lainé refugee community. A survivor of gender-based violence had agreed to talk with her on camera. When the video team arrived, however, the survivor changed her mind and decided she did not want to be interviewed. The workshop participant respected the woman’s decision and arranged to do another interview instead.

Later in the workshop, when the teams were preparing their first productions, a young Liberian refugee woman expressed her interest in telling her story. The team described to her the goals of the project and explained the anticipated uses of the video for awareness-raising and advocacy. She still wished to take part, and so the team filmed video “The Plight of Kumba Fomba,” her account forced early marriage its consequences on her life (described under “**Documentary and direct testimonials**” in **Part 3, “Community Video for Social Change”**).

(For additional information sources on media ethics, see the list of “**Resources on Ethical Media Practices**” in **Annex B, “Resources on Participatory and Community Based Video.”**)

In some video projects, individuals who wish to speak out yet maintain their anonymity are filmed in such a way that their faces are not seen. They may be filmed from behind, for example, or in silhouette. Alternatively, peoples’ faces may be blurred or their voices altered during the editing process. However, in congested settings such as refugee camps, it may be difficult for a participant to remain anonymous especially if they share information about their personal experiences. For this reason and related considerations of safety and ethics, filming of anonymous personal accounts has not been a practice in the Through Our Eyes project. Further, as described in

Table 3. “Do No Harm” principles applied to various stages of community video activities

Stage	Avoiding harm	Providing positive support
<b>During planning/preparation stages</b>	<ul style="list-style-type: none"> <li>• Be sensitive to cultural norms when developing roles/depicting different people</li> <li>• Be sensitive to ethnic/cultural sensitivities or tensions when developing stories</li> <li>• Avoid scenarios that blame or vilify particular groups or types of people</li> <li>• Ensure informed consent from all who participate in productions</li> <li>• Obtain parental/guardian consent for children’s participation</li> </ul>	<ul style="list-style-type: none"> <li>• Hold community discussions among diverse groups to share program goals, approaches, and key information</li> <li>• Invite participation by diverse groups and individuals, including minorities, under-represented and marginalized people</li> <li>• Enable different types of involvement, on- and off-camera</li> <li>• Invite different peoples’ suggestions on uses of the video</li> </ul>
<b>During production filming</b>	<ul style="list-style-type: none"> <li>• Re-confirm permission/informed consent from all who participate in productions</li> <li>• Honor decisions not to participate</li> <li>• Ensure that information presented in videos is accurate</li> <li>• Avoiding showing scenes of violence or victimization</li> <li>• Avoid depicting men as always abusive or insensitive</li> <li>• Be attentive to psychosocial support needs for among participants</li> </ul>	<ul style="list-style-type: none"> <li>• Include diverse voices and faces in the community</li> <li>• Present positive models/examples (e.g., alternatives to violence, appropriate response, preventive actions)</li> <li>• Depict people as able to learn and change</li> </ul>
<b>During playback discussions</b>	<ul style="list-style-type: none"> <li>• Do not conduct playback discussion in only one language if speakers of other languages are present</li> <li>• Do not insist on active participation of those who prefer to listen</li> <li>• Be attentive to the psychosocial support needs of playback participants</li> <li>• Show videos to age-appropriate audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Provide translation to ensure participation across language groups</li> <li>• Help quiet voices be heard (ensure that playbacks are not dominated by loud voices/influentials)</li> <li>• Provide information about available services</li> <li>• Make appropriate referrals</li> <li>• Invite different peoples’ suggestions on uses of the video</li> <li>• Invite suggestions/ideas from audience members</li> </ul>
<b>After community playbacks/ongoing</b>	<ul style="list-style-type: none"> <li>• Keep all personal information confidential</li> <li>• Do not make productions that reflect the views or needs of certain groups only</li> <li>• Do not always work with the same few individuals or groups</li> </ul>	<ul style="list-style-type: none"> <li>• Follow up on suggestions/ideas provided by audience members</li> <li>• Invite participation by new groups and individuals</li> <li>• Help ensure that PV tools and skills are accessible to community members on an ongoing basis</li> <li>• Be as responsive as possible to needs that emerge from the community</li> </ul>

Table elements based on sessions from the *Through Our Eyes Global workshop, July 2009* and comments and suggestions compiled during the course of other project activities.

**Part 3, “Community Video for Social Change,”** the vast majority of project videos are dramas or “docu-dramas” rather than personal testimonials or documentaries. Dramatization create as distance between story-telling and personal experience and enables all participants—including survivors—to play whatever part they wish to.

(For additional information sources on media ethics, see the list of “**Resources on Ethical Media Practices**” in Annex B, “**Resources on Participatory and Community Based Video.**”)

**“Do No Harm” principles in community media work**

The “Do No Harm” (DNH) framework helps agencies working in conflict-affected areas ensure

that their interventions contribute to peace building and do not cause harm in direct or indirect ways (Collaborative for Development Action, 2004). This analysis tool can help agencies examine assumptions about men’s and women’s roles and avoid program decisions that may reinforce divisions.

Table 3 show how “Do No Harm” principles can be applied to community video activities at various stages.

In some settings, particularly those with highly traditional or patriarchal dynamics, it may be especially advisable to carry out focused sensitization activities among male authority figures. These may include local leaders, clan or *quartier* heads, chiefs, religious leaders, elders, and husbands/male heads of households. Involving these individuals in

## The Through Our Eyes production “checklist”

Does this videotape...

- ✓ Clearly address the project themes of gender-based violence prevention, helpful or harmful practices, HIV/AIDS, or a related issue?
- ✓ Present a strong, clear message about taking positive action to prevent violence, discrimination, or stigma?
- ✓ Suggest the negative effects of gender violence without showing actual scenes of physical or sexual violence?
- ✓ Clearly show alternatives to violence?
- ✓ Show the main characters as people who are able to think about their actions and make positive decisions?
- ✓ Show women as active and involved in making decisions about their wellbeing and their family’s welfare?
- ✓ Show men as able to become caring and supportive partners?
- ✓ Provide clear information about available services or resources in the community?
- ✓ Follow the guiding principles of safety, confidentiality, respect, and non-discrimination?
- ✓ Help create an empowering experience for everyone involved in the video?

discussions on how program activities can support the family and community well-being can help ensure their understanding and support. Early and targeted sensitization efforts for men can also help avoid negative responses or potential backlash by those who may object to women’s participation in activities, or feel threatened by activities that deal with gender issues and relationships.

### Other support materials for responsible practice in participatory video

Simple tools and materials can help team members and program personnel observe appropriate media ethics, provide support, and promote positive change at each of these stages. As an example, a production “checklist” (above) was developed for use by all of the Through Our Eyes teams. It serves as a reference against which teams can review productions at different phases to ensure their adherence to program goals.

## Responding to emerging needs and issues

Participatory communication stimulates dialogue and response. Community video teams, program managers, implementing organizations, and their partners should be sensitive to community needs that emerge during project activities. They should also be prepared to support suggestions from community members, especially since one of the goals of the project is to stimulate community-owned responses to the problem of gender-based violence, HIV/AIDS, and harmful practices.

### Response and referrals

As noted in **Part 4, “Implementing a Community Video Initiative,”** any programs related to gender-based violence prevention, response, and intersecting concerns should observe the Guidelines for Gender-Based Violence Interventions in Humanitarian Emergencies established by the Inter-Agency Standing Committee (2005). Helping to ensure access to appropriate programs and services is an essential component of these Guidelines.

During any stage of community video activities, individuals may come forward with specific needs for information or services. This happens most often during or after community playback sessions. An audience member may reveal that s/he is a survivor of sexual assault and wishes to access medical services, or may want to find out about voluntary counseling and testing for HIV. In this case, team members or field staff should provide appropriate information or referrals for that person. If the team member does not have the necessary information, s/he should direct the person to someone who can help. In all cases, information and referrals must be provided in confidentiality.

*“I am someone who faced the problem seen in the film, I had nowhere to get help. But now I have heard enough from you, and the ideas from people can now make me stay strong.”*

Community audience member,  
Southern Sudan



*“The community...was participating, they were asking questions, and there were so many responses from them; they were actually eager...they found that some of these issues can be solved, and it’s not a matter of fighting...and it also created a lot of awareness. They are very keen on this project.”*

Stella Oryang, HIV Counselor/video team member, Uganda

### Community-generated ideas for team activities

Some needs raised by community members can be addressed effectively through the direct work of the video team. One way to do so could include incorporating suggested issues in video productions.

In Liberia, the women from one village asked the team to make a video about the exploitation and abuse of students, especially young girls, by a respected religious teacher. The team responded to the women’s request and created a drama based on the real-life situation. The resulting tape, “Don’t Abuse Us in the Name of Karmun,” amplified the voices of those who objected to the teacher’s behavior—including several local men—and helped to trigger dialogue about the abuse of power.

Other needs articulated by the community can be addressed in collaboration with local partners. Screenings of “If I Had Known,” a video on HIV infection, prompted audience members to request condom distribution. Team members contacted a partner organization that focuses on AIDS awareness and prevention to help them make condoms available.

In some cases, suggestions or needs that emerge from community discussions will require responses beyond the immediate scope of video team members. Some will involve action at the wider community, programmatic, or organizational level.

Possible responses may include advocacy (including the use of video for advocacy purposes as shown in the work of WITNESS, which is referenced in **Annex B, Community Video Resources**) and facilitating communication and partnerships with other relevant organizations and individuals.

A final note: Lack of responsiveness to locally-articulated needs is counter-effective to program aims. Further, it can break the cycle of engagement, reflection and action that fuels participatory communication. As with any program, perceived non-responsiveness on the part of implementing agencies can result in local disengagement and reduced impact of activities. Implementing agencies and partners should strive to address emerging concerns promptly. Challenges or differences in perceived needs are best addressed through dialogue and negotiation (see “**Troubleshooting community video challenges**,” in **Part 6, “Program Quality and Sustainability**”). In settings where non-governmental organizations have taken on much of the role of government in terms of responding to community needs, community expectations may be impossibly high, and it may be important to work toward shared understanding of the implementing organization’s limitations.



*Members of a young mothers group at Nyabiheke refugee camp discussing a video on the importance of reporting rape cases within 72 hours (Rwanda, 2011)*

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## **Part Six: Program Quality and Sustainability**

*Photo: Checking a camera exercise during follow-up training (Uganda, 2009).*



## Part Six: Program Quality and Sustainability

Once the activities of the community video team are fully underway, programmatic and logistical support on the part of the lead implementing agency will help ensure effectiveness and continuity. Responsiveness to emerging needs will remain essential. At the same time, responsibility and ownership should steadily shift toward local partners and community members. This is especially vital if the initiating organization expects to scale down or phase out its operations over time.

This section of the Toolkit discusses ways of maintaining the programmatic integrity of a community video project, consolidating the skills of team members, and addressing challenges that may arise. It also suggests methods of sustaining activities into the future by reinforcing local capacities and partnerships, with the eventual goal of project handover.

### Prioritizing program quality versus pressures to “scale up”

As community video activities become integrated into an organization’s work, local demand for productions and playbacks often increases. The implementing organization itself may also feel pressure from donors or partners to expand activities to different geographical areas. At the same time, videos that depict particular services tend to increase utilization and generate further demand for such services.

It is extremely important that community media activities in humanitarian settings not be expanded beyond the point at which appropriate follow-up, programmatic, and logistical support can be provided. This is especially critical when media messages

are linked with specific programs, such as GBV response or HIV/AIDS testing and care. As already emphasized, communication activities on these issues involve an ethical responsibility to provide appropriate referral to available services. Further, when video productions address highly sensitive themes, responsible organizations will help ensure that trained personnel such as counselors or social workers are available to provide psychosocial support on-site.

Any plans for scale-up or expansion should therefore carefully assess the capability of the implementing organizations and partners to provide these supportive services.

### Troubleshooting community video challenges

During the course of production and playback activities, community video teams will inevitably face a variety of challenges. Some of these will be tied to cultural or interpersonal dynamics; others will be related to programmatic or logistical issues. Several of the challenges encountered by the Through Our Eyes teams are described here, along with some strategies for addressing them.



Collectively identifying and discussing different forms of gender-based violence (Uganda, 2009)



## A lesson from Liberia

During the first year of community video activities in Liberia, the team followed the model of practice they had developed at the project's start. Working in close collaboration with community peers and resource people, they helped create videos on locally-prioritized themes. The size of playback audiences was kept relatively small; a counselor or social worker was available to talk with community members immediately after the screenings. Many people came forward to seek support or further information about services. As local demand for videos and playbacks grew—and as the geographical scope of activities widened due to donor-driven indicators—several changes took place. The team, required to cover more ground, spent less time in

each community. Audience sizes increased, and direct referrals became less frequent. Follow-up on community needs became more difficult because local partners, resource people, and/or services were less available.

This situation indicated a need for greater balance between fundamental program goals and overall reach, between quality and quantity. The Liberia team subsequently focused on working in a few districts in collaboration with specific partners. This has enabled deeper engagement with community members, greater continuity and impact of activities, and more effective response to emerging needs.

*(Sources: S. Beattie, 2008; Through Our Eyes project reports)*

message that violence can take different forms—psychological and emotional as well as physical.

## Dealing with domineering voices

At other times, teams may encounter individuals who seek to advance their own agendas through community video productions. These may include traditional or religious leaders, elders, or others who may be more accustomed to propounding their views than taking part in dialogue-based, participatory processes. This situation can be tricky to negotiate, especially if their views tend toward conservative or patriarchal norms that underlie prevailing gender imbalances.

In these cases, team members and field staff can make use of the following strategies:

- Conducting in-depth sensitization and awareness activities for influential people around program goals and themes
- Helping them understand that inclusive, collaborative project activities can help let their voices be heard without dominating over the views of others
- Recruiting them as allies in advancing community well-being and rights

## Theme and content issues

During the course of participatory video work, contrasting views may emerge around program theme and content. Issues of power, perspective, and voice are often involved. These should be addressed with sensitivity to local dynamics and conditions.

