



USAID
FROM THE AMERICAN PEOPLE

THROUGH OUR EYES:

Participatory Communication for Community
Empowerment and Social Change

GLOBAL WORKSHOP

June 28 - July 2, 2010

July 2010

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Through Our Eyes Global Workshop

Dar es Salaam, Tanzania

June 28 - July 2, 2010



Communication for Change



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Table of Contents

INTRODUCTION	2
WORKSHOP AGENDA.....	3
WORKSHOP PARTICIPANTS.....	4
PROCEEDINGS.....	5
DAY 1	
Session 1: History of Through Our Eyes.....	5
Session 2: Exchange of Experience.....	6
Session 3: Screenings	9
Session 4: Production Exercises.....	10
Session 5: Screening of Production Exercises.....	10
DAY 2	
Session 1: Exchange of Experience, Continued.....	11
Session 2: Playback Review and Practice.....	15
DAY 3:	
Session 1, Breakout group A: Designing for Behavior Change.....	17
Session 1, Breakout group B: Messaging, story structure, and resolution.....	17
Session 1, Breakout group C: Technical review of new tools.....	19
Session 2: Community Media Innovation and Integration.....	19
Session 3: Toolkit Review.....	20
DAY 4	
Session 1: Promoting Partnerships Roundtable.....	21
Session 2: Participatory Monitoring and Evaluation.....	22
Session 3, Breakout group A: Community media training and facilitation.....	23
Session 3, Breakout group B: Sensitivities for community media programming.....	23
Session 4: Cross-sharing, global network formation, and project sustainability.....	24
Session 5: Recognition and Final Remarks.....	25
DAY 5: Master Trainer Intensive.....	25
ANNEX 1: Workshop Evaluation.....	27
ANNEX 2: Through Our Eyes Production Checklist.....	28

I. Introduction

The Through Our Eyes Global Workshop took place in Dar es Salaam, Tanzania from June 28 through July 2, 2010.

Through Our Eyes is a participatory communication initiative addressing the critical issues of gender-based violence, HIV/AIDS, and harmful traditional practices within conflict-affected communities. This initiative has enabled local teams in Liberia, Rwanda, southern Sudan, and Uganda to carry out sustained sensitization and outreach through use of community media. The project dynamically engages community members and expands awareness and use of local GBV and HIV/AIDS services. Through Our Eyes aims to transform socio-cultural norms surrounding GBV, HIV/AIDS and harmful traditional practices.

The purpose of the workshop was to bring together representatives from the Through Our Eyes teams (ARC staff and partner agency representatives) from each of five country sites to discuss the following key questions:

- What challenges have the community video teams faced, and what lessons were learned?
- What are the next steps for the “Through Our Eyes” global Network after the current round of USAID funding is completed? How can the teams best continue to support each other?
- How might this project be expanded and replicated in other countries and communities, with a broader array of content areas and partner agencies? How can community video activities become more scalable?

The conference included sessions focused on sharing of experiences, sensitivities for community media programming, community media innovations and integration, promoting partnerships, formal development of a “Global Network” of community media specialists, and sustainability of programming, among other topics.

II. Workshop Agenda

Day 1 (June 28)

- Opening
- History of *Through Our Eyes*
- Exchange of experience
- Feedback video screenings
- Production exercises
- Screening of production exercises

Day 2 (June 29)

- Exchange of experience, cont'd
- Playback review and practice

Day 3 (June 30)

- Breakout A: Designing for behavior change
- Breakout B: Messaging, story structure and resolution
- Breakout C: Technical review of new tools
- Community media innovation and integration
- Toolkit review

Day 4 (July 1)

- Promoting partnerships
- Participatory monitoring and evaluation
- Breakout A: Community media training and facilitation
- Breakout B: Sensitivities for community media programming and the Do No Harm framework
- Cross-sharing, global network formation, and project sustainability
- Recognition and final remarks

Day 5 (July 2)

