

Annexes

ANNEX A: RESOURCES ON PARTICIPATORY COMMUNICATION FOR SOCIAL CHANGE

- Botha, Paul and Emma Durden (2004). "Using participatory media to explore gender relations and HIV/AIDS amongst South African youth: The example of DramAidE". Available at <http://www.unesco.org/education/uie/pdf/BothaDurden.pdf>
- Burke, Adam (1999). *Communications and Development: A Practical Guide*. Department for International Development (DFID), Social Development Division, London. Website: www.dfid.gov.uk
- Byrne, Ailish and Jim Hunt (2005). "To Change the Dance You Must Change the Music: Youth Programmes in Ethiopia Aimed at HIV/AIDS." Communication for Social Change Consortium: South Orange, N.J.
- Chetley, Andrew (2002). "Communication That Works." Health Exchange: London.
- Cooper, Chelsea and Lauren Goodsmith (2010). *Communication, Participation, and Social Change: A review of communication initiatives addressing gender-based violence, gender norms, and harmful traditional practices in crisis-affected settings*. Minneapolis, MN: American Refugee Committee International.
- Dagron, Alfonso Gumucio (2001). *Making Waves: Stories of Participatory Communication for Social Change*. New York: Rockefeller Foundation.
- Dagron, Alfonso Gumucio (1994). *Popular Theatre*. UNICEF Nigeria. Lagos.
- Feldman-Jacobs, Charlotte and Sarah Ryniak (2006). *Abandoning Female Genital Mutilation/Cutting: An in-depth look at promising practices*. Population Reference Bureau: Washington, DC. Available at http://www.prb.org/pdf07/FGM-C_Report.pdf.
- Freire, Paulo (1970). *The Pedagogy of the Oppressed*. Seabury: New York.
- Oluach-Madiang' (2005). Magnet Theater: A Guide for Theatre Troupes. Program for Appropriate Technology in Health (PATH): Nairobi.
- Pretty, Jules N., Irene Guijt, John Thompson and Ian Scoones (1995). *Participatory Learning and Action: A Trainer's Guide*. IIED Participatory Methodology Series, Sustainable Agriculture Programme, International Institute for Environment and Development: London.
- Slachmijlder, Lena and Don Tshibanda (2009). *Participatory Theatre for Conflict Transformation Training Manual*. Search for Common Ground: Kinshasa.
- Servaes, Jan, Thomas Jacobsen, and Shirley White, editors (1996). *Participatory Communication for Social Change*. Sage Publications: New Delhi.
- Singhal, Arvind (2004). "Empowering the Oppressed Through Participatory Theater." In *Investigación y Desarrollo*, Vol. 12, No. 2. Available at http://ciruelo.uninorte.edu.co/pdf/invest_desarrollo/12-1/empowering_the_opressed.pdf
- Singhal, Arvind, Michael Cody, Everett Rogers, and Miguel Sabado (2003). *Entertainment-Education and Social Change: History, Research, and Practice*. Lawrence Erlbaum Associates: New Jersey.
- Slocum, Rachel, Lori Wichhart, Dianne Rocheleau, and Barbara Thomas-Slayer, editors (1995). *Power, Process and Participation: Tools for Change*. Intermediate Technology Publications: London.
- Tapia, Marcela Tapia, Angela Brasington and Lynn Van Lith (2007). *The Participation Guide: Involving Those Directly Affected in Health and Development Communication Programs*. Health Communication Partnership, Center for Communication Programs. Johns Hopkins School of Public Health: Baltimore, MD.
- Tufte, Thomas and Paolo Mefalopulos (2009). *Participatory communication: a practical guide*. World Bank: Washington, D.C.
- Waisbord, Silvio (2000). "Family Tree of Theories, Methodologies, and Strategies in Development Communication: Convergences and Differences." Rockefeller Foundation: New York. Available at <http://www.communicationforsocialchange.org/pdf/familytree.pdf>

Internet Resources

Communication Initiative
www.comminit.com

Communication for Social Change Consortium:
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

Praxis Institute for Participatory Practices
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
- 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
- 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
- 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
- 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
- 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
- Witness (2000). *Video for Change: A Practical Guide for Activists*. Pluto Press: London and Ann Arbor. Available at www.witness.org

Internet Resources

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

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

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

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

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

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

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

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

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

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

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 # |
|--|--|-------|-----------------------------------|---------|
| | Videos Produced <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 |
| Playbacks Conducted | | | | | | | | |
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Note:

| | DATE | TOPIC | PARTNER | ATTENDEES | | | | |
|----------------------------|------|-------|---------|-----------|---------|-------|---------|-------|
| | | | | # Boys | # Girls | # Men | # Women | Total |
| Trainings Conducted | | | | | | | | |
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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:

Challenges:

Lessons Learned:

Success Stories & Quotes:

Key Points & Community Actions Suggested During Playbacks

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

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

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

“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 PRACTICES¹

- 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.

¹Exercise 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 boompole; 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

* 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