## Hearing different perspectives on violence

In Rwanda, for example, the video teams received feedback from audience members about the importance of addressing the violence experienced by men as well as women in the refugee camps. In particular, many men described “disrespect” as a frequent form of abuse. This is a very sensitive issue, linked to feelings of impotence and loss of men’s traditional roles, and heightened by the fact that women receive family ration cards and are often the chief beneficiaries of skills training/income-generating activities. Given these realities, it was important for the camp-based video teams to make some programs that stressed the need for mutual respect between spouses. These videos also helped convey the



*Planning a video production with community members (Southern Sudan, 2007)*

*“...we join hand-in-hand, we cooperate together and share our experience... it has an effect on the people in the community, because when we record and take the tapes to the community, we show the tape and the things that we recorded are really things that happen... So, that’s why we say the video is for the community, made by the community, and to be used by the community.”*

Moses Bidali, Home-based care manager/ Community video team member, Southern Sudan

Through a combination of such approaches, authority figures can become valuable supporters of project activities. Under the Through Our Eyes project, many local leaders and elders have become strong supporters of project goals as they take part in content-related training, and as they come to see the beneficial effects of the video team’s activities. Cultivating the involvement of these individuals is a long-term investment that can contribute not only to program impact but also to long-term, normative change.

### Giving screen-time to other topics

Community members may at times prioritize a topic that is not directly related to the main themes of a project. Again, this situation should be addressed with care and sensitivity. Guided by respect for local needs, and for participatory principles, the video team should place itself in the service of the community’s concerns.

As an example, residents of a town in Margibi county, Liberia, were angered over the fact that a community water pump had been closed to local use since the departure of the NGO that built it. The video team helped produce a program about the situation. The resulting video was credited with helping to resolve the problem and re-open the well for community use. One community member

described the video playback discussion as a “giant palava hut” because people felt empowered to share their views and help bring about a positive outcome.

### Transport issues

Transport can be a chronic challenge in development and humanitarian settings. Vehicles are often in short supply and high demand. Community video teams will rarely have a vehicle available for their use on a regular basis. Transport to remote communities can be especially difficult—a programmatic dilemma, given that the need for outreach and sensitization in such areas is especially high.

The following approaches can help participatory video teams address transport issues:

- Coordinate travel to production and playback sites with program staff from other sectors, or with local partners
- Make use of public transportation or rental vehicles. In Southern Sudan and Liberia, Through Our Eyes video teams have used taxis and for-hire mini-vans when project vehicles are not available
- When possible, keep production and playback equipment in a central location within the project community

Established fixed playback sites whenever possible (see more on the following page)



Playback session (Liberia, 2008)

## Playback challenges

### Managing audience size

Because video generates such interest and excitement in the community, it may be difficult to limit audience sizes. This is especially the case when videos are shown in open-air or large, centralized locations.

Overly large audience size will prevent people from being able to see and hear the video properly (unless a projection system and large screen are being used). Even more importantly, it will decrease the participation level and depth of the post-screening discussion, since fewer people will be able to take a meaningful part. Further, as already noted, the social dynamics in some settings may prevent some community members from expressing themselves freely in the presence of others.

The Through Our Eyes teams have developed several responses to these challenges. They include:

- Letting people know in advance that there will be several local screenings
  - Planning several small-group playbacks, with group size ideally under 35 people
  - Holding video playbacks among different cohort groups (for example, women, men, female youth, male youth)
  - Dividing up large audiences into post-screening discussion groups. For example, if audience size ends up exceeding 60-70 people, the team may screen the video for the large group, but then divide it afterward into smaller discussion groups, facilitated by different team members
- Another variation on this approach, developed by the Liberia team, is to have audiences members form sub-groups, with each presenting

*“Much as they [the community audiences] are being entertained, they’re also learning; they are getting to know some information that touches them.”*

Pamella Anena, Through Our Eyes  
Program Assistant/video trainer



*Troubleshooting cable problems (Uganda, 2010)*

its questions or comments through a designated spokesperson.

### Expanding video playback options and sites

Reaching out to different audiences is an ongoing goal, and teams should seek new sites and opportunities for carrying out community playbacks. Possibilities include facilities operated by local NGOs and community-based groups, social centers, health clinics, colleges, vocational training centers, schools and churches. Partnering with such groups can expand local involvement with the video project, increase its resource base, and widen mobilization.

For some video teams, it may be ideal to establish one or more fixed playback sites while also maintaining a mobile playback unit for accessing more remote sites. Reaching out to other local organizations can result in resource-sharing and prove mutually beneficial in both logistical and program terms. If a local group already has a building, hall or room that is used for educational and outreach activities, this could potentially become a site for regular video playbacks.

Owners of local video shops constitute another potential partner group. Video boutiques are ubiquitous in towns and villages throughout the developing world. As places that already draw viewers on a regular basis, they may be valuable auxiliary locations for community video screenings. Note, however, that video shops will generally be



## Making the best of the situation

Even when community video teams plan their activities carefully, problems can arise at the last minute. For example, a team may arrive at a playback site with their video and all their equipment, only to find that the generator is not working properly. Unless a back-up generator or other power source is available, the video cannot be shown.

In this type of situation, a resourceful team can turn the challenge into an opportunity. After explaining the problem to the audience, they can facilitate a participatory discussion about the themes addressed in the video. If a resource person such as a health provider or counselor has accompanied the team, s/he can invite questions from the audience. A creative team might even decide to show the storyboards or act out the scenes of the video for the audience, and invite feedback that way. Audience members can also be invited to share their ideas on video themes they feel the team should address. The session could end with the team re-scheduling the playback for a future date, occasion for planning, rehearsal, or discussion of project themes

more appropriate for reaching adolescent boys and younger men, since they are the usual patrons. It is important to identify other venues that are welcoming for women, girls, older people, and mixed groups.

### Equipment maintenance and management

Video equipment will last longer and perform better if stored and used with care. The accompanying **Practical Guide to Community Video Training** includes a session on basic equipment care and maintenance, as well as technical tips and equipment checklists for production and playback activities. Problems will inevitably arise, however: a cable will go missing, a generator will falter, a battery will fail to charge.

The following measures can help teams avoid problems and address them effectively when they arise:

- Keep equipment stored in a safe and well-organized way: store the camera and other major items in hard cases or cabinets; coil cables properly so that they do not kink; keep everything safe from dust, damp, and damage from rodents
- Provide ample padding for equipment when it is being transported over rough roads. Monitors and other items can be carried in simple wood-frame boxes outfitted with handles and mattress foam or pillows
- Inventory and test equipment periodically
- Carry out basic maintenance, such as video head-cleaning for cameras and VCRs, using the supplied head-cleaning tapes
- Keep batteries charged and ready for use
- Always use voltage stabilizers and properly grounded power cables and plugs
- In the case of accessories (cables, batteries, blank tapes) always bring along one or two extras during field-work
- Make immediate note of items that need to be repaired or replaced, and follow up promptly
- Maintain a small fund for equipment repair/replacement needs
- Fill out warranty information to ensure the possibility of replacement or repair within the allotted period
- Try to have a back-up plan in mind for all



*Reviewing use of a tripod during follow-up training (Southern Sudan, 2009)*



*Practicing interview skills during follow-up training (Southern Sudan, 2009)*

production and playback activities. In case of technical problems, for example, use the occasion for planning, rehearsal, or discussion of project themes.

### Providing follow-up/refresher training

Follow-up training helps consolidate the capabilities of community video teams. A short follow-up workshop three to five months after the initial training is especially beneficial. This length of time gives the fledgling team a chance to carry out several productions and playback activities, encounter challenges, and garner lessons from their experiences.

Suggested activities for follow-up workshops include:

- Appreciative review of community video team activities since the first training workshop
- Cross-sharing of video productions and exchange of experience (in projects that involve more than one video team)
- Team identification and collective review of
  - challenges they've confronted, and ways to address them
  - opportunities they've encountered, and how to build on them
  - "lessons learned" over the course of their activities, and how to apply these to the team's ongoing work

Note: A useful variation is a SWOT

exercise—as shown in the photo at the start of **Part 7, "Monitoring and Evaluation,"**—in which participants identify Strengths, Weaknesses, Opportunities and Threats that affect their program work.

- Refresher training in technical, interpersonal, and teamwork skills, based on needs that emerge through group review of production and playback activities
- Reviewing equipment storage and access issues
- Checking on how equipment is holding up, and identifying any repair/ maintenance needs
- Introducing new equipment items/accessories, based on practical needs. Such items may include:
  - a shotgun microphone and boompole (especially useful for filming dramas)
  - a camera tripod (for filming fixed scenes or interviews)
  - a video projector and screen (if a playback conditions are appropriate)
  - solar panels for charging batteries (if electricity is scarce)
- Reviewing methods for documenting and monitoring team activities
- Developing a team Action Plan for ongoing activities, based on collectively-identified priority issues and program needs
- Planning for project sustainability
- Planning participatory assessment/community inquiry activities to gather community members' perceptions of the video project and learn if it has helped contributed to signs of change (see **Part 7, "Participatory Monitoring and Evaluation"**).

Whether or not follow-up training is feasible, participants should periodically review and refresh their technical and teamwork skills. Watching recent productions as a group and noting strengths and shortcomings is an ideal way to identify areas for practice. Similarly, team members should regularly assess playbacks with an eye to strengthening their facilitation skills and taking discussions deeper. The exercises and Source Sheets in the accompanying



*Training new staff on video production. By building local capacity, participatory video projects enable training to take place from within, as experienced team members share skills with newer ones. (Rwanda, 2011)*

**Practical Guide to Community Video Training** can be used as resources.

### **Recruiting and training new team members**

Video teams will want to share skills with others and engage new members over time. Original project participants may be shifted to other programs or sites, or become otherwise unavailable. In Thailand and Rwanda, where Through Our Eyes participants are refugees from Burma and the Democratic Republic of Congo respectively, teams have periodically lost members due to resettlement, return, or other reasons. New recruits are trained by experienced team members over the course of several days, and consolidate their skills “on the job,” by taking part in planning, production, and playback activities.

As in the case for project start-up, new team members should be identified with attention to diversity and non-discrimination in terms of gender, age, and ethnic/linguistic group.

Various workshop sessions and exercises in the accompanying **Practical Guide to Community Video Training** can serve as resources in training new team members.

### **Increasing community engagement and empowerment**

When enacted with commitment, the processes of dialogue, collaboration and response described in this Toolkit engage community members in progressively deeper and more active roles in creating change, both as individuals and collectively.

Audience members share what they have learned with others and encourage them to attend future discussion sessions. People decide to talk about sensitive issues with family members and friends for the first time. Many seek out services that will help them and their family members. Others propose or volunteer to take part in productions that address issues that deeply concern them.

Peer and cohort groups become mobilized as agents of change. In several Through Our Eyes sites, youth and other community members, motivated by project activities, have stepped forward to help sensitize others. Once identified, such groups can become important partners in outreach and education. They are also good candidates for skills training that can help build their capacity as communicators and advocates.



## Auxiliary skills training brings mutual benefits

In Southern Sudan, local drama groups reflect the concerns and distinct cultural and linguistic roots of their communities. Several of these groups have benefitted from ARC-supported training in participatory and “forum” theater techniques. The Through Our Eyes video team, in turn, benefits from collaborating with these troupes in creating participatory videos and, most recently, radio dramas.

In Liberia, Through Our Eyes team members have trained students as peer educators on gender-based violence, HIV/AIDS, and related issues, teaching them to use project videos and print materials to carry out their work in their school and communities.

## Strengthening local partners through corollary training activities

Relevant auxiliary training for local partner groups can deepen their engagement in project activities while strengthening their long-term role in supporting social change.

Depending on local needs and resources, partner groups can benefit from training in such areas as:

- peer education and animation skills
- use of participatory drama techniques, including “forum” and “magnet” theater methods
- development and effective use of culturally and linguistically-appropriate print materials
- producing programming for local radio broadcast, and
- interpersonal communication skills

as well as content-based training in gender norms, human rights, gender-based violence, reproductive health, HIV/AIDS, and other relevant issues.

## Sustaining project activities through local partners

The sustainability of participatory video activities in the long term depends on the degree to which community members and partner groups have been meaningfully engaged in the collaborative and capacity-building processes described here.

Also key is the ability of local partners to integrate these activities effectively into their ongoing work.

In some cases, a single well-established partner may be most strategic. In other instances, activities may best be carried on through a constellation of local groups. In northern Uganda, the Through Our Eyes project team has several local partners, each with distinctive strengths. One of these groups, Gulu Women’s Economic Development and Globalization (GWED-G), carries out video playbacks in areas that are not covered by ARC’s own program activities. The videos created by the Through Our Eyes team support GWED-G’s sensitization work, and help the video team reach a wider regional audience in the process. Another partner, Straight Talk, has a strong and credible presence in local outreach on HIV/AIDS, reproductive and family health issues.

To consolidate these partnerships and inviting new possibilities for collaboration, the Uganda team carried out a regional “stakeholders’ meeting.” This gathering brought together local leaders, partner agency representatives and participants. Team members shared achievements and challenges, described upcoming assessment activities, and invited ideas on managing the transition from the main period of project funding. This type of activity can be a useful way of generating ideas, strengthening different levels of partnership, and laying the groundwork for shifting activities into local hands.

## Generating support for community video work

Building broad support for community video activities will involve education and advocacy, both within organizations and externally, to partners and donors. People may have difficulty grasping

Various ways to sustain participatory video activities include empowering local partners, generating support from local and regional stakeholders, and diversifying funding sources; for example, by incorporating participatory video into multiple sectors and activities.



*Community drama about dating performed at a camp for internally displaced persons. Community theater presentations can be readily adapted into video dramas. (Uganda, 2007)*

the concept of participatory media; they may not readily understand the importance of the processes involved, or may dismiss the tapes as non-professional-looking. Others may see the approach as interesting or novel, but may not perceive the scope of its potential.