- Master Trainer Intensive

III. Workshop participants

NAME	TITLE	ORGANIZATION	COUNTRY
Albert Pyne	Communication Specialist	ARC	Liberia
Zeze Konie	Communication Specialist	ARC	Liberia
Garmai George	Trainer	Fistula Rehab Center	Liberia
Hawa Siafa	Community Networker	Community network	Liberia
Grace Manikuze	GBV/TOE Community Coordinator	ARC	Rwanda
Sidiki Kanneh	GBV Manager	ARC	Rwanda
Betty Mutesi	ARC Rwanda GBV Program Assistant	ARC	Rwanda
Jackson Moro	GBV BCC Officer	ARC	S.Sudan
Lona Tabu	GBV BCC Officer	ARC	S.Sudan
Patrick Vuonze	GBV BCC Officer	ARC	S.Sudan
Rose T. Michael	GBV Officer	ARC	S.Sudan
Elizabeth Elly Alomo	Capacity Building Officer	WOPHA, ARC	S.Sudan
Karunrat (Dina) Phornchaisakun	GBV Project Manager	ARC	Thailand
Pimpisa (Praew) Sriprasert	SGBV Project Coordinator	ARC	Thailand
Adoch Mirriam	Community Representative, Anaka Town	Anaka Peer Group	Uganda
Anena Pamella	Through Our Eyes Assistant	ARC	Uganda
Eriya Murana	BCC Manager	ARC	Uganda
Angela Acosta	Participatory Communication Intern	ARC	USA
Chelsea Cooper	Social & Behavior Change Program Officer	ARC	USA
Monte Achenbach	Senior Director of Program Quality	ARC	USA
Lauren Goodsmith	Program Director	C4C	USA
Julie Hanson Swanson	AOTR	USAID	USA

IV. Proceedings

Pre-workshop preparations:

Before the workshop, country teams were asked to prepare the following:

- Select two recent video productions to be screened during the workshop;
- Film a short videotape of team “reflections” on successes, challenges, ongoing concerns, and meaningful experiences related to the project;
- Compile some significant stories or quotes about project activities; and
- Produce and tape a song about the Through Our Eyes project, sung by community members in their local language.

Day 1

Opening

Facilitator: Chelsea Cooper

After a welcome to all participants, the opening session included the following activities:

- Review of workshop schedule and logistics; inviting participant questions and concerns
- Sharing expectations for workshop
- Interview/introduction activity, with pairs reporting to group

Participants’ expectations for the workshop included:

- Learning from the experiences of each country team;
- Learning new tools and skills;
- Gaining technical skills in camera work and editing;
- Getting to know members of the other country teams and fostering a network of support

Session 1. History of Through Our Eyes

Facilitators: Zeze Konie, Albert Pyne, Lauren Goodsmith

Purpose

This aim of this session was to provide participants an overview of the Through Our Eyes project, especially since the country teams began project activities at different times. This was also an opportunity to share how the project has evolved over time, and how each country team has contributed to the project’s growth.

Facilitators used a slideshow to depict the project’s development. Participants were invited to share comments and memories related to various images.

Key Discussion Points

- Early 2006: The first Through Our Eyes workshops took place in **Guinea** (Lainé refugee camp) and **Liberia**. Participants included ARC staff and refugee community members. Themes of first project videos: Early/forced marriage, wife-beating, rape as a crime.
- The Liberia-based participants (including Albert and Zeze) then formed a team by training peer educators in community video methods.
- To meet targets set by donor funding, the team split into two units. This allowed them to cover more ground, but limited their involvement in each community. A major lesson of this experience was the need to concentrate activities within specific focus communities, and not spread project

activities too thin. Early video topics: Effects of alcohol abuse on the family; not treating rape as a family matter; care for STIs. Later topics: SEA; care for GBV survivors; girls' education; shared decision-making at home.

