



A Practical Guide to Community Video Training with a focus on gender norms, gender-based violence, harmful practices, HIV/AIDS, and related issues



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Cover image: Filming a role-play on alternatives to domestic violence (Southern Sudan, 2007)

Foreword image: Through Our Eyes community video training, Day 1 (Guinea, 2006)



Foreword

This Practical Guide is based on the trainings developed for the Through Our Eyes community video project, a collaboration between the American Refugee Committee International (ARC) and Communication for Change (C4C). These workshops combine sessions on key project themes—gender norms, gender-based violence, harmful practices, HIV/AIDS, and related issues—with practical sessions on the technical and interpersonal skills needed to carry out participatory video work for social change in the community.

This guide is designed as a tool for workshop facilitators and program coordinators. Facilitators with a strong understanding of participatory training methods and community-centered production will implement this training most effectively. Useful resources on both of these areas are included in Section V.

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In recognition of their deep commitment, this guide is dedicated to these team members and to all those who work to end violence against women and girls.

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Contents

I. INTRODUCTION TO THE PRACTICAL GUIDE	1
Workshop Overview	2
Guiding goal for trainer and workshop aims	2
Size of the participant group	2
Using the “Source-sheets”	2
The Role of the Community Video Trainer	3
Attributes of an effective trainer	3
Being a helper	3
Enabling others to share their strengths	3
Providing support and feedback	4
Video viewing and resources	4
Using exercises, energizers, and role-plays	5
II. COMMUNITY VIDEO TRAINING PLAN	6
Workshop Sessions	
Day 1 8	Day 8 33
Day 2 11	Day 9 35
Day 3 15	Day 10 36
Day 4 20	Day 11 38
Day 5 24	Day 12 42
Day 6 26	Day 13 44
Day 7 29	Day 14 46
III. COMMUNITY VIDEO TRAINING EXERCISES	48
Communication and camera activities	
Message game (basics of good communication)	49
“Hide and seek” (moving as a team)	51
Filming an action in 8 shots (sequence with no sound)	52
“What sort of shot is that?” (shot identification)	53
“Image Hunt” (practicing types of shots)	54
“Drama in 6 Shots” (storyboarding/scene filming practice)	55

“Which Microphone When?” (sound recording review and practice)	56
“Rocking the Boat” (just for fun)	57
“The Disappearing Game” (camera-created illusion)	58
Energizers	59
Role-plays	61

IV. SOURCE SHEETS 63-85

Discussion source sheets

- #1: Project Goal and Overview
- #2: Steps to Behavior Change
- #3: Guidelines for Creating Communication Materials on Preventing Violence Against Women
- #4: Sample Informed Consent Form

Production source sheets

- #5: Types of Shots
- #6: Sample Storyboard
- #7: Camera Movements
- #8: Tips for Filming
- #9: Sound Recording Tips
- #10: Interviewing Tips
- #11: Guidelines for Production Planning
- #12: Checklist Before Filming
- #13: Sample Video Production Reporting Form

Playback source sheets

- #14: Sample Questions for Playback Discussions
- #15: Checklist Before Playbacks
- #16: Key Points for Video Playbacks
- #17: Sample Video Playback Reporting Form

V. RESOURCES FOR PARTICIPATORY VIDEO TRAINING 86

I. INTRODUCTION TO THE PRACTICAL GUIDE

This guide is designed as a practical tool for community video workshop facilitators.

It includes:

- I. An overview of the workshop plan, the role of the community video trainer, and specific suggestions for workshop facilitation
- II. A two-week workshop plan, with detailed session summaries and suggestions for activities
- III. Descriptions of camera exercises, energizers, role-plays, and other learning activities
- IV. A series of training support materials or “Source-sheets”
- V. A list of useful resources

Workshop Overview

The workshop plan describes a comprehensive 14-day training workshop in using community video to support social and behavior change on gender-based violence, harmful practices, HIV/AIDS, and related issues.

During the first week of training, participants gain familiarity with the camera equipment, explore core themes within their communities, and initiate dialogue on these issues through participatory video activities. In the second week, participants work with other community members to create videotapes on prioritized topics, then use these videos to facilitate in-depth discussions. At the workshop's end, team members develop action plans for advancing program goals through their ongoing activities.

The session guidelines for Days 1-6 are the most detailed. This is because they include group learning activities, content-based discussions, and hands-on exercises that build participants' essential skills. Days 7-14 will be shaped by community collaboration as the group develops into a participatory video team.