Very often, the best way to help people appreciate the strengths of community media is by sharing some videos, the specific stories behind them—why they were made, how, who was involved—and examples of their impact. Even better, invite program personnel or donors to attend a local playback. When people see a locally-made tape and hear how community members respond during discussions, the power of participatory video becomes very clear.

### **Fiscal sustainability**

Basic support for ongoing activities should be included in various funding proposals and “core” budgets. Community video can be pitched to donors as an innovative and effective organizational asset that can be built upon and diversified. Alternatively, it could be included under funding rubrics for general communication, awareness-raising or outreach activities, or “BCC and IEC activities.” When developing budgets, funding for fungibles like videotapes and DVDs as well as

occasional equipment maintenance or repair should be included, as well as materials and personnel for office or field activities and refresher trainings.

As mentioned in **Part 5, “Implementing a Community Video Initiative,”** participatory video can be used to support programs in multiple sectors, such as HIV, water and sanitation, and livelihoods development. When community video activities support diverse sectors and different types of activities (which may include training, monitoring and evaluation, and advocacy), funding sources can also be diversified, which increases the potential for financial sustainability.

To help partner agencies and inter-organizational colleagues include participatory video in their funding proposals, new programs and budgets, it will be useful to provide them guidance on program planning and implementation. Such guidance

Project handover should ensure that (a) oversight and control of the video project is retained by the community, potentially through a local partner, and that (b) community members will have ongoing access to relevant services, such as gender-based violence response and HIV services and care.

could take the form of meetings as well as support materials that describe core activities, timelines, and costs; personnel and equipment needs; basic monitoring and evaluation measures; benefits and uses of participatory video; and video project achievements to date, if relevant. (See also **Part 4, “Planning a Community Video Project”**.) Good planning will avoid guesswork and help ensure consistency in program components across agencies and over time.

### **Project handover**

In the course of development and humanitarian work, project implementation is inevitably affected by changes in overall operations or resources: funding shifts, programs are scaled down or discontinued, and agencies phase out activities.

If an organization that initiated a participatory video project anticipates phase-out, it should prioritize plans for handing over the project to an appropriate local partner. This partner may have specific strengths in outreach and sensitization, direct service provision, or program areas that intersect with key project themes (see the suggestions provided in **“Identifying local partners for a community video project”** in **Part 4, “Planning a Community Video Project”**). Ideally, this partner will have been closely engaged in activities over the course of implementation, and handover will be an outcome of collaboration and progressive capacity-building.

As suggested above, handover may involve more than one partner. For example, if a particular organization has been a major co-producer of community videos, it could inherit production equipment and a playback unit. Another local

group, well-poised to use videos for outreach and sensitization in a different sector of the community, could make good use of a second set of playback equipment.

If needed, refresher training in participatory production techniques and playback facilitation skills should accompany the transition process.

### **Maintaining linkages with services**

When community video activities have been closely tied to specific programs, such as gender-based violence response or HIV testing and care, continuity in these services must be a major consideration in phase-out and handover. Local partners who take the lead in project management must be able to provide high-quality services and/or appropriate referrals to available programs. They must also take care not to screen videos that depict services or programs that may no longer exist.

In many humanitarian and development settings, services relating to gender violence, reproductive health, and HIV/AIDS are provided by several different organizations. In this case, the agency that originally implemented the community video project should seek to strengthen links between relevant groups well prior to phase-out/handover, and help them understand how participatory video activities can support program goals and increase access and use.

As they assume full ownership of activities, local partners and community members will be able to apply participatory video capacity to both ongoing and new priorities.

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# Part Seven: Monitoring and Evaluation

*Photo: Community video team members conducting a SWOT assessment (Liberia, 2008).*

## Part Seven: Monitoring and Evaluation

To ensure that community video programs are implemented effectively and achieve their intended impact, it is vital to build in processes for monitoring and evaluation (M&E). Since local involvement drives the planning and implementation of community video projects, community members should be centrally involved in M&E processes. These include identifying important “signs of change” and making decisions about how program information should be collected and used.

This section begins with an overview of monitoring and evaluation, with a focus on participatory monitoring and evaluation (PM&E). These concepts are then integrated into recommendations on tools and methods for monitoring and evaluating a community video program. The section concludes with ethical considerations for monitoring and evaluating community video programs that involve people living with HIV/AIDS, survivors of gender-based violence, and refugees.

### Overview of Monitoring and Evaluation (M&E)

The term “**monitoring and evaluation**” refers to processes that help (a) ensure that a program is making progress toward its objectives and (b) provide lessons for future programs. Ultimately, monitoring and evaluation methods provide information for improving programs and ensuring accountability (Frankel & Gage, 2007). While monitoring happens continuously, evaluation activities generally occur during implementation (mid-term evaluation) and at the end of a project (impact or endline evaluation). In many projects, evaluation findings are compared with information gathered through “baseline” assessments carried out prior to the start of activities. (See also “**Formative Evaluation**,” below).

**Monitoring** refers to routinely collecting and using information on how a program is implemented. Monitoring helps gauge whether or not planned activities were completed, and how well they were completed. Monitoring also helps implementers make real-time adjustments to program activities (Frankel & Gage, 2007).

**Impact evaluations** are carried out to determine whether a program achieved its intended results and whether they occurred because of the program. “Evaluation can facilitate sustainability and scale-up by identifying key factors that contributed to success,” (Salem, Bernstein, Sullivan, & Lande, January 2008). Results can be short-term (changes in knowledge or attitudes), intermediate (changes in behaviors), or long-term (changes in health status). Often, short and intermediate-term results are referred to as **outcomes**, with the term **impact** generally being reserved for long-term results. **Process evaluations** differ slightly from impact evaluations in that they focus on how well the program was implemented and less on outcomes and impact (Bloom, 2008). While they rely heavily on monitoring data, they also collect data through interviews and other means.

Monitoring and evaluation belong to the same learning system. Monitoring data help evaluators understand why and how the program led to the outcomes and impacts that were achieved. As a result monitoring and evaluation activities should be planned from the beginning.

### Participatory Monitoring and Evaluation (PM&E)

There is no one definition of **participatory monitoring and evaluation** (PM&E). In general, PM&E differs from conventional M&E in that it emphasizes including stakeholders in decision-making at all steps of the process. According to this approach, community stakeholders should be involved in monitoring changes, determining indicators, and “arriving at a common evaluation of their communication for social change efforts,” and like participatory communication, PM&E strives to be educational and empowering (Parks, Gray-Felder, Hunt, and Byrne, 2005). PM&E is based on 20 years of experience with approaches such as participatory rural appraisal (PRA) and participatory learning and action (PLA). (see **Figure 3, “Core principles of participatory monitoring and evaluation for social change”**).

Participatory monitoring and evaluation can help increase communities’ commitment to and



**Figure 3. Core principles of participatory monitoring and evaluation for social change**

(adapted from *Communities Measure Change*, (Parks, Gray-Felder, Hunt, and Byrne, 2005).

understanding of how to plan and improve programs. Additional benefits can include deeper understanding of local and program dynamics, shared expectations, the development of common goals and definitions of progress, and increased cohesion (Booth, Ebrahim, & Morin, 2001). Furthermore, keeping key leaders involved through participation in M&E processes can provide them with continued encouragement to work toward social change (Bradley, Mayfield, Mehta, and Rukonge, 2002).

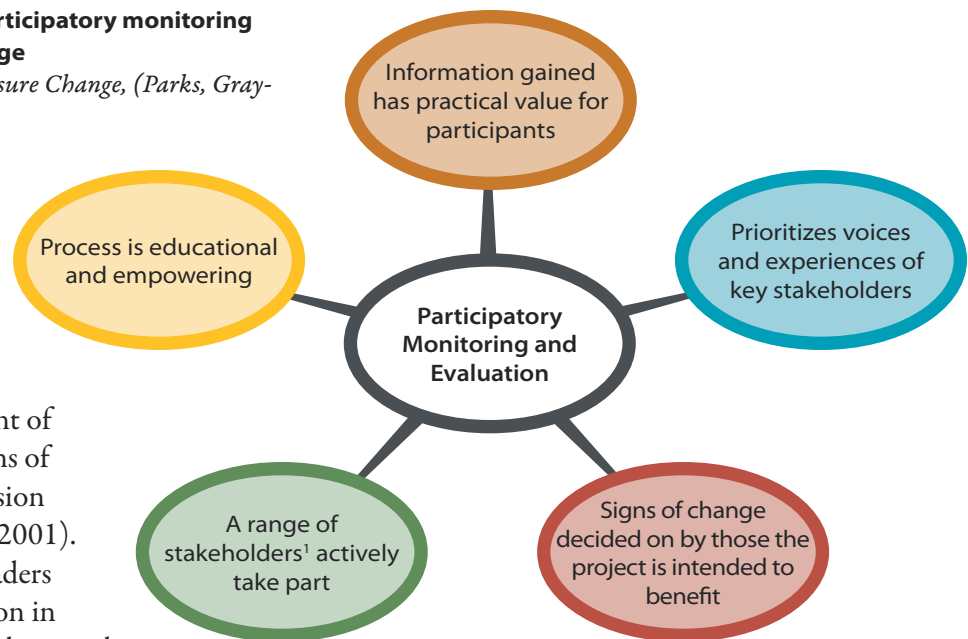
### How can we make monitoring and evaluation participatory?

#### 1. Be willing to have less control over the M&E process

Program planners and researchers/evaluators should accept that they will have less control over participatory M&E processes than over conventional ones. Useful roles for non-community members include fostering collaborative dialogue and decision-making, and providing technical support and resources. In addition, they play an important role in ensuring that data is collected and managed in ways that ensure their reliability and that meet ethical standards for the protection of participants. It is also essential that program personnel help ensure that communities benefit in practical ways from the information and lessons gained through monitoring and evaluation activities.

#### 2. Assemble an advisory group

One way to engage community members is to assemble an advisory group (Parks, et al., 2005) (Estrella, et al., 2000). The advisory group can help select approaches and indicators, identify and engage key partners or participants, validate



findings, and assist in using the findings for community development.

Ideally, an advisory group should represent a true cross-section of community members and stakeholders. However, inclusion does not necessarily ensure that all voices will be heard, especially in settings where power hierarchies and imbalances persist. To help ensure equitable participation and foster dialogue, leadership and consensus-building, consider dividing participants into working groups that present suggestions to the larger group. This approach also creates flexibility for participants, allowing them to choose areas where they can be more or less involved.

#### 3. Develop a monitoring and evaluation plan through dialogue

The planning stage is the most critical part of establishing a participatory M&E process. During planning meetings, important topics to discuss include:

- Stakeholders' information needs: Who wants to know what, and why?
- Program framework: Who are the target audiences, what should the program try to change, what activities will the program

<sup>1</sup> Including, but not limited to, implementing and partner organizations, program beneficiaries and staff, community leaders, and representatives of diverse community groups, including minority and marginalized groups.

conduct, and what processes of change will achieve the desired impact?

- Indicators: For monitoring purposes, what are the characteristics of a community video program “that functions well?” For evaluation purposes, what “signs of change” in individuals, families and the community might occur as a result of the program?
- Targets for indicators
- Resource needs and availability
- Data collection and analysis methods
- Potential ethical and logistical challenges and solutions.
- Who should receive findings and in what format
- Assigning responsibilities

The advisory group should also consider to what extent and in which ways other community members could participate. Lack of time and low literacy are challenges that should be considered at every step of the process. Additional community members can be involved as data collectors, interviewees, and analysts (see “**Cross-Cutting Data Collection Methods,**” below). Many community members and advisory group members themselves are often volunteers, so the issue of compensation, travel assistance or per diem may emerge.

#### 4. Review findings regularly as a group.

It is important to meet regularly with video team and advisory group members to discuss trends in M&E findings. This process helps reveal issues in the quality of data collection and data management,

and can help ensure that timely adjustments to M&E and other program activities can be made.

*Consultation, mobilization or participation? True participation is not only getting people together. They must be able to contribute to a decision-making process.*

Guy Bessette, 2004

### Applying M&E and PM&E to Community Video Work

The following section provides specific suggestions on activities, indicators, methods, and data sources for monitoring and evaluating a community video program. It is based on the premise that monitoring and evaluation for such programs can be collaborative, accessible, and “user-friendly.” The Through Our Eyes teams used a combination of methods that utilized the skills of community members, program personnel, and communication and research professionals. Different community video programs can use different combinations of approaches as time and resources allow. Methods that tend to be more participatory are indicated.

#### Formative evaluation

**Formative evaluation**, also known as needs assessment or situational analysis, refers to collecting information for initial program design. This information can be gathered from multiple sources, such as census or public health datasets, conducting a study, media ratings, and service statistics. Usually,



Gihembe refugee camp, Rwanda, has a population of 19,936 and is divided in 24 sections, called quarters (February 2011 census). For the Through Our Eyes evaluation, the advisory group included local leaders, such as the camp president, women’s leaders (“condifas”), health educators, and representatives from youth groups and mothers’ groups. Generally, each Through Our Eyes evaluation site had 10-20 advisory group members.

*Gihembe refugee camp (Rwanda, 2011)*

## How participatory?

There are challenges involved in participatory M&E approaches, as with any methods of monitoring and assessment. Time, resources, and skilled facilitators are needed to enable PM&E processes. Based on inclusion and dialogue, these include gathering and engaging participants; reaching consensus on program goals and desired outcomes; identifying key indicators of change; reviewing options for measuring program effectiveness; and maintaining cycles of reflection and feedback.

Different perspectives on methods and measurements may emerge. For example, local stakeholders may want to emphasize indicators that reflect their specific situation, while program managers may seek indicators that apply to multiple sites and enable comparisons across communities.