Examples of *Through Our Eyes* project impact in Liberia:

- The team did a playback in a town where the vast majority of women had experienced sexual violence during the war. Afterward, many women came forward to see the GBV counselor who had been introduced at the start of the session.
 - At a playback in another district, 15 survivors spoke out and were referred to the health center. Many of them said they had not known that it was important to go to a health center if one had been assaulted.
- August 2007: First training carried out in **southern Sudan**. Participants included ARC GBV and HIV/AIDS staff and members of the local organization WOPHA (Widows, Orphans, and People Living with HIV/AIDS). Early video topics: Reducing stigma against people with HIV/AIDS, gender roles, microfinance.
 - October 2007: Project received funding from the USAID Office of Women in Development, enabling expansion of activities to Rwanda, Uganda and Thailand.
 - September 2008: First training workshop in **Rwanda**. Participants included ARC staff and Congolese refugees from two different camps, Gihembe and Nyabiheke. Early video topics: Forced marriage and HIV; wife sharing; family support.
 - May 2009: Southern Sudan program expanded from Yei to Nimule.
 - August 2009: First workshop in **northern Uganda**. Participants included ARC staff, community members, members of local partner NGOs (HIDO, GWED-G, Straight Talk). Early video topics: Reducing stigma and discrimination against PLWHA; husband's role in family support.
 - October 2009: First workshop in **Thailand** (Nu Po camp). Participants: Karen refugees from Burma, including members of camp organizations/youth groups, and ARC staff. Early video topics: Equality between husbands and wives, domestic violence.

Session 2. Exchange of Experience

Facilitators: Rose T. Michael, Betty Mutesi

Purpose

The goal of this session was to enable participants to share successes, challenges, and lessons learned. Since many team members were unable to attend the workshop due to space or legal limitations, they were able to share their views through the video commentaries that had been filmed and brought along to the workshop.

Key Discussion Points

- Overviews of *Through Our Eyes* in each country: key themes of videos, partners, and recent videos.
- Screening of videotaped "reflections" by team members on project successes, challenges, satisfying or frustrating aspects, changes in the community, and hopes for the future of the project.

Focal Themes

Rwanda: Helpful and harmful traditional practices, GBV, HIV/AIDS

Liberia: Helpful and harmful traditional practices, reproductive health, GBV, SEA

Southern Sudan: Harmful traditional practices, GBV, HIV/AIDS (In Malakal, new project has a reproductive health focus, including family planning and preventing mother-child transmission)

Thailand: GBV, HIV/AIDS

Uganda: HIV/AIDS, GBV, Helpful and harmful practices

Partners

Uganda: Community members, market women, local NGOs (Straight Talk, GWED-G); women's associations, secondary schools, Anaka Hospital, Twa Piero (PLWHA support group)

Rwanda: Community members, women's groups, camp committee, youth, church, and gender clubs; nyumba kumuni/leaders of 10 households (no "formal" partnerships)

Thailand: Camp committee, SGBV committee, Karen Student Network Group, Karen Youth Organization, Karen Women's Organization (occasional); other CBOs.

Liberia: LIGHT Association; Community Network; U.N. agencies; Fistula Rehabilitation Center; Health/Gender Ministries; Save the Children; CCF/Childfund. (Prospective future partners: Margibi Rural Women's network; video club owners in areas where there are network members but no equipment, to host playbacks.)

Southern Sudan: WOPHA; Communication for Life Change; theatre and youth groups; CBOs; peer educators; police; community health workers; women's associations in Lainya and Morobo. (Informal partners/consultative groups: county health department; UNHCR; Healthnet TPO; GBV Advisory Group.)

Recent Videos

Rwanda: Legal marriage; family abandonment; child rights

Liberia: Fistula, sexual exploitation and abuse in schools

Thailand: Married couple testing for/living positively with HIV/AIDS

Uganda: Promoting girls' education

Southern Sudan: Family planning; choosing one's marriage partner

Screening of videotaped "reflections" from field teams

Liberia: Partner agency representatives discuss how they hope to remain partners with ARC on this project. The team highlights the importance of playbacks, and of getting ideas from the community. Albert describes the empowering aspect of people speaking out on issues addressed by the project. He stresses the need for ample time to fully implement activities, especially playbacks. The team has seen changes related to the issues raised in project videos and playback discussions. Zeze feels that the most satisfying aspect of the project is how people share experiences/ideas after playbacks. "People really see the project as something for them," he says.