The facilitator can adapt these session outlines to meet the particular needs of the group. For example, facilitators may find that they need to spend more or less time on certain topics or exercises based on what the participants bring to the workshop.

At the same time, it is important to be aware that participants will have different levels of knowledge and different facility in gaining new skills. Helping them progress as a team will be one of the facilitator's main goals.

Size of the participant group

This in-depth training is recommended for a "core" team of 12-14 people. Keeping the group size small will help participants gain strong practical skills that they can subsequently share with other community members and field staff. If a smaller group is being trained (6-8 people), it may be possible to carry out the workshop in 12 days.

Using the "Source sheets"

Section IV includes support materials called "Source sheets." These source sheets may be translated into local languages and provided as handouts to supplement sessions, or compiled with other materials into a participant guide. Alternatively, they can be used as references for the facilitator in preparing sessions. All materials can be adapted as needed for the specific participant group, thematic focus, and local context.

Guiding goal for trainers

Every participant will have a chance to take part in every session, and s/he will gain skills and confidence with each stage of the training.

Workshop aims:

All participants will understand, and be able to share with others, the purpose and basic techniques of participatory, community-based video.

All participants will understand, and be able to share with others, essential information about:

- prevalent forms of gender-based violence, their consequences, and steps for response and prevention.
- local traditional practices that can be harmful to women, girls and others in the community.
- intersections between HIV/AIDS and gender-based violence, and their effects on women and girls in the community.

Every participant will be able to use the video equipment with confidence as part of the community-based team.

Every participant will be able to help a) plan a production, b) film a production, and c) carry out a playback discussion.

The Role of the Community Video Trainer

Attributes of an effective trainer

Important qualities and skills for a training facilitator include:

- A warm personality and the ability to show approval and acceptance of participants
- Enthusiasm for the subject, and the ability to share it
- Social skills, with the ability to bring the group together and guide it
- Facilitation skills that invite participants' involvement and actively build on their ideas and their capabilities
- Skill in noticing and resolving problems or challenges that participants might be having and
- Flexibility in responding to participants' changing needs

(- Adapted from Pretty, Guijt et al., IIED 1995: Participatory Learning and Action: A Trainer's Guide)

The trainer must actively value the experience of every participant and especially so when working at the community level and with diverse groups. This means valuing life experience and insights gained with age, as well as practical or work experience or knowledge gained from education. A trainer who works in a participatory way understands that everyone is able to learn and that everyone has something to share.

The facilitator must model these tenets for participants. In turn, they will use these approaches in their community work. Enacting these ethics will also help ensure that the group moves forward in a spirit of mutual support.

Thinking on your feet

The trainer will need to be sensitive and responsive to issues that emerge from the group. At times you might want to use an exercise from Part IV or even make up an activity on the spot.

For example, you might notice that participants

are not using any close-up shots when they film—a common situation among beginning video-makers. In this case, you might suggest that the group prepare a storyboard and film exercise that includes at least three close-ups. When reviewing the exercise afterward, invite peoples' thoughts on the impact of close-up shots and how they can be used in visual storytelling.

Thinking on your feet also means responding to interpersonal issues that may arise during training. For example, you might notice a participant who tends to be "grabby" with the equipment or overly directive to others during camera exercises. In this case, you might suggest an activity that places that participant in front of the camera for a while. If the participant continues to act in a domineering way, you will need to have a talk about collaborative learning and teamwork. As ever, offering a positive example is an excellent way to reinforce these principles.

Being a helper

Participants should see the community video trainer as a helper, not as an "expert" with special abilities. The whole point of participatory video is that anyone can learn the necessary steps and skills. Your actions and manner should help convey this message. In particular, limit the time you handle the equipment. Make your demonstrations as brief as possible. For example, when you show participants how to hold the camera, adjust the viewfinder, or operate the zoom control, "hand it over" to participants as soon as possible and let them learn by doing.

Enabling others to share their strengths

In any group, some people will become confident with the video equipment more quickly than others. Others will be good at conducting interviews or preparing storyboards. Encourage these individuals to help others during exercises, always checking to make sure they do this in a supportive way. Enabling participants to share their strengths can help build confidence and a sense of mutual support.

Providing support and feedback

Offer positive input and supportive feedback during the course of each activity. Appreciative feedback helps build participants' skills and confidence. It also provides them a model for supporting one another within the team. Opportunities for appreciative feedback include hands-on camera exercises, role-play activities, and group screenings of taped video exercises and productions.