As a result, compromises may be necessary. Especially if time is limited, it may be advisable to focus on key indicators and a few complementary assessment methods. When initiatives seek to compare findings across different sites, a combination of local and global indicators may be included. As an example, the Through Our Eyes evaluation included questions that were posed at all five sites as well as questions that each community advisory group developed based on their community's specific experiences and context.

the data collected from the formative phase has a dual purpose. In addition to program design, it can also be used for impact evaluation. Since it provides information on the pre-intervention state of the community (baseline), it can be compared with data collected in the middle (mid-term) or end of the program (endline) to understand if the program achieved its desired impacts (Salem, Bernstein, Sullivan, & Lande, 2008).

Many activities associated with planning a community video project could be viewed as part of a formative evaluation. During the planning phase, meetings with stakeholders are held to identify prospective partnerships, project goals, expectations, and logistical considerations. Through Our Eyes also collected baseline information through a survey, focus groups, and key informant interviews (see below, **“Cross-cutting Methods for Data Collection.”**)

The initial two-week Through Our Eyes training includes an exercise in identifying both helpful and harmful traditional practices. (This activity is described in detail in **Annex C, “Resources on Participatory Monitoring and Evaluation.”**)

Participants are asked to think of one or more practices that relate to the lives of men, women, boys or girls in their community, and to write them on sheets of paper that they post on a wall. Next, these are grouped, by consensus, as “traditions that are helpful to most people” and “traditions that can be harmful to some people”. “Neutral” practices that are neither helpful nor harmful remain between the two headings. Through discussion, participants identify the three practices that are most harmful, explore the reasons they persist and who benefits from them, their consequences, and who is most affected. Participants then propose ways in which the video project can address these detrimental practices and promote beneficial ones. This

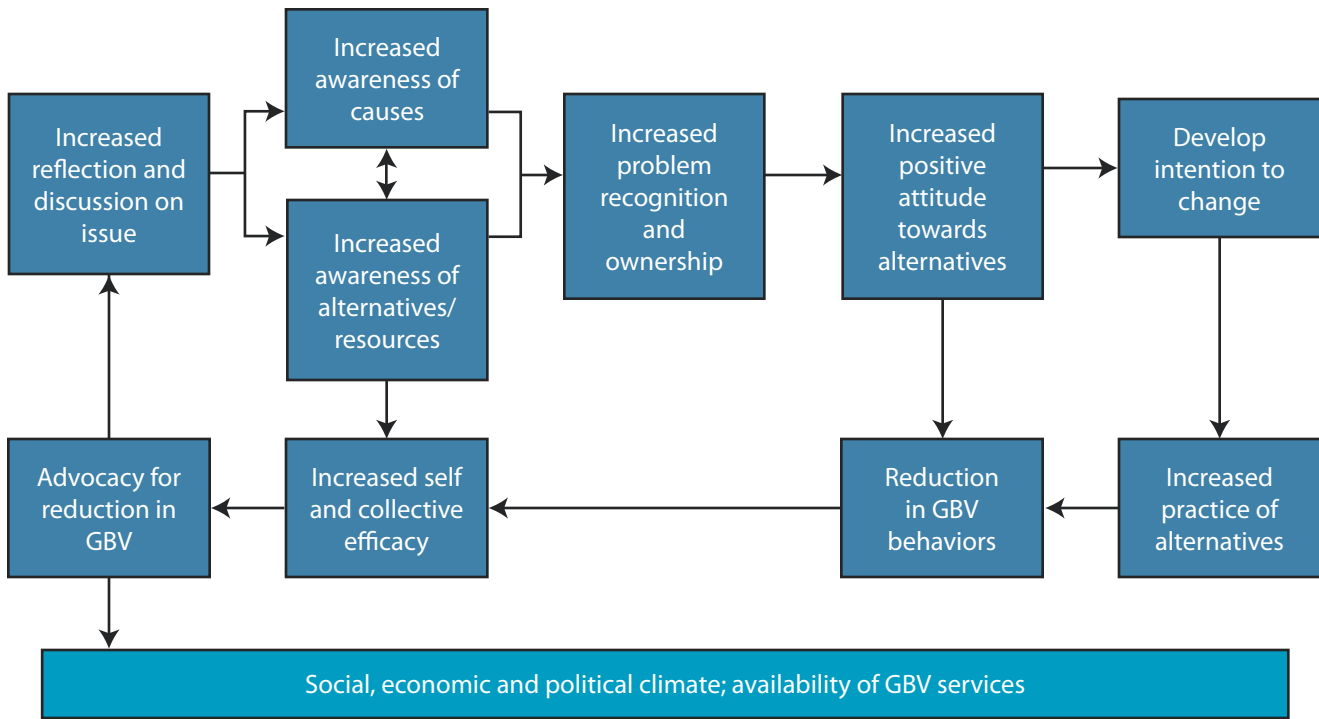
exercise can help lay the groundwork for important video themes, key audiences, and potential messages. At the same time, it helps participants come to consensus on defining local forms of beneficial and harmful practices.

### Developing a framework

Frameworks usually take the form of diagrams or tables that show the links between components of a program and its desired outcomes. Frameworks can help the community video team and advisory group come to a common understanding of what activities can achieve the desired outcomes, how change occurs, as well as the internal and external factors that could affect the program's success (Frankel & Gage, 2007). Planning meetings, which can be part of a formative assessment, can also be used to develop a monitoring and evaluation framework.

To develop a framework, use mapping and ranking exercises to create a working draft for discussion with the advisory group. Conducting a literature review and key informant interviews can help inform facilitation questions. Ask the advisory group





**Figure 3. Sample framework for a community video program on gender-based violence**

to identify the components that best fit the local context. The final framework should show no more than the 15 most important components.

**Figure 3** shows a sample framework for a community video program on gender-based violence. During playbacks and video production, community members discuss the issue, learn about resources and the causes of the problem, recognize that the problem exists locally, change their attitudes about gender-based violence, and develop an intention to change. This intention eventually leads to increased use of positive alternative practices, and a reduction in gender-based violence. The decrease in gender-based violence increases community members' sense of self and collective efficacy, both of which can lead to advocacy. Similarly, increased problem recognition can lead to advocacy, which can explain why those who are not in perpetrator-survivor relationships can still contribute to reductions in gender-based violence. Advocacy can involve participating in a video, contributing to playbacks, and can take other forms that influence factors outside the video program. The box at the bottom shows that the concepts in the framework are affected by economic and political situations and the availability of gender-based violence

services. Inherent in the framework is the sense that change occurs at both the individual and collective consciousness.

If the project plans to address multiple issues, a template can be adapted to each issue or a general framework can be used. The sample framework used the term gender-based violence because Through Our Eyes, on which it was based, addressed multiple behaviors related to gender-based violence, such as rape, wife beating, forced marriage and widow inheritance. If the community video project is embedded within a larger gender-based violence project, the framework may need to reflect this relationship. The more specific the framework is, the easier it is to ensure that key signs of change are not overlooked.

While the example above uses one type of framework, called a conceptual framework, different organizations and donors will have their own preferred types of frameworks (See **Annex C, Resources on Monitoring and Evaluation**, for examples of frameworks).

## Using theory for social change

Theories can help the advisory group identify key short, intermediate, and long-term impacts, processes of change and target audiences. After the initial mapping activity, consider introducing one or more theories and ask the advisory group to identify framework components that best fit the local context. Below are some theories that can serve as useful references:

- **Theory of Planned Behavior:** This theory is useful for understanding the process of change at the individual level. It states that people who intend to practice a behavior are more likely undertake (or “adopt”) it. This intention is affected by their attitudes towards the behavior, the extent to which they think they have control over the behavior, and whether they believe that their society would support the behavior. (Ajzen, 1991).
- **Social Cognitive Theory:** According to this theory, people learn by observing themselves, others, and their environment. These factors interact with one another. Just as individuals can influence others, so can environments affect individuals and groups. The concept of modeling behaviors for others is reflected in Social Cognitive Theory, as is the concept of self-efficacy, or the belief that one’s own actions can produce the results that one desires. (Bandura, 1977).
- **Social-Ecological Model:** This model posits that individuals’ behavior can be affected by multiple levels of influence (Bronfenbrenner, 1979). The version used by both the Centers for Disease Control and by the Inter-Agency Gender Working Group shows that factors at the individual, relationship, community and societal level play a role in gender-based violence. Individual-level factors can include age, education, and previous experience of abuse; relationship-level factors can include marital conflict and control over decision-making; community-level factors can include family isolation and acceptance of violence, while societal-level factors include gender norms and laws (Heise, 1998).

## Selecting Indicators

Data collected by monitoring and evaluation activities are usually summarized as “signs of change,” or **indicators**. Indicators measure one aspect that is supposed to change as a result of the program. It is generally far more important to identify a few meaningful indicators than a lengthy, complex list. Indicators should be specific and easy to understand and explain. A community video program indicator, for example, may keep track of **inputs**, such as how much time and how many individuals were involved in creating a video. It may keep track of **outputs**, such as how many videos were produced. Indicators can also track key **outcomes**, such as the change in the proportion of adults who consider wife-beating an acceptable way for husbands to discipline their wives. **Impact** indicators can help measure such factors as the proportion of adults who would assist a woman who was being beaten by her husband. It is recommended that community video programs collect information for at least one indicator for each input, output, outcome, and impact.

**Tip:** To ensure that planning for sustainability is built into the life of the program, include output indicators that measure such factors as mobilizing resources, capacity-building, cross-sharing, and advocacy.

It is useful for indicators to be based on the program framework, so that key components of the program can be effectively measured. Keeping the number of indicators small will help make the work of collecting and recording information more manageable. It will also help ensure that indicators are relevant and practical. Qualitative data collection methods are especially useful for identifying “signs of change” that are not easy to measure, such as “participation” (Frankel & Gage, 2007).

Information should be reported in terms of the whole population reached by the intervention and by sex and age groups (and other characteristics such as ethnic group, risk group, or location, if appropriate), since different members of the population can be affected very differently (UNHCR, 2003).

It is important to consider existing indicators for gender-based violence programs. Using these will help with making comparisons to different programs, years and locations, and advisory groups may welcome having sample indicators to choose from. (See **Annex C, “Resources on Monitoring and Evaluation,”** for resources on indicators for gender-based violence.) At the same time, these indicators should be adapted to the local context to ensure their relevance. The concept of intimate partner violence, for example, might need to be defined as “wife beating” in specific communities. When indicators do not exist for community-identified “signs of change,” advisory groups can develop their own specific and measurable definitions of these key signs.

Examples of desired “signs of change” identified by Through Our Eyes advisory groups and community participants have included the following:

- Community members will become aware that things that they were doing [without realizing it] were forms of gender-based violence
- More people will make use of gender-based violence response and prevention services
- Many people, especially girls, will take part in the community team’s video productions
- More people will seek HIV counseling and testing

After the advisory group selects indicators, it is important that they choose a realistic target or goal for each indicator, and ensure that these goals are reflected in the video teams’ action plans.



*Community-based monitoring workshop  
(Kuruhiira, 2007)*

## Monitoring

As noted, gathering information about project implementation on an ongoing basis can help ensure quality and enable necessary changes to be made in a timely way. It would be ideal if data was collected on the kind and number of activities that are conducted. In the Through Our Eyes project, for example, key indicators included the number of playbacks conducted and the number of people reached. It is also vital to collect data on the quality of program activities. Another key indicator, for example, was the proportion of playbacks with 35 or fewer audience members. The aim of this type of monitoring was to help ensure that audience sizes were kept small enough to enable in-depth discussion of video themes. Monitoring data can be qualitative or quantitative (Academy for Educational Development, 2010). Through Our Eyes, for example collected quotes or stories from audience members that provided details on how the program helped led to changes, the forms these changes took, community members’ satisfaction with program activities, and their suggestions for future activities.

**Table 4** summarizes how program activities can be monitored. It describes sample indicators, and how data can be collected and shared. Note that these are primarily output indicators and that there is at least one indicator for each type of activity. Methods that tend to be more participatory are followed with a “(P).”



*Helpful and harmful practices exercise  
(Southern Sudan, 2009)*



Activities	Sample Output Indicators	Data Sources	Dissemination
Identify and recruit local partners	<ul style="list-style-type: none"> <li># of videos co-produced with local partners</li> <li># of trainings co-facilitated by partners</li> <li># of playbacks co-facilitated by partners</li> <li># of partners trained in video production</li> <li># of partners trained in playback facilitation</li> </ul>	<ul style="list-style-type: none"> <li>Training reports</li> <li>Video summaries</li> <li>First videotapes made by team (P)</li> <li>Workshop materials and group process-based outputs (P)</li> </ul>	<ul style="list-style-type: none"> <li>Summary monthly or quarterly reports</li> <li>Quarterly advisory group meetings (P)</li> <li>Publicly posted summary charts or other visuals (P)</li> </ul>
<ul style="list-style-type: none"> <li>Initial 2-week training</li> <li>Follow-up 1-week trainings</li> <li>1-day trainings for playback-only partners</li> <li>Sustainability training/ planning workshops for local partners</li> </ul>	<ul style="list-style-type: none"> <li># trained (disaggregated by gender and training type)</li> </ul>	<ul style="list-style-type: none"> <li>Training reports</li> <li>Videotaped/written comments by training participants, community members, others</li> </ul>	<ul style="list-style-type: none"> <li>Video festivals or community review meetings (P)</li> </ul>
Video production	<ul style="list-style-type: none"> <li># of videos produced (optional: disaggregated by sector/theme)</li> <li>% of videos with accurate gender-based violence prevention &amp; response/health information</li> <li>Acceptability of videos produced</li> <li>Clarity of messages in videos</li> </ul>	<ul style="list-style-type: none"> <li>Production checklists</li> <li>Review by service providers</li> <li>Playback reports (P)</li> <li>Project videotapes (P)</li> </ul>	
Community screenings and discussions ("playbacks")	<ul style="list-style-type: none"> <li>Reach: # of community members who have attended a video playback within a given time period, disaggregated by age, gender, (optional: target group such as community leaders, married men, etc)</li> <li># of playbacks conducted in a given time period</li> <li>% of playbacks with less than 35 participants</li> </ul>	<ul style="list-style-type: none"> <li>Playback reports (P)</li> </ul>	

**Table 4. Monitoring community video activities**

(P) = more participatory

Community video programs can be monitored through diverse sources and using various methods. Details on production and playback activities can be documented with the use of simple **reporting forms** (see examples in the Source sheets of the accompanying **Practical Guide to Community Video Training**). Team members can use these to review their efforts, identify needs, and strengthen their future work. During **playbacks**, community members provide feedback on content and recommendations for new themes and audiences. As a result, each playback helps assess the clarity and relevance of the videotape show, and how it can be used to greater effect. Incorporating questions about the project in **police and provider forms** and creating **referral tracking sheets** can help track whether the program facilitates utilization of services. However, this may require willingness by partner agencies to allow their forms to be modified, to keep good records, and to share data on a regular basis. If this is possible, incorporating data-sharing language into Memoranda of Understanding with partners is recommended. If doing so is not possible, qualitative methods can help reveal the link between the program and service utilization.