Key issues:

- Regarding challenges, all of the team members cite the logistics problems involved in reaching the communities, and the need to address them because of how they affect project activities.
- It will be important to strengthen referral systems for those who come forward at playbacks
- It is very important to return to project communities to follow up on needs/matters that have been raised.

Rwanda: Team members reported that as a result of the project, women now feel that they can have more open discussions about sensitive issues. Women can also now stand and speak in front of men without fear. Team members reported that more and more women are taking on leadership positions in the camp. In addition, men are increasingly interested in GBV services and fear the consequences of GBV. Rape cases appear to be decreasing and more are being reported. Wife beatings also appear to have decreased. According to the Rwanda team, community members feel that the video project is *their* project, not just one brought in by outsiders. In the view of team members, the most meaningful component of the project is the playback sessions, because they give people the opportunity to express

their views. The teams are pleased by the changes that are visible in their community, and are confident that many of these changes will also spread to the Congo, where their refugee communities originate.

Key issues:

- The teams often find it difficult to recruit actors.
- The communities are not very interested in watching documentaries (they prefer dramas).

Thailand: The team said that community members are interested in the project and its target issues and want to know more. Schools are asking for playbacks on early marriage and the importance of education. Since Thailand is a fairly new site, they have only produced 2-3 videos to date, but these productions have been a positive process for the team and they are confident that there will be community change as a result. The team said they had been excited about the community video project because they thought this would be a good way to help their communities.

Key issues:

- The team often finds it difficult to recruit actors, because many people are shy and are occupied with work
- Slow process of obtaining permission from the Thai government to film in the camp
- High turnover among team (due to resettlement and other issues)

Southern Sudan: Members of the southern Sudan teams said the community video project made it easy for community members to gain new knowledge because the films are simple and easy to understand, and because they are produced by local people in their own language. The project has been effective in mobilizing communities to utilize voluntary counseling and testing services for HIV. Team members said they benefited professionally in gaining skills in camera work. They hope to learn modern ways of editing video so their films can look more professional and be shown worldwide.

Key Issues:

- Lack of roads makes it difficult to reach target communities
- Negative attitudes from some community members
- Many languages exist in project areas, which makes it difficult for certain videos to reach larger audiences

Uganda: The team reported that since the start of the project, more people are going for HIV counseling and testing. They consider playback sessions to be the most meaningful aspect of the project, as the community discussions help reduce stigma. Team members said they have also gained professional skills in video production. Issues of major concern for their communities include spending household money on alcohol and/or stealing money for alcohol, early/forced marriages, and domestic /physical violence. They hope that the project expands to other districts and that they are able to have a protected area for screening videos during the rainy season.

Key Issues:

- Audiences are often larger than the desired size
- Challenges mobilizing members of the videos' target populations



Viewing “team reflections” videos filmed in-country (Day 1)

Session 3. Screenings

Facilitators: Lona Tabu, Patrick Vuonze

Purpose

This session was designed so that country teams could see samples of each others' videos and offer feedback. It was also meant to stimulate critical thinking about video production in preparation for production exercises.

Key Discussion Points

Each country team chose one of their videos to screen to the group. A representative of each team provided simultaneous translation and described the planning and production process. After each screening, the video was reviewed in light of the Through Our Eyes "Production Checklist" tool [Annex II], which helps ensure that videos address project themes in a clear, positive way. The group discussed aspects of the film that they liked, and suggested areas for improvement.

Liberia – "The Last Woman"

Summary: This drama shows a local town chief who seeks to sexually exploit a local woman. The woman refuses, declaring that she will be "the last woman" to whom this happens, and she reports the incident to the local elders. The leaders meet, and decide the chief should be removed from his position because of his actions.

Participant feedback and comments:

The group agreed that "The Last Woman" met all of the points on the "Production Checklist." Viewers commented that they appreciated that the woman discussed the issue with another woman then reported the incident to the chiefs. They said it was good to show that there are ways of protecting yourself even against a chief and that it was good how the video showed potential consequences to men who abuse their power. Other participants said they found the video "inspiring" because of the commitment of the actors and their realistic performances.