Tips for appreciative feedback

- Invite comments from participants before offering your own. Very often, they will notice and raise key issues themselves.
- Focus on positive points first, then address challenges or technical issues that may be apparent (shaky camera, backlighting, all wide shots...)
- Facilitate feedback in three areas: 1) content, 2) interpersonal skills, and 3) the technical side of the exercise or video sequence.

Examples:

- **Content feedback:** For programs that provide information — for example, on local resources for survivors of domestic violence, or on how HIV/AIDS is or is not transmitted — review the information and ensure it is thorough and accurate.
- **Feedback on interpersonal skills:** For interviews, invite and offer constructive feedback on issues like eye contact, active listening, body language, and good “microphone-sharing” practices.
- **Technical feedback:** When problems with sound or image quality come up during review of a video, pause the image or re-play that section. Invite comments on what happened, and what can be done to fix it. Provide a clear summary of how to address the issue, and ask participants to demonstrate, using the video equipment.

At the end of a feedback/screening session, help participants summarize the key “lessons learned,” and list them on the flipchart.



*Providing support and encouragement
(Southern Sudan, 2009)*

Additional feedback tips:

- Each morning of the workshop, invite participants to summarize key points from the previous day. It helps refresh everyone's memory about the previous day's activities, and it helps the trainer learn what sessions stood out in peoples' minds.
- “Check in” with the group periodically. Are energy levels low? Do people feel they need a short break, or an energizer? Is there an issue that needs to be resolved?
- At the end of each day, invite participants to name the “highs” and “lows” from that day's activities.

These methods help gauge workshop progress, and enable participants to share their views on how things are going.

Video viewing and resources

It is very valuable for participants to watch and discuss different types of videotapes. Videos made by other community video teams can provide inspiration. Participants are often struck by the fact that they share experiences with people in distant countries—other women who have survived gender violence, for example, or individuals and families seeking to rebuild their lives after conflict.

It is also valuable to watch videos that, while not community-made, address relevant themes.

“Scenarios from the Sahel/ Scenarios du Sahel” is a series of short films about HIV/AIDS, all based on ideas provided by young people in West Africa. Many are less than 10 minutes long. They offer great examples of how powerful a short drama can be if it has a clear message. The “African Transformation” series features video profiles of individuals who have found ways to expand traditional gender roles despite the pressure of tradition and culture. For further information, see the “Video sources and suggestions” in Section V of this guide.



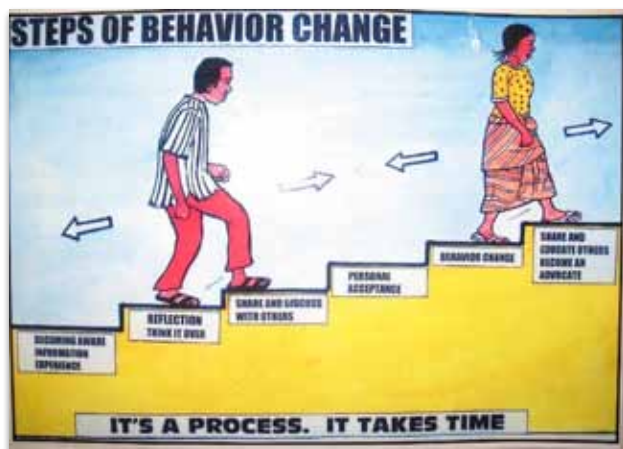
Summarizing “lessons learned” (Southern Sudan, 2007)

If training participants stay at the same location during the workshop, videos can be shown and discussed in the evening. If evening screenings are not feasible, videos can be shown at other times: during sessions, lunch breaks, rainstorms, or while the vehicle is getting repaired. Be creative. It is important for participants to see examples of other peoples’ work—to appreciate, discuss, and learn from them.

Using exercises, energizers, and role-plays

The Community Video Training Plan in the next section of this guide includes many exercises and activities. Some are described in session plans; others are detailed in Part III, “Community Video Training Exercises.” Facilitators and participants can use these whenever they wish to review certain skills, break up sessions, or just have fun.

Part III includes several “energizers” and role-play ideas as well. The session plans suggest some places for using these. There will be times, though, when your trainer’s instinct tells you that participants really need to move or do a hands-on activity. Be ready with ideas that can stimulate the group at low-energy points. Invite ideas from participants. See if you can invent new exercises using the video equipment or develop other activities that directly relate to the themes of the workshop.



“Steps to behavior change” – a localized model developed by the Through Our Eyes team, Liberia. Illustrated by Cholopoly (2008)

For a full list of useful print, online, and video resources for community video training, see Section V of this guide and the Annexes of the accompanying Toolkit.