Information gathered through monitoring activities should be regularly reviewed with stakeholders,

advisory groups, and other program partners. Such reviews can be inter-active and participatory when, for example, video team members and community representatives facilitate presentations and offer visual summaries.

Internal monitoring and review are also key. Each Through Our Eyes site submits a monthly report for feedback by program managers (see sample Monthly Report in **Annex C, “Resources on Monitoring and Evaluation”**). Information gathered from monitoring field activities is also shared with donors every quarter.

Valuable insights from monitoring data can be gained by comparing performance with targets, looking at trends over time, and comparing current performance with activities undertaken during the same period in previous years (Academy for Educational Development, 2010). Were as many people reached by playbacks during last year’s rainy season? Are there changes in the types of groups being reached, in terms of language, demographics, health needs or vulnerability? Have there been changes in the nature of messages and themes, or in production and playback quality? How can video activities be improved or modified to meet emerging needs? It is important to use the resulting answers to modify

## Reflecting the changing nature of community video activities

Community video programs evolve. The Through Our Eyes project, for example, was originally designed to address gender-based violence prevention and response. Over time, however, videos and playbacks have also increasingly addressed HIV, reproductive health, harmful and beneficial practices, and gender norms. As video teams and steering committees discuss changes in direction or scope, it is important to re-visit monitoring and evaluation methods to ensure that they reflect shifts in program activities and goals.

M&E activities should also explore the factors that stimulated these changes. Shifts in program focus and theme may reflect a growing understanding of how issues are interlinked. They may also indicate growing ownership of the program by community members, or increasing interest from partner organizations with activities in complementary areas, or factors outside stakeholders’ control. Other changes may reflect adaptations to resistance from existing power structures. Asking the question “What led to this change?” can help identify unexpected but important signs of change.

Participatory monitoring and evaluation is an iterative process. New questions and dimensions of interest will emerge as the community video team and advisory group reflect, observe, learn, and share (Aubel, 1999).

the project's action plan and ensure that it responds to these needs. Last but not least, it is vital that the accuracy and completeness of data are discussed and improved on an ongoing basis.

## Evaluation

Evaluations are designed to help understand whether program activities achieved their intended impacts. Sometimes, participatory evaluations are not prioritized because donors and development “experts” are concerned that program participants do not have the skills to design and implement evaluations. They may believe that participants cannot be neutral; i.e., that their perspectives and wishes will affect the findings (Bradley, et al., 2002). However, as suggested by the “**How participatory?**” textbox above, it is possible to find ways to address the varied needs of stakeholders. Program managers and evaluation facilitators, along with advisory groups, have a vital responsibility to discuss and decide how community members and external evaluators can collaborate to meet their various needs.

### *Selecting outcome and impact indicators*

Standard social and behavior change impact indicators can be applied to community video, as long as they are rooted in the specific cultural context of the program setting (See **Selecting Indicators**, above). Many impact evaluations measure individual-level changes in knowledge, beliefs, attitude, intentions, and behaviors, and self-efficacy. Evaluations can also examine social-level changes in collective efficacy, community ownership and response to the problem, leadership and visibility by groups affected, and effect on organizations, networks, or coalitions. As noted, community representatives, such as local advisory group members, can provide guidance on identifying key indicators based on the outcomes and impacts that they have prioritized.

### *Study Design*

Findings from evaluations generally become more reliable when they:

- collect data from individuals or communities where the program was not conducted (to enable comparison)

- collect data from multiple time points (for example, prior to program activities, quarterly, and at the end of activities)
- increase the number of individuals or communities from whom data is collected (also called “sample size”)
- use more data collection methods (enabling “triangulation,” or agreement on findings across methods)

(Hornik, 2002)

Each of these elements, however, increases the cost, length, and complexity of the evaluation, which can make it difficult for community members to participate. Evaluation planning meetings should consider time and resource limitations, prioritize the participation of community members at each stage of assessment, and determine the role of external resource people.

Evaluations for community video programs supporting social and behavior change goals should gauge how key impact indicators have changed before and after the program, or between groups who were exposed or not exposed to the program. Specific details on the strengths and limitations of various study designs, as well as examples of participatory communication evaluations, can be found in **Annex C, “Resources on Monitoring and Evaluation.”**

### *Measuring reach or exposure.*

There are many ways to define and measure “exposure” to a community video program. Exposure, for example, can be defined as having participated in a playback discussion on (topic) within the past (#) of months. Exposure can also be defined as having **discussed** community video program themes with another person. Individuals exposed to the program may have actively **participated** in the planning and production of videos, in hosting playback sessions, or in planning, monitoring and evaluating the program. “Reach” is defined as the proportion of the target population that was exposed to the program.

### *Cross-cutting methods for gathering information*

Information or data for the evaluation of



community video programs can be collected in numerous ways. Overall, participatory approaches should be prioritized, in keeping with the participatory nature of this communication approach.

It is important to note that it is the way a given evaluation method is implemented, rather than the method itself, that makes it participatory (A. Byrne, 2008, personal communication). As with monitoring activities, community members should be involved in deciding on what methods to use in evaluation activities, and what questions to prioritize.

During data collection, it might be worthwhile to consider limiting the amount of written materials, or to pair team members with higher and more basic literacy skills with one another, so as to make the process more inclusive. Regular group reflection during data collection can help participants come to a shared agreement on important findings.

The following methods can be useful when evaluating community video programs; they can also be used for collecting monitoring data.

**In-depth interviews** use a flexible interview guide that is chiefly composed of open-ended questions for one-on-one interviewing. The aim is to collect detailed information on the individual's beliefs and attitudes related to the topic being studied.

**Key informant interviews** are a type of in-depth interview in which the respondent has extensive experience and knowledge on the topic of interest (Byrne, Parks, Gray-Felder, and Hunt, 2005). In the Through Our Eyes evaluation, key informants included service providers, video team members, partner agency representatives, community members who have participated in video productions, and community members who have taken part in playback discussions. Most sites also sought input from community leaders.

In **exit interviews**, program participants or beneficiaries are interviewed on-site immediately



*Role-play on good and bad interviewing skills (Nu Po refugee camp, Thailand, 2011)*

following an activity. In the Through Our Eyes project, playback participants have been interviewed at numerous sites, usually on video, offering their thoughts on the video that was just shown and the discussion that followed, their comments on relevant themes and concerns, and suggestions for the project team.

**Focus groups** are useful for identifying social norms (areas of agreement around local society/culture) and the range of opinions in a given group (Mack, Woodsong, Macqueen, Guest, & Namey, 2005). In the Through Our Eyes evaluation, focus group respondents chiefly included older men (over 35), younger men (under 35), older women (over 35), and younger women (under 35). Local advisory groups also identified other groups of interest, such as widows.

**Observation** involves recording an activity or a context by using a checklist, form, or by taking descriptive notes. Data collected can include information on the setting, how people act and what they say (Parks, et al., 2005). During playback sessions, for example, team members count how many men, women, boys and girls attend and they record important quotes.

**Social or community mapping** can be used to understand how a group perceives their social and physical environment. In this exercise, a group of

women, girls, men, or boys draw a map of their community and to identify areas based on specific questions. The discussion that takes place during the activity is as valuable as the map that emerges (Reproductive Health Response in Conflict Consortium, 2003). Questions can include:

- Are there services available to women that address domestic violence or sexual assault/rape? Where are they?
- Who do community members trust to help them deal with domestic violence or sexual assault/rape?
- Are there people in the community that the video program has not reached? Where are they? What should the program consider when reaching out to them?
- Where can videos be shown? What challenges and steps are involved in using these sites?

**Problem ranking** combines cards and a group exercise to rank concepts. A problem-ranking exercise used by Through Our Eyes to identify and discuss the most harmful and helpful traditional practices affecting men, women, boys, and girls is described above in the section called, “**Formative Evaluation.**”



*Practice focus group (Nu Po refugee camp, Thailand, 2011)*

The “**Most Significant Change**” approach is a systematic way of collecting and choosing important stories of change and leverages the storytelling traditions found in many cultures. In this system, stories from the field are collected using the question, “In the past \_\_\_ months, what was the most significant change you saw, and why?” Stakeholders then review the stories and select what they consider the most important ones, while sharing their reasons choosing those stories. Other steps in the Most Significant Change approach include sharing stories with another set of stakeholders to further refine the number of stories of interest; conducting additional interviews to check reliability and obtain additional details; and quantifying group results, if needed. The Most Significant Change approach can yield highly detail accounts, and is useful for understanding unexpected changes and what stakeholders consider to be important indices of change (Davies & Dart, 2005).

**Surveys** are most often used to collect quantitative data. The textbox above, “**How participatory?**” gives an example of how advisory groups can contribute to survey development.

These are only a few of many methods available for monitoring and evaluation programs. Multiple methods can be used and combined. Mapping and ranking exercises can be incorporated into focus groups and in-depth interviews. All of the above methods can be videotaped. The community video organization, InsightShare, for example, has combined the Most Significant Change approach with community video by creating storyboards and filming stories of change. These are then viewed and voted on by community stakeholders. This process yields stories that are communicated directly, and limits the risk of having project staff speak on behalf of participants (Lunch, 2007).

## Video as a tool for monitoring and evaluation

Video can be used in various ways to gather feedback on projects. Team members can tape in-depth interviews or briefer question-and-answer interviews with participants and community members. Video can show emotion, setting, body language and tone of voice, all of which are often poorly recorded in transcripts and spreadsheets. It can provide a better understanding of data collection methods, revealing, for example, whether questions were understandable to participants. Since community video teams are used to interviewing for video, adopting this approach to monitoring and evaluation builds on existing skills and can make M&E appear less intimidating to video team members.

Video is immediate and accessible to all. Those who cannot read can still review the “data” without computers or software.

Because they do not have to wait for outsiders to clean, code, and analyze the data, teams can quickly review the footage and make program-related adjustments based on community feedback.

Video can be a powerful way to share findings. The tangible, on-screen presence of community members can make viewers feel that the data is trustworthy and important. If written reports are needed, findings from video can be digested into quotes or descriptions.

One possible bias with this method is that those who are articulate and present well on-screen may be more likely to be heard. For this reason, it is important that teams who use video for M&E fairly weigh the opinions of all who are interviewed on camera.



*Filming an exit interview after a video playback (Liberia, 2007)*

### Using findings for community development

As mentioned in the “**Monitoring**” section, data collection is only part of the M&E process. It is vital that findings be used to support community development—to mobilize resources, and put gender-based violence on the public and policy agenda, improve coordination across agencies and areas, and improve the community video program itself. The process of reviewing findings together should ideally result in an action plan, and community ownership of findings should be acknowledged. Last but not far from least, it is important that findings are shared and used in ways that meet the information needs of various stakeholders and recipients (Ellsberg & Heise, 2005).

Through Our Eyes evaluation findings were shared with stakeholders and community members in

multiple ways. At the end of data collection, findings were discussed at the advisory group meetings. The advisory groups provided feedback on the data and on the overall implementation of the evaluation. Evaluation results were also shared through video festivals. At each site, camp leaders, local and international organizations and government representatives were invited to view community video productions and learn about program activities. Community members shared findings from the evaluation and offered testimonies on the successes and challenges of the program. Other gender-based violence programs have organized public relations launches and used action theater to disseminate evaluation results (Ellsberg & Heise, 2005).

Finally, findings can be shared through international channels. These include sharing evaluation reports online, publishing in journals, and presenting at



conferences. While valuable, these are the least participatory ways of using M&E findings. Credit for findings is often attributed to the presenting organization or individual, and communities seldom have the opportunity to receive suggestions or address concerns. For this reason, it is important to emphasize communities' contribution and provide the international community with ways to access communities' knowledge. One way could be by providing opportunities for community representatives to present in person or through online, "live" discussions, creating discussion boards, providing contact information in reports, and including them in authorship.

### **Ethical considerations**

The nature of conflict-affected settings and sensitivities around gender-based violence have important implications for M&E activities. Concerns such as perceived alliance with armed groups, security implications of confidentiality breaches, the lack of clear jurisdiction on decisions around research with refugees, shortage of confidentiality in camps, heightened sensitivities around ethnicity, and the fluidity of humanitarian settings can be important considerations in conflict-affected settings. Participants whose confidentiality is not protected may experience retaliatory violence

from partners or community members, and the act of discussing experiences of gender-based violence can trigger trauma (Ellsberg & Heise, 2005; Leaning, 2005).

Two ways to protect participants include consulting advisory groups and Institutional Review Boards (IRB). Institutional Review Boards can be found at health ministries and research institutes. It is recommended that both an IRB for general (often Western-oriented) ethical review, and an advisory group for ethical review based on the unique culture of the local community are consulted a) before data collection activities and b) even during and after data collection (if any questions about ethics are raised). While obtaining these approvals may be an extra step, they can help pre-empt ethical missteps. Since journals and, increasingly, donors, now require IRB review, obtaining IRB approval can also help build a case for strengthening and scaling up programs. The country office of the United Nations High Commissioner for Refugees or UNCHR's Evaluation Policy and Analysis Unit can provide information on which IRBs have jurisdiction over displaced communities in specific countries.

