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 though 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 though 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 (Augustine 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 community members:

- 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)

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."**)

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.

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 are 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 Though 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.
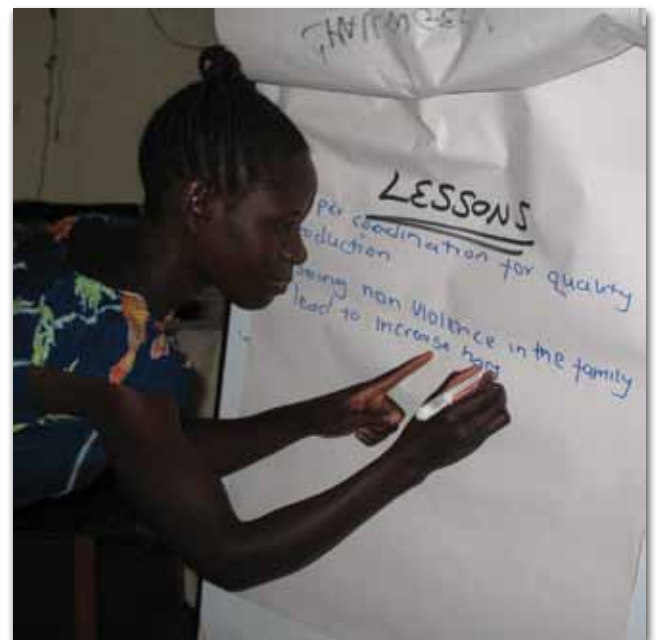
Summarizing production lessons (Uganda, 2010)

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.

Reviewing connections (Rwanda, 2009)

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.