Uganda – "The Benefits of Educating the Girl Child"

Summary: This drama tells the story of a young girl who faces many barriers in pursuing her education, including attempted exploitation by a teacher, unwanted attention from boys, and pressure from elders to get married. In the end, the girl succeeds in completing her university education and becomes a role model for others in her community.

Participant feedback and comments:

Participants felt that this video met all of the points on the "Production Checklist." Many felt that the main message and story flow were very clear. One participant expressed appreciation for the fact that the girl's father was shown to support her studies. Another participant noted that the script emphasized the same themes throughout the story, which helped make the main message clear despite the film's length. Some felt that there was not enough emphasis on the benefits of girls' education to society as a whole and to the young woman herself.

Thailand – "Lost Way"

Summary: This drama features a young man, engaged to be married, who seeks work outside the camp in order to earn money. One day after work, his friends invite him to go out drinking. At the bar, a friend suggests that he visit a sex worker. The young man does so, and does not use a condom. He later returns home and marries his fiancé. When she starts to feel ill, they visit a counselor at the local VCT clinic. She tests positive for HIV, and her husband does also. When the counselor speaks with them, he comes to realize the consequences of his actions. The counselor explains that they can live with HIV if they follow treatment and take care of themselves. The husband apologizes to his wife and tells her, "I promise to take of you, and we'll go through this together."

Participant feedback and comments:

The video was praised for using a real HIV counselor and realistically depicting the steps in HIV counseling and testing. It was also noted that the use of close-up shots of the wife's face were effective

in showing her sadness. Similarly, the close-up shot of the couple's clasped hands at the end depicted their commitment to each other and their shared future.

Rwanda – "Legal marriage"

Summary: In this drama, a man who has reached suitable marriage age has fallen in love with a woman of similar age. He asks for her hand in marriage, and she accepts. The couple informs their parents and families. The families agree on the decision taken by their children and plan for their wedding. The wedding is celebrated joyfully. The parents are happy, and encourage others to let their children choose their own life partner.

Participant feedback and comments:

It was asked why dowry was mentioned in the church ceremony. A Rwandan team member replied that it was to show that all the traditions had been observed. One participant noted that although some of the scenes were a bit dark, the video's message was still clear. Participants from Thailand asked about the significance of having "legal" marriages. A Rwandan team member explained that legal marriage was important in ensuring that UNHCR recognizes the couples' children, and helping ensure that fathers take care of their children. Another participant said legal marriage helps reduce the number of unwed and pregnant teenage mothers.

Southern Sudan (Nimule) – "Voluntary Counseling and Testing"

Summary: This documentary features the chairperson of a women's organization in Nimule. She speaks of the benefits of going to be tested for HIV and receiving counseling that can help you live a healthy life. She mentions the various places where people can go for VCT services, and encourages everyone to learn their status. She points out how strong she is; she has been living with HIV for nine years, and receives medicine from the local hospital. She ends with the message that people should go to the local sites where VCT services are available.

Participant feedback and comments:

One participant said she was pleased to see an HIV-positive woman speaking very clearly about what it is like to live with HIV and the importance of being tested. Another participant praised the southern Sudan and Thailand videos for showing information about the availability and process of receiving services.

Session 4. Production Exercises

Facilitators: Pamela Anena, Zeze Konie

Purpose

This session offered an opportunity for participants to collaborate with members of other country teams on production exercises. This session also provided a refresher in structuring a short role-play drama and in the use of close-up shots.

Exercise

In this session, participants split into two groups. Each group was asked to plan, storyboard, and film a "Drama in 6 shots" that focused on GBV or a harmful traditional practice, and that concluded with a positive outcome. At least two of the shots in the exercise needed to be close-ups.

Session 5. Screening of production exercises

Facilitators: Pamela Anena, Zeze Konie

Purpose

The purpose of this session was to screen the videos filmed during the preceding exercises.