Below are a few principles that should be followed when conducting evaluations involving gender-based violence and refugees. These principles originated from the Belmont Report (1979), a ground-breaking document that laid out core principles for research ethics and subsequently defined US government regulations around research with human participants.

#### ***1. Respect for persons at all stages of the process.***

It is vital that every possible effort is made to ensure that participants understand the purpose of the evaluation and that participation is voluntary. No one should ever be coerced into participating. Participants should know that they can withdraw at any time without losing access to any services. The



*Sharing views on evaluation findings during a video festival (Southern Sudan, 2011)*



*Reading translations out loud to test clarity and acceptability (Nu Po refugee camp, Thailand, 2011)*

advisory group and IRBs should be consulted on how to identify and deal with refugees who may have undiagnosed mental health problems. It also important to review the consent form with the advisory group and test it for clarity, relevance, and appropriateness.

## **2. Minimize harm to participants**

Interviews should be conducted with as much privacy as possible. This might be easier to do in community settings than in refugee camps, which are often densely populated. Using creative techniques such as distracting children, interviewing in private places outdoors, or creating dummy questionnaires in the event of interruptions, may be useful (Ellsberg & Heise, 2005). To the greatest degree possible, try not to collect any information

that might identify participants. For example, the Through Our Eyes project has always provided oral consent options rather than only written consent forms; monitoring forms have only recorded demographic information such as age and sex, even when collecting direct quotes from playback participants.

Consider how certain questions can affect respondents, revise them to minimize distress, and be prepared to respond to concerns. During the Through Our Eyes evaluation, questions were more focused on changes in attitudes and intentions, which were deemed less sensitive. None of the data collection materials asked whether participants have perpetrated violence or experienced violence. Interviewers were prepared to provide referrals in case of need. Contact information for services can



also be distributed in ways that participants consider safe to receive, such as a pamphlet, prescription pad, or card. (Ellsberg & Heise, 2005).

Along these lines, it may also be important to be careful about including questions on place of origin or ethnic group (Leaning, 2005). Consider whether this information would be programmatically useful and consult the advisory board and IRB. In the Rwandan camps, for example, the advisory group chose to exclude these questions due to a history of ethnic tension.

### ***3. Maximize benefits to participants and communities***

Conduct interviews in supportive, non-judgmental ways. The process of being listened to and being guaranteed confidentiality and support can help participants feel more comfortable about disclosing their true thoughts and asking for assistance, particularly around sensitive issues such as gender-based violence.

Ensure that the evaluation is scientifically sound—that the design and methods used are strong enough to allow reasonably valid conclusions to be drawn. Put simply, it is not ethical to inconvenience and put participants at risk if the evaluation is not going to generate any believable conclusions (Ellsberg & Heise, 2005).

Use results for social change. Because of the fluidity of humanitarian settings and populations, try to use and disseminate results as soon as possible (Leaning, 2005). See above, “**Using Findings for Community Development.**”

### ***4. Balance risks and benefits.***

As mentioned earlier, there are high risks involved in collecting information on gender-based violence. But there are also high risks involved with continued ignorance and inaction. While it is not possible to completely eradicate risk, program planners have an ethical obligation to weigh whether there is a balance between risk and benefit and occasionally to make the difficult decision to abandon an evaluation or change it significantly (Ellsberg & Heise, 2005). By adapting the suggestions mentioned above, and by consulting IRBs and community advisory groups, making these decisions can be a lot easier.

## **Conclusion**

Monitoring and evaluating a community video program can help ensure that it is being conducted appropriately and that it is achieving its desired impacts. Systematically involving communities in decisions around monitoring and evaluation is critical to building community ownership and implementing capacity, particularly because they play a central role in decisions around community video activities. It is vital that community video programs make a commitment to participatory M&E processes, and ensure that they sensitively address such challenges such as low literacy among community members, the lack of confidentiality in refugee camps, and differing priorities of donors and organizations (Bradley, et al., 2002). The examples outlined above show how key concepts in monitoring and evaluation can be part of a participatory learning and improvement process for community video programs.

Concerns about the rigor of participatory processes can be resolved by investing in facilitation and time, and by seeking to achieve a blend of approaches that meet the needs of various stakeholders. Strengthening relationships with advisory groups can lead to more transparent and critical discussions about findings. Documenting, in detail, the participatory nature of M&E activities can help provide insight on the depth of involvement of various concerned groups, and whether meaningful participation was indeed achieved (Sayce and Norrish, 2006).

Community video, based on in-depth local collaboration, cycles of reflection and action, and the use of an immediate, engaging medium, is uniquely congruent with participatory M&E methods. Further, the examples given here suggest that community video programs can support significant innovation in participatory monitoring and evaluation practice. As community video programs evolve and reflect new needs and contexts, so must their monitoring and evaluation methods. The lessons gained from these experiences should be shared and built upon.



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## **Part Eight:** Sharing Lessons and Best Practices in Participatory Video for Social Change

*Photo: Cross-training: sharing the work of a Ugandan community video team with Karen and Burmese workshop participants (Thailand, 2009).*



## Part Eight: Sharing Lessons and Best Practices in Participatory Video for Social Change

By sharing what they have learned through their work, organizations using community video and other person-centered forms of communication for social change can advance understanding of these approaches, identify best practices, and help inspire new initiatives.

This final section of the Toolkit suggests ways in which program lessons can be shared within and among organizations and across international borders. It also offers some examples of how program experiences can be shared with government, aid, and donor agencies to advance humanitarian and advocacy goals. Lastly, this section summarizes some of the key evaluation findings and substantive lessons from the Through Our Eyes project regarding the use of participatory video to help prevent gender-based violence, harmful practices, and HIV/AIDS.

### Opportunities for sharing program lessons

#### *Sharing within organizations*

Sharing project experiences with colleagues will help them learn about participatory communication methods and consider ways of applying them across different sectors. Cross-sharing can be especially important—and challenging—in large organizations

with multiple divisions and/or offices across several sites. Without ample intra-organizational communication staff may be unaware of valuable work being carried out by their colleagues and unable to benefit from program lessons. (See also **Part 5, “Generating support for community video work.”**)

Organizations that implement community video activities can share project experiences and materials internally through a variety of methods. These include:

- Screenings/discussions of productions among staff and field workers working in diverse sectors and geographical areas;
- Video exchanges across project sites
- Cross-training and facilitation (see “**Sharing skills across borders**” textbox below)
- Presentations at annual meetings, technical gatherings, retreats, and other organizational events
- Exchange-of-experience gatherings for program staff and community/team members from different locations

Exchange-of-experience meetings are especially valuable if an organization is engaged in community-

### Sharing skills across borders

Within community video teams, there are always individuals who show special aptitude in participatory communication, along with an ability to help others gain skills and confidence. With appropriate practical support, several Through Our Eyes participants grew into the role of “master trainer,” and helped carry the initiative to new locations. In addition to establishing strong technical capacity within ARC, this enabled the sharing of skills and insights across borders and even continents, as trainers from Liberia and Uganda co-facilitated workshops for fledgling teams in southern Sudan, Rwanda, and Thailand.







*Master Trainer intensive session at the Through Our Eyes Global Workshop (July 2010)*

*Through Our Eyes Global Workshop participants hearing from team members via videotaped statements (July 2010)*

## The Through Our Eyes Global Workshop

Under the Through Our Eyes project, participants from each of the five program sites gathered for a week-long “Global Workshop” after all sites had acquired at least 9 months of implementation experience. Attendees include video team members, program staff, and several members of local partner organizations in Liberia, Southern Sudan, Rwanda, northern Uganda, and Thailand.

The Global Workshop enabled participants to share achievements, anticipate project assessment activities, discuss common challenges, and exchange methods for addressing them. Team members from Liberia and Southern Sudan exchanged perspectives on addressing such issues as gender-based violence, HIV/AIDS, and reproductive health in contexts where many services and structures are still under reconstruction. Field staff from refugee camps in Thailand and Rwanda exchanged ideas on how to work effectively with camp committees and authorities. Team members unable to attend shared their thoughts via videotaped statements that were viewed by the group. While learning about the distinctive cultural issues that shaped project activities in each community, the participants also discovered many common themes and practical strategies. Together, they compiled experience-based lessons, which are summarized below (“**Lessons from the field: reflections from the Through Our Eyes experience**”).

based communication/sensitization activities in multiple sites. These gatherings can take place periodically over the course of a project, to help foster mutual support and cross-learning. They can also serve as important end-of-project culminating events. (See textbox “**The Through Our Eyes Global Workshop**.”)

### *Sharing across organizations and agencies*

On a broader, inter-agency level, organizations can share experiences, project materials and program information through:

- Conferences, seminars, consortium gatherings and other professional events
- Briefings for policy-makers, decision makers and other authorities

- Local, national and regional video festivals and gatherings
- Intra- and Inter-organizational websites, portals, newsletters, and blogs (see text box, “**Internet resources and forums**”)
- Video postings on organizational or online sites, such as YouTube or Vimeo

**NOTE**, however, that videos produced by and with community members should *never* be posted on the internet unless informed consent and explicit permission for such use has been provided by the program producers and participants.

## Internet resources and forums

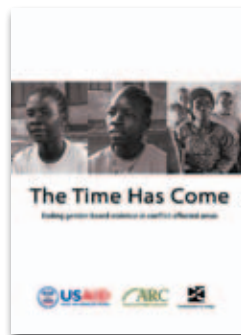
There are many excellent Internet sites for both gathering and sharing information about communication for social change, participatory media, and intersecting themes of gender, health, rights, and development issues in humanitarian settings. Most of these feature extensive program descriptions and resource listings. Many of them also welcome postings and articles about different initiatives and serve as a forum for dialogue between practitioners. Leading Internet resources on development communication practice include the Communication Initiative and the websites of the Communication for Social Change Consortium and the Participation, Power and Social Change team at the Institute of Development Studies, Sussex. Internet resources on gender issues and women's health and rights in humanitarian and other contexts include the Reproductive Health Response in Conflict Consortium (RHRC), The Women's Refugee Commission, Siyanda, U.N. Women, the Inter-Agency Gender Working Group, and the Forced Migration Online site of the Refugee Studies Center at Oxford University. (For additional Internet resources, see the websites included in the Annexes of this Toolkit).

### Highlighting the role of communication in humanitarian context

By sharing program experiences, implementing organizations can help other humanitarian aid agencies, government entities and donors understand the value and cost-effectiveness of participatory communication. This may be especially important for development and donor agencies in the U.S., where mass media approaches and short-term “campaigns” still tend to dominate much of the thinking about communication for social and behavior change. Research-based results, stories of change, video testimonials and other evidence from the field can help strategic partners better understand the value and effectiveness of participatory communication approaches and how they can support humanitarian and development work across highly diverse settings.

### Using video to advocate for humanitarian work

Community-made videos can also serve as powerful tools in advocating for support for programs and services in humanitarian settings. Documentary and testimonial-based videos, in particular, can strengthen funding efforts aimed at policy-makers, government agencies and donors. Used in such



*Survivors, peer educators and program personnel speak out in an advocacy video filmed in collaboration with local teams in Rwanda, Southern Sudan, and Liberia (March, 2011)*

contexts as policy briefings, inter-agency meetings, and consortium gatherings, community videos can provide direct, compelling statements of need. They can also provide documentation of program achievements and of ongoing challenges in the field.

As an example, material filmed at several Through Our Eyes project sites was edited into a documentary on the vital role of gender-based violence prevention and response programs, and used to advocate for strengthened multi-sectoral efforts in conflict-affected settings. On another occasion, interview footage featured at a Washington, D.C. congressional briefing on World Refugee Day enabled a Liberian refugee woman to speak directly to policy makers about impact of gender-based violence on her life.

## Key evaluation findings from the Through Our Eyes project

In late 2010, an endline evaluation was carried out in focal communities in all five Through Our Eyes project sites. The study used a variety of methods, including household surveys (576 respondents); focus group discussions (125 participants); and 82 in-depth interviews with community members, video team members, program and partner agency staff, and others. Quantitative analysis assessed the extent to which exposure to project activities was associated with key intermediate outcomes, including knowledge, beliefs, intention, and behavior related to gender-based violence. Qualitative analysis focused on changes that individuals perceived in themselves and in their communities, as well as specific aspects elements of project activities were responsible for the observed changes.

Key findings included the following:

- Respondents felt that the participatory processes that shaped the project were central to its credibility.
- Project videotapes enabled observational learning, with actors serving as role models in various scenarios related to the consequences and prevention of GBV and harmful traditional practices.
- People who had participated in playback discussions were much more likely to:
  - disagree that a woman who is raped should keep it to herself, as compared with those who had never participated in a playback.
  - have higher confidence in their ability to seek help related to gender-based violence from at least one type of individual (such as a family member, doctor, or police).
  - have spoken with family members or trusted others about GBV-related issues.
- Across all sites, focus group and interview participants expressed the wish that project activities would continue and be expanded to other communities.

Statements from interview and focus group participants help underscore these changes in real-life terms:

*I realized that if a man abused or violated me at home and tried to harm me or my children, I would then report my case so that justice is done. I have learned to break the silence and report GBV cases.*

- woman, Uganda

*Before this project was started, there were no cases of rape and sexual assault reported in the hospital because people did not know where to seek help...But now people do come to seek for these services in the hospital after getting to know that there is help.*

- service provider, Southern Sudan

*I used to believe when I see people fighting especially a husband beating his wife that it was normal, but now I advise people. And more important is that I stopped beating my girl.*

- man, Liberia

*And, finally, two last quotes from evaluation participants help summarize the effectiveness of the participatory video approach:*

*It is always good when people are involved in things that they feel they are a part of and able to have a big role to play. This raises their interest and participation more than initiatives from abroad.*

- service provider, Rwanda

*There is no need to have people from outside the camp because if the videos are acted by the same people who live [in] and best understand these conditions, they would pass on the message very well and also sensitize their own people to fight against gender-based violence.*

- man, Rwanda

Both qualitative and quantitative findings from the Through Our Eyes evaluation indicated that community-based, participatory video activities had contributed to changes not only in awareness and attitudes, but in behavior related to gender-based violence prevention and response as well as related issues. At the same time, the evaluation process highlighted the importance of maintaining continuity in communication activities, following through on commitments made at the local level, and ensuring appropriate referral and access to relevant services.



## Lessons from the field: best practices from the Through Our Eyes experience

Summarized here are some of the most important lessons learned by the Through Our Eyes teams over the course of their participatory video work. They range from technical suggestions on production and playback activities to recommendations on fostering social change in the community.

### Lessons on video production

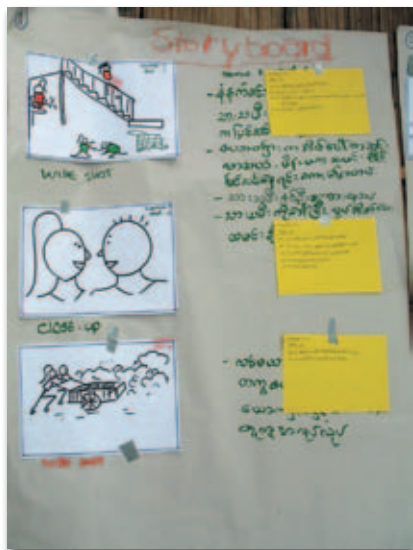
#### *Video content and development*

- Focus on one main message in each video.
- Make sure that every scene is related to or reinforces that message.
- Do not make scenes longer than they need to be. If no new information is being shared, then the scene should come to an end.
- Show, don't tell. Drama, action, and different settings are more interesting to watch than long shots of people sitting and talking.
- Make storyboards as you plan your video, and use them to guide the filming.
- When making a video that shows health procedures, medical care or counseling services, work with an appropriate health/counseling professional to ensure that the action and information are correct.

- Collaborate with local advocates for gender-based violence prevention.
- Work with real-life role models within the community—both men and women.
- Allow enough time to plan with video participants/rehearse with actors before filming.
- Review each scene immediately after filming; discuss it with team members and video participants to decide if anything needs to be re-shot before continuing with the next shot.

#### *Technical issues*

- Use different types of shots for variety and storytelling impact.
- Always check sound quality while recording. Even if the video is well filmed, the message will not be communicated if the sound quality is poor.
- Use the directional (shotgun) microphone for best sound quality.
- Use voice-overs and/or title cards to show passage of time (e.g., “Six months later...”).
- Use “fade-in” and “fade-out” (if your camera has this effect function) to add visual emphasis to scene transitions or program openings/endings.
- Use other special effects (dissolve, strobe, etc.) very sparingly, if at all; they can distract people from your story.



*Storyboard for a drama...*



*...and scene being filmed (Thailand, 2009)*



*Directional microphones provide high-quality sound. They can be mounted on a boompole (as shown), used with a handheld grip, or mounted directly on certain cameras. (Southern Sudan, 2007)*

- Ask questions that take the playback discussion deeper. For example, encourage audience members to consider the causes and effects of the decisions or actions of certain characters. And always ask: “What can we do, as community members, to help create change?”
- Show videos on related themes in a “series” for cumulative impact.
- Establish permanent playback sites: work with local peers to identify these sites, which might include community centers, schools, clinics, churches or mosques.

- Keep videos to 20-30 minutes in length. Longer videos can become difficult to follow. Also, shorter videos allow for more discussion time during playback sessions.
- Always label your videotapes immediately after filming. Write the production title or a description of what was recorded, along with the date. Do the same on the label insert for the cassette case.
- Slide open the “erase-protect” tab on the tape when you are finished filming, to avoid recording over the tape by mistake and erasing your work.

### **Lessons on community video playbacks**

- Focus on reaching the intended audience group for each individual video.
- Conduct playbacks with small groups (from 10 to 35 people).
- If too many people show up for the video playback, try to show the video in two shifts.
- When sensitive topics are being addressed, hold separate playbacks for different gender and age groups; this will enable more open discussion.

### **Lessons on supporting social change in the community**

In working toward change, it is important to:

- Appreciate and amplify positive cultural practices and beneficial traditions.
- Involve diverse community members in activities to broaden engagement and ownership.
- Involve men in the process of change, for they are part of the solution. In particular, engage men who are working against gender-based violence or living in a positive, non-violent way with their spouses and families. They are models that other men in the community can learn from.
- Recognize that providing new information and promoting reflection and discussion are ways of helping people progress along the stages of behavior change.
- Use complementary approaches to reinforce the themes and messages of the community videos.
- Be patient; recognize that change will not happen in a day.

## Images that empower: last words on the impact of community video

The Through Our Eyes teams and their partner organizations have found that participatory video energizes and significantly advances community awareness and prevention of gender-based violence, HIV/AIDS, and harmful practices. Their work has demonstrated that community video activities can:

- Open discussion about sensitive topics that people rarely talk about.
- Empower women to express themselves about issues that deeply affect them.
- Help survivors realize they are not alone, and that there are services available to help them.
- Have an immediate beneficial effect in terms of helping survivors access services.
- Help family and community members know what to do when cases of gender-based violence occur.
- Raise awareness of the health and psychosocial consequences of gender-based violence.
- Help survivors themselves speak out against gender-based violence and harmful practices.
- Engage men in advocacy activities.
- Attract the attention and involvement of religious leaders, community leaders, and government officials.
- Strengthen engagement and motivation on the part of both program staff and community members.
- Help people question deep-rooted attitudes and practices and consider alternatives to violence.
- Raise awareness of reproductive health issues, including STI treatment and care for fistula survivors.



*A peer educator/counselor with a local women's organization films a community video drama in Yei, Southern Sudan (2009)*

- De-mystify and encourage people to make use of voluntary counseling and testing services for HIV/AIDS.
- Help encourage people to discontinue such practices as forced marriage, wife beating, and treating rape as a private, “family” matter.
- Build self-confidence and advocacy skills among participating community members.
- Enable communities to prioritize issues through planning and playback discussions.
- Prompt people to identify solutions and suggest realistic actions that they can undertake themselves.

In all of these ways, community-based video can help catalyze the shifts in attitudes and practice that contribute to sustained social change—even within the challenging context of conflict-affected areas.

*“Participating in the project had an effect on me...now I am free to speak without fear.”*

Female Through Our Eyes  
community peer educator and  
video team member, Liberia





## ANNEX A: RESOURCES ON PARTICIPATORY COMMUNICATION FOR SOCIAL CHANGE

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### Internet Resources

Communication Initiative  
[www.comminit.com](http://www.comminit.com)

Communication for Social Change Consortium:  
[www.communicationforsocialchange.org](http://www.communicationforsocialchange.org)

Media Matters  
<http://www.mmindia.org>

Participatory Learning and Action site of the International Institute for Environment and Development (IIED) site  
<http://www.planotes.org/about.html>

PhotoVoice  
[www.photovoice.org](http://www.photovoice.org)

Praxis Institute for Participatory Practices  
[www.praxisindia.org](http://www.praxisindia.org)

## ANNEX B: RESOURCES ON PARTICIPATORY AND COMMUNITY-BASED VIDEO

### Resources on Participatory and Community Based Video

- Benest, Gareth (2010). *A Rights-Based approach to Participatory Video: Toolkit*. InsightShare: UK. Available at [www.insightshare.org](http://www.insightshare.org)
- Lie, Rico and Andreas Mandler (2009). *Video in Development: Filming for Rural Change*. Technical Centre for Agriculture and Rural Cooperation (CTA): Netherlands and FAO: Italy.
- Lunch, Nick and Chris (2006). *Insights into Participatory Video: A Handbook for the Field*. InsightShare: UK. Available at [www.insightshare.org](http://www.insightshare.org)
- Resources on Participatory Video* (2008). Compiled by the Participation, Power and Social Change Team at the Institute of Development Studies, University of Sussex: UK. Available at [www.ids.ac.uk/ids/particip](http://www.ids.ac.uk/ids/particip)
- Rodriguez, Clemencia (2001). *Fissures in the Mediascape: And International Study of Citizens' Media*. Hampton Press: Cresskill, New Jersey.
- Shaw, Jackie and Clive Robertson (1997). *Participatory Video: A practical guide to using video creatively in group development work*. Routledge: London and New York.
- Witness (2000). *Video for Change: A Practical Guide for Activists*. Pluto Press: London and Ann Arbor. Available at [www.witness.org](http://www.witness.org)
- White, Shirley A. (2003). *Participatory Video*. Sage Publications: New Delhi, London, and Thousand Oaks, CA.

### Resources on Ethical Media Practices

- Benest, Gareth (2010). *A Rights-Based Approach to Participatory Video: Toolkit*. InsightShare: UK. Available at [www.insightshare.org](http://www.insightshare.org)
- Bery, Renuka (1995). "Media ethics: no magic solutions." In *Power, Process and Participation: Tools for Change*; Rachel Slocum, Lori Wichhart, Dianne Rocheleau, and Barbara Thomas-Slayer, editors. London: Intermediate Technology Publications.
- Lunch, Nick and Chris Lurch (2006). *Insights into Participatory Video: A Handbook for the Field*. InsightShare: UK. Available at [www.insightshare.org](http://www.insightshare.org)
- Witness (2000). *Video for Change: A Practical Guide for Activists*. Pluto Press: London and Ann Arbor. Available at [www.witness.org](http://www.witness.org)

### Internet Resources

- |   |  |
|---|--|
| Barefoot Workshops<br><a href="http://www.barefootworkshops.org">www.barefootworkshops.org</a>  | One World TV<br><a href="http://tv.oneworld.net">http://tv.oneworld.net</a>  |
| Communication for Change<br><a href="http://www.c4c.org">www.c4c.org</a>  | Praxis India<br><a href="http://www.praxisindia.org">www.praxisindia.org</a>   |
| Deccan Development Society/Community Media Trust<br><a href="http://www.ddsindia.com/www/cmt.htm">http://www.ddsindia.com/www/cmt.htm</a> | Praxis UK<br><a href="http://www.praxis-uk.org">www.praxis-uk.org</a>  |
| Film Aid International<br><a href="http://www.filmaid.org/what/programs.shtml">http://www.filmaid.org/what/programs.shtml</a>             | VideoActive Girls<br><a href="http://www.projectinggirllpower.org">www.projectinggirllpower.org</a>  |
| InsightShare<br><a href="http://www.insightshare.org">www.insightshare.org</a>  | Video in the Villages<br><a href="http://www.videonasaldeias.org.br">www.videonasaldeias.org.br</a><br><a href="http://www.vdb.org/smackn.acgi\$stapedetail?VIDEOINTHE">http://www.vdb.org/smackn.acgi\$stapedetail?VIDEOINTHE</a> |
| Living Lens<br><a href="http://www.livinglens.co.uk/">http://www.livinglens.co.uk/</a>  | Video SEWA<br><a href="http://www.videosewa.org">www.videosewa.org</a>   |
| Maneno Mengi<br><a href="http://www.zanzibar.org/maneno">www.zanzibar.org/maneno</a>  | Video Volunteers/Channel 19<br><a href="http://www.videovolunteers.org/">http://www.videovolunteers.org/</a><br><a href="http://www.ch19.org">http://www.ch19.org</a>  |
| Media Matters<br><a href="http://www.mmindia.org/video%20documentaries.html">http://www.mmindia.org/video%20documentaries.html</a>        |  |



## ANNEX C:

### RESOURCES ON MONITORING AND EVALUATION

#### Resources on Participatory Monitoring and Evaluation

Byrne, Ailish, Will Parks, Denise Gray-Felder and Jim Hunt (2005). *Who Measures Change? An Introduction to Participatory Monitoring and Evaluation of Communication for Social Change*. Communication for Social Change Consortium: South Orange, N.J. Available at [http://www.communicationforsocialchange.org/pdf/who\\_measures\\_change.pdf](http://www.communicationforsocialchange.org/pdf/who_measures_change.pdf)

Byrne, Ailish with Denise Gray-Felder Jim Hunt and Will Parks, editors (2006). *Measuring Change: A Guide to Participatory Monitoring and Evaluation of Communication for Social Change*. Communication for Social Change Consortium: South Orange, N.J. Available at [http://www.communicationforsocialchange.org/pdf/measuring\\_change.pdf](http://www.communicationforsocialchange.org/pdf/measuring_change.pdf)

DANIDA Technical Advisory Service (2007). *Monitoring and Indicators of Communication for Development*. Ministry of Foreign affairs of Denmark: Copenhagen. Available at <http://www.danidadevforum.um.dk/NR/rdonlyres/EC4B438C-071E-4971-B1B9-A0F9A0C235D6/0/Monitoringandindicatorsofcommuniaton.pdf>

Davies, Rick and Jeff Dart (2005). The 'Most Significant Change' (MSC) Technique: A Guide to its Use. U.K. Available at [www.mande.co.uk/docs/MSCGuide.htm](http://www.mande.co.uk/docs/MSCGuide.htm)

Izett, Susan and Nahid Toubia (1999). *Learning About Social Change: A Research and Evaluation Guidebook Using Female Circumcision as a Case Study*. New York: Rainbo.

Estrella, Marisol et al., editors (2000). *Learning from Change: issues and experiences in participatory monitoring and evaluation*. IDRC: Ottawa.

Myers, Mary (2005). "Guidelines for Monitoring and Evaluating Information and Communication for Development Programs." DFID: London. Available at <http://www.dfid.gov.uk/pubs/files/icd-guidelines.pdf>

Pretty, Jules N., Irene Guijt, John Thompson and Ian Scoones (1995). *Participatory Learning and Action: A Trainer's Guide*. IIED Participatory Methodology Series. London, UK: Sustainable Agriculture Programme, International Institute for Environment and Development.