Video summaries

Both teams (independently) selected themes related to early/forced marriage.

Key discussion points:

One participant was impressed that many team members were familiar with one another's strengths from having worked together in the past, and were therefore able to divide up tasks and work quickly. In terms of the filmed role plays, a participant noted that the women and girls did little talking and were largely passive. Discussion followed: what kind of example does this offer? How can a drama show a wife being active on behalf of her daughter in a way that is realistic? Many participants felt that in traditional cultures a wife is constrained from openly disagreeing with husband even if she is "sad in her heart." She can use such strategies as going through a relative or friend close to her husband. As examples of project videos that show positive models of husband-wife communication, Rose cited "Test Before Marriage" (southern Sudan) and Zeze cited "Decision-Making in the Family" (Liberia).

Day 2

Session 1. Exchange of experience, continued

Facilitators: Rose Tabu and Betty Mutesi

Purpose

The purpose of this session was to discuss successes, challenges, and lessons learned by country teams. Unlike the first "Exchange of Experience" session, which chiefly involved feedback on video screenings, this one featured informal and interactive exchange.

Key Discussion Points

- **Successes of the Through Our Eyes project**

Various successes and signs of change were reported at the individual, community and organizational levels, and some were noted at national and international levels as well.

Individual

- People come forward after playbacks to say they have learned things they didn't know before.
- Women are beginning to feel more empowered to express themselves.
- Men are becoming increasingly involved in advocacy.
- People who did not welcome GBV activities because of cultural norms have shown more interest after seeing project videos.
- Religious leaders, community leaders, and government officials are more willing to discuss sensitive topics and have started accepting the messages of the films.
- The project helps to build capacity and self-confidence among the community members who help to create the videos. This can be especially powerful for women, who gain a new sense of their abilities. Examples cited include an elder participant who had discovered "you're never too old to learn" and team member Mirriam in Uganda, a 21-year old mother of three.

A sense of personal achievement:

A Liberian team member recalled the words of a [Liberian refugee] woman who took part in a Through Our Eyes training workshop: "Look at my age. I'm not educated, and in the community where I come from, everybody looks down at me. Today I can take a camera. I can film, I can zoom, I can do a production. I never had this dream before."

Community/Local

- Unlike mobilization efforts for public speakers, community video mobilizes for itself because people see themselves in the videos.
- Discussions help communities prioritize their problems and seek local solutions themselves.
- Having public playbacks makes videos accessible to many people who do not have television sets in their homes.
- Playback audiences respond positively. They ask for more videos on related topics.

- The fact that people ask for more videos and submit topic suggestions indicates community interest in project activities.
- Participants said that local organizations are increasingly engaged in the project.
- The S. Sudan/Yei team noted that community leaders/chiefs are learning what their responsibilities are in cases of rape (specifically through the team’s video on standard procedures video, co-produced with local leaders and police.)
- Members from Magwi County, southern Sudan said that community members have a better understanding of different types of GBV and what to do when cases occur.
- According to the Liberia team, community members and the police said that more and more cases of domestic violence are being reported, whereas it was previously considered only as a family issue.
- In Uganda, the team reports that a growing number of people are going for HIV counseling and testing.

National and International

- In S. Sudan, local authorities wrote a letter to ARC recognizing the importance of the Through Our Eyes project. A local television station has asked if they could screen videos at the national level and also have a complementary activity on local radio.
- Project efforts are increasingly becoming recognized at an international level as well, which is a source of pride for the teams and communities. In 2009, the Nimule/S. Sudan team produced a video titled “Home Away from Home” about the challenges faced by refugees during exile. The video was sent to the UN-sponsored Plural + Video Festival and was shortlisted. “The Plight of Kumba Fomba” (on forced/early marriage) was screened at a Washington, DC congressional event. The Liberia video “Spousal Abuse Leads to Family Break-Up” was screened at a UNFPA festival in Senegal. Screenings of Through Our Eyes videos were also incorporated in 16 Days of Activism activities at multiple sites.