*Participatory Learning and Action* (undated). PPAZ/GRZ Community-Based Distribution Project, Zambia, DFID: Eastern Province, Zambia. Available at [http://participation.110mb.com/Other/Participatory\\_learning\\_and\\_action.pdf](http://participation.110mb.com/Other/Participatory_learning_and_action.pdf)

Reitbergen-McCracken, Jennifer and Deepa Narayan (1998). *Participation and Social Assessment: Tools and Techniques*. World Bank: Washington, D.C. Available at <http://www.protectedareas.info/upload/document/participationtoolsandapproachs-worldbank.pdf>

Sayce, Kay and Patricia Norrish (2006). "Perceptions and Practice: An anthology of impact assessment experiences." Technical Centre for Agricultural and Rural Cooperation: London. Available at [http://www.anancy.net/uploads/file\\_en/impact%20assessment.pdf](http://www.anancy.net/uploads/file_en/impact%20assessment.pdf)

Most Significant Change Web Portal  
<http://mostsignificantchange.org/>

Participatory Planning Monitoring and Evaluation (PPM&E) Web Resource Portal  
[http://portals.wi.wur.nl/ppme/content.php?Tools\\_%26\\_Methods](http://portals.wi.wur.nl/ppme/content.php?Tools_%26_Methods)

Pelican Initiative: Platform for Evidence-based Learning and Communication for Social Change  
<http://dgroups.org/Community.aspx?c=3c4b8b5b-d151-4c38-9e7b-7a8a1a456f20>

#### Examples of Monitoring and Evaluation for Participatory Communication Programs

Diop, Nafissatou, Modou Faye, Amadou, Jacqueline Cabral, et. al., (2004). The TOSTAN Program: Evaluation of a community-based education program in Senegal. Available at [http://www.popcouncil.org/pdfs/frontiers/FR\\_FinalReports/Senegal\\_Tostan%20FGC.pdf](http://www.popcouncil.org/pdfs/frontiers/FR_FinalReports/Senegal_Tostan%20FGC.pdf)

Gueye, Moustapha, Daouda Diouf, Thebisa Chaava, et. al., (2005). Implementation, Monitoring and Evaluation of the Community Capacity Enhancement Approach. *Community Capacity Enhancement Handbook: The Answer Lies Within*. Available at [http://www.undp.org/hiv/docs/prog\\_guides/cce\\_handbook.pdf](http://www.undp.org/hiv/docs/prog_guides/cce_handbook.pdf)

Jewkes, Rachel, Mzikazi Nduna, Jonathan Levin, et. al., Wood, K., et al. (March 2007). Evaluation of Stepping Stones: A gender-transformative HIV prevention intervention. *Medical Research Council South Africa Policy Brief*. Available at <http://www.mrc.ac.za/policybriefs/steppingstones.pdf>

Lunch, Chris (2007). The most significant change: using participatory video for monitoring and evaluation. *Participatory Learning and Action*, 56(June). Available at <http://pubs.iied.org/G02906.html>

## **Selected Resources on Monitoring and Evaluation for Health Communication and Gender-Based Violence Programs**

Bloom, Shelah (2008). *Violence against women and girls: A compedium of monitoring and evaluation indicators*: MEASURE Evaluation, USAID East Africa, Inter-Agency Gender Working Group. Available at <http://www.cpc.unc.edu/measure/publications/ms-08-30>

Ellsberg, Mary and Lori Heise (2005). *Researching Violence Against Women: A Practical Guide for Researchers and Activists*. Washington, DC: World Health Organization (WHO), Program for Applied Technologies in Health (PATH). Available at [www.path.org/files/GBV\\_rvaw\\_complete.pdf](http://www.path.org/files/GBV_rvaw_complete.pdf)

Funnell, Sue and Patricia Rogers (2011). *Purposeful Program Theory: Effective Use of Theories of Change and Logic Models*. San Francisco: Jossey-Bass.

Hornik, Robert. (2002). Epilogue: Evaluation design for public health communication programs. In R. Hornik (Ed.), *Public Health Communication: Evidence for Behavior Change* (pp. 385-405). Mahwah, NJ: Routledge.

# Sample Monthly Report for Community Video Activities

**VIDEO TEAM MONTHLY REPORT FORM:** \_\_\_\_\_  
Month, Year

	DATE	TITLE	PARTNER <i>(if applicable)</i>	TOTAL #
	<b>Videos Produced</b> <i>Please attach a short [100-200 word] summary of each new video produced</i>			

	DATE	FILM SHOWN	LOCATION	ATTENDEES				
				# Boys	# Girls	# Men	# Women	Total
<b>Playbacks Conducted</b>								

Note:

	DATE	TOPIC	PARTNER	ATTENDEES				
				# Boys	# Girls	# Men	# Women	Total
<b>Trainings Conducted</b>								



**Other Video Team Activities** (Who, What, When, Where, How Many (by gender), Pictures and Quotes?  
Include meetings with partners, advisory group gatherings, community mobilization and advocacy support, etc:

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**Challenges:**

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**Lessons Learned:**

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**Success Stories & Quotes:**

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**Key Points & Community Actions Suggested During Playbacks**

(What was suggested for what they can do as a community?):

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**Planned Video Production(s) for Next Reporting Period** (and target audiences):

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**Any support needs** (resources, materials, equipment, troubleshooting)?

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## “Helpful and Harmful Practices” Activity

### 1. NAMING PRACTICES

- Ask participants to think of different traditions, customs, and practices that are important in their community, and to write them down on large pieces of paper.

To help get the activity going, it may be useful to invite ideas about:

- Customs/practices that relate to aspects of community life like marriage, bringing up children, marriage, roles within the home.
- Different customs/practices that relate to the lives of girls, boys, women, or men.
- Invite people to write the traditions/practices on sheets of paper (in large print, using the markers). Participants can write as many customs as they’d like to, and it is all right if people write the same things.
- Invite each participant to tape their sheet(s) of paper on the wall, and to explain or describe the tradition or practice (s) they have identified.

For this activity, you will need sheets of paper, tape, a flipchart, markers, and an empty wall or other large area where practices can be posted for everyone to see and discuss.

### 2. GROUPING PRACTICES

- When all of the sheets have been posted, ask participants to look at the wall. Do they see customs/practices that can be grouped together? For example, practices related to family, or to education, or to roles in the home, etc.? Invite people to move their sheets and group them into these different headings.
- Ask participants to look up at the sheets on the wall again. This time, ask if they see ways to group the cards into “traditions that can be harmful to some people” and “traditions that are helpful to all people.” Again, ask people to unstick their sheets and move them on the wall into the various groupings.
- There will probably be different views about certain practices. Encourage people to share their views, especially if there are different ideas about certain practices being “helpful” or “harmful.” See if the group comes to consensus on these practices.

### 3. RANKING PRACTICES

- Ask each participant to select what s/he considers the three “most harmful” practices and the three “most helpful” practices, and mark each choice with a star.

### 4. DISCUSSING PRACTICES<sup>1</sup>

- See which practices have been ranked by participants as the “most harmful”. Ask the following questions and write all responses on the flipchart:
- Who supports the tradition/practice (e.g. family, father, mother, religious group, etc.)?
- Why do they support the tradition/practice? (e.g. to protect women, to protect economic interests, etc.)
- Who is benefitting from the tradition/practice? In what ways?
- Who is not benefitting from the tradition/practice? In what ways?
- If someone is not benefitting from the tradition or practice, what are the reasons he or she continues following it (e.g. fear, violence, stigma, etc.)?

### 5. PRACTICES THAT ARE HELPFUL TO ALL PEOPLE

- Ask participants to think of more traditions/practices to add to the “helpful to all people” category and add them to the sheets on the wall.
- Invite participants’ ideas on how the sensitization activities, including the community video project, can help promote these positive practices. List all ideas on the flipchart.

**End the activity** by asking participants:

- What they thought about this exercise and the related discussions;
- How some of the ideas raised during the exercise can be applied to their work in the community.

<sup>1</sup>Exercise adapted from “Analyzing Culture,” Local Action / Global Change: Learning About the Human Rights of Women and Girls (p. 29).

## **ANNEX D:**

### **RECOMMENDED EQUIPMENT FOR COMMUNITY VIDEO PRODUCTION AND PLAYBACK ACTIVITIES**

(List is based upon equipment available in 2010-11.)

#### **Production**

(Production equipment items for one video team are itemized here.)

##### **Camera gear**

- Full-size mini-DV PAL camcorder with input for external microphone (e.g. Panasonic NV-MD10000); w/power supply/charger, cables; remote control w/ battery; head-cleaning cassette (mini DV); attachable camera mic w/ battery; shoulder-strap; camera manual.
- 3 large-capacity camera batteries (e.g. Panasonic CGR-D28 3600)
- 4-6 extra AAA alkaline batteries for camera mic
- Thermodyne carrying case for camera
- Tripod (good quality and weight), with carrying case

##### **Sound equipment**

- 2 unidirectional or super-cardioid dynamic handheld microphones (e.g. Shure PG-58)
- 2 pairs of headphones (e.g. Sony MDR-V300 or AudiaTechnica)
- Shotgun condenser microphone w/ accessories (e.g. Rode NTG-2 kit), w/ mic, 7' cabled boom pole; XLR-mini cables; foam windscreen and Rycote "Softie" windscreen; 2 shockmounts; carrying bag)
- 6-8 extra AA batteries for shotgun microphone

##### **Cables** ('Comprehensive' brand are very good quality)

- 2 each mini/M to XLR/F cables, 6', 12', and 25'
- 2 each triple RCA-RCA cables, 6' and 10'
- 2 double RCA-RCA cables, 12'
- 2 single RCA-RCA cables, 25'
- Various adaptor cables and plugs (e.g. mini to RCA, RCA to mini, "Y" connectors)

##### **Field monitor**

- Battery-operable PAL field monitor/DVD player (e.g. Panasonic LS-84G, Toshiba SDP94SKA or Coby #TF-DVD1023) w/ power supply/charger, internal rechargeable battery, headphones, cables and accessories.
- Back-up external battery for field monitor (e.g. Bescor NMH-54A) with power units/chargers and adaptor plugs.

#### **Playback**

(A basic playback package is itemized here. The number of playback sets to be obtained will depend on the needs and capacity of the local project.)

- Multisystem DVD or combination DVD/VHS recorder/player (Panasonic, Sony, JVC, LG)
- 21" or larger multisystem TV monitor (name brands are best: e.g., Panasonic, Sony, JVC, LG)
- Combination projector/multisystem DVD player with built-in speakers, such as Epson MovieMate 62 Projector, with spare lamp and filter (alternative to DVD player and TV monitor)
- Small generator (e.g. Yamaha ET 950) with extra fuses
- 4 multiplug power strips
- 4 1000-watt voltage stabilizers (e.g. STAC)
- 2 power cables for generator (appr. 30-40' long)
- 6-8 grounded adaptor plugs for region



### **Videotape/DVD stock**

- 30-40 mini-DV cassettes (e.g. Panasonic Mini DV 'PQ' Professional quality or JVC "High Performance")
- 50-60 DVDs (e.g. Panasonic or Sony high quality), for duplication
- 40-50 VHS cassettes (only needed if VHS format is still used in area)

### **Items for DVD duplication**

- Sony DV Direct unit (for making DVD copies from camera original tapes)
- DV VW-CDIE cable ("firewire"). (This cable can also be used for making mini-DV copies camera-to-camera, if team has two cameras).

### **Accessories/sundry items**

- Accessory bags/cases for carrying and storing equipment
- 2 mini-DV head-cleaning tapes (for camera)
- 2 VHS head-cleaning tapes (only needed if VHS format is still used in area)
- Lens cleaning kit
- Cable ties
- Electrical tape; gaffer's tape
- Drawing pad; markers, scissors
- Flipchart pad/paper (for storyboard development, video titles, and team notes)

### **NOTE:**

Depending on playback needs and conditions, community video teams may wish to consider various alternatives to generator power, especially for playbacks. These include car batteries, solar panels and chargers.\*

Some projects may wish to consider video projectors and screens as an alternative to using television monitors and DVD players for community playbacks. Note that although they are portable and lightweight, projectors tend to be relatively expensive and fragile for use in the field.

## **Editing Equipment** (for follow-up training workshop, if project requires editing capability)

**Recommended:** Ulead VideoStudio 11 plus by Corel (user-friendly and inexpensive)

### **Minimum computer requirements**

(Note that future versions of this program, and other types of editing software, may have different requirements.)

Intel® Pentium® 4, AMD Athlon® XP (equivalent) or higher recommended

Microsoft® Windows® XP SP2 Home Edition/Professional, Windows XP Media Center Edition, Windows XP Professional x64 Edition, Windows Vista®

512 MB of RAM (1 GB or higher recommended)

1 GB of available hard disk space for program installation

Windows-compatible sound card (multi-channel sound card for surround sound support recommended)

Windows-compatible DVD-ROM for installation

### **Non-Proxy HDV Editing**

Intel Pentium 4 3.0 GHz, AMD Athlon XP 3000+ or higher with Hyper-Threading technology

1 GB of RAM (2GB or higher recommended)

16X PCI Express® display adapter

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\* For further information on these power options, see *Insights into Participatory Video: A Handbook for the Field*, pp. 72-73.





## Community Video for Social Change: A Toolkit

This resource provides practical guidelines for planning and implementing participatory video activities in conflict-affected settings, with a focus on gender-based violence prevention and response, harmful practices, HIV/AIDS, and related health issues.

*“The participatory video project has really broadened my understanding of how to engage communities.”*

Representative, Gulu Women’s Economic Development and Globalization, Uganda

*“The video project is very empowering to women; it helps people learn about harmful practices.”*

Condifa (women’s leader),  
Gihembe refugee camp, Rwanda