Organizational

- Participants reported that the Through Our Eyes project energized other ARC activities, and that growing ties with local and national organizations have led to increased visibility and credibility for ARC.
- A Ugandan participant said that the project has helped teams reach broad behavior change goals.
- Teams noted that they and their clients had grown bored with routine GBV activities and were excited to have a new outreach tool.
- Involvement in the project generates satisfaction among team members; even where activities are only one year old, they have produced tangible results.



Appreciating project achievements (Day 2)

- **Challenges and strategies for addressing them**

Incentives: Community members often seek material incentives to watch/take part in project videos.

Suggested solutions: Ensure that potential audiences/video participants receive clear information about the goals of the project (and sign informed consent statement); share project successes with the community; publically recognize participants; seek other local solutions.

Time issues: Community members sometimes arrive late for playbacks, which reduces the time for the full playback discussion. Team members themselves are sometimes late, often due to transport issues (see Logistics and transportation, *below*).

Suggested solutions: Team members should 1) work with community leaders and mobilizers to schedule activities; 2) arrive on time and even early because community members will not arrive on time at subsequent meetings if they see that the team members themselves are late; 3) choose meeting days wisely since some days are busier than others; 4) select shorter videos to allow more time for discussion.

Logistics and transportation: Equipment failure and lack of vehicles are not uncommon. These problems make it very difficult for teams to reach remote communities. Sometimes equipment is stored in shared spaces with other ARC materials and is unavailable when the team needs it. Outdoor screenings can be problematic, because the ongoing flow of people distracts audiences. Outdoor playbacks must be canceled during the rainy season, which disappoints community members.

Suggested solutions: Video team members must engage logistics teams and work with them to find sustainable solutions to these issues. [See Session 3, "Playback Review."]

Finding actors: Some country teams reported that finding actors can be difficult because many people are too shy or too busy to get involved. Conversely, sometimes too many people come forward to volunteer as actors in a particular video.

Suggested solutions: It was stressed that an individual's decision not to participate should always be respected. Other people, including those in neighboring communities, could be approached instead; this can also build interest in the initial target community. Other ways of building community interest include involving religious leaders in trainings and meetings, and holding talent shows. In situations where too many volunteers want to act in a video, the extra volunteers should be offered the option of participating in a future video.

Multiple languages: Several participants noted that more than one language is spoken in their target communities.

Suggested solutions: Making the same video in different languages; providing translations at playbacks; asking audiences which language they would prefer at playbacks.

Community participation: Very often, too many people attend playback sessions.

Suggested solutions: Divide the audience into two, and ask the second group to return for a subsequent playback. Also, when communicating with community outreach workers and community leaders, explain how many participants are needed, and what specific groups should be invited. [Also see Session 3, "Playback Review" (*below*).]

A related issue raised in discussion is that some community members feel they cannot participate in project activities due to either religious beliefs or the security situation.

Suggested solutions: Outreach workers, community leaders, community members and Through Our Eyes teams need to work together to effectively address fears around participation and create a safe space and/or safe passage for these individuals.

Expanding number of sites: Participants noted that a wide geographic coverage lessens teams' involvement with communities, and increases issues of staffing, logistics and transportation. Also, certain resources must be in place before project activities can be launched at a new site.

Suggested solutions: Team members should have realistic expectations for their workload and be able to discuss their limitations with communities that wish to join the program. Partner organizations and other community workers were mentioned as a good source of playback facilitators.

Playback facilitation: Challenges in facilitating playbacks include having to encourage quiet audience members to speak up and dealing with those who are excessively talkative. Finding facilitators can sometimes be a challenge; an ideal facilitator needs to help the audience feel comfortable and speak the local language. Sometimes information shared in videos and playbacks is not entirely clear, either because the services mentioned are not available locally, or because technical issues were not explained clearly.

Suggested solutions: Work with a professional/technical person at the planning stage, and share videos and discussion points with staff prior to playbacks to help clarify concerns about misinformation. [Also see Session III, "Playback Review."]

Staffing and management: There is fairly high turnover among project staff. Some team members return to their original communities or are repatriated. Others transfer to other organizations. Also, some managers see Through our Eyes as a separate project, and do not have a clear sense of their responsibilities as managers of the team. Top managers may not be aware of the project's workplan.

Suggested solutions: Ongoing training and investment in community partnerships will help with continuity of project activities. Regular updates and screenings of project videos internally within ARC will help managers and colleagues better understand the strengths and cross-program role of the project. The Through Our Eyes workplan should be part of the overall ARC workplan. [See "Community Media Innovation and Integration Session."]

- **Key lessons learned about video content and programming**

- Focus on one main message, and make sure that every scene is related to that message.
- Videos should not be too long (ideally, not over 20 minutes); otherwise, they can be complicated to follow. Also, shorter videos allow for more discussion time.
- Work with local advocates (especially women) and use models of change *within* the community to support gender development and sustain social change.
- Use the Through Our Eyes "Production Checklist" as a reference tool/guide at each stage of video development.

- **Key lessons learned—technical video development**

- Allow enough time to plan and rehearse with actors before filming. Practice the video dialogue and respect it; avoid improvisation by the actors during filming.
- 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.
- When making a video that shows health procedures, medical care or counseling services, work with an appropriate health/counseling professional to make sure all of the action and information is correct.
- Actors should be encouraged to share positive stories.
- Title cards can be used to show passage of time.
- The shotgun microphone should be used for best sound quality.
- Different shots have different impacts on viewers; a variety of shots should be used in scene.
- Video teams should carefully watch every scene as they are filmed in order to catch problems.
- Additional training and technical support will help with retention/improvement of production and playback skills

- **Questions for further thought:**
 - How can we encourage small steps that can lead to larger change related to women speaking up about their rights?
 - How can we avoid showing women/girls in passive roles?
- **Presentation of “The Credo of Through Our Eyes Community Video Project”**
This text was written by Patrick Vuonze in partnership with a local organization in Nimule, southern Sudan:

*Through Our Eyes project is a community video project destined to:
Be for the community
Live among them
Learn from them and with them
Plan with them
Work with them
Starting with what they know
Building on what they have
Teach by showing, learn by doing
Not a showcase but a process
Not odds and ends but a system
Not piecemeal but an integrated approach
Not to conform but to transform
Recognize the uniqueness of the vernacular languages
And building on the community eloquence to address critical health issues such as HIV/GBV/WATSAN and economic empowerment
Develop professions, skills of the implementers and the community through practical field experiences.*

Session 2. Playback review and practice

Facilitators: Pamella Anena and Lauren Goodsmith

Purpose

The goals of this session were to review the goals of playback sessions, share experiences from different teams and strategies for strengthening playback facilitation. Session participants broke out into two groups to discuss prepared questions.

Key Discussion Points

- **Successes of playback discussions**
 - Playback discussions help spread meaningful and positive messages to community members.
 - Women learn about their rights and feel empowered to express themselves. Survivors and audience members feel that they can talk freely and express their emotions around “silenced” topics, such as domestic violence. These frank discussions sensitize fellow community and family members to these issues.
 - Playbacks encourage viewers to help sensitize other community members on project themes.
 - Community members learn how to address these issues and where to go for services.
 - At some playbacks, people ask forgiveness for past actions or seek reconciliation with spouses or others.
 - Playback sessions are perceived as helping communities engage in seeking local solutions.
 - Playbacks generate dialogue around issues even after the session has ended.
 - Because videos are made in local language with local actors, communities feel that the project is theirs and take pride in this achievement.
 - Playbacks mobilize people. They become motivated to participate in future productions.

Playback stories

- A team member in southern Sudan said the parents of one girl stated that they had decided to keep her in school after another watching a playback at WOPHA.
- After another playback in S. Sudan, a man stood up to say that he used to beat his wife, thinking that was “the only way”; he now realized this was wrong. He said he had started to talk with his wife and found there was greater peace in their home.
- After a screening of a Rwanda video on the risks that face young refugee girls who are sent to do house cleaning jobs in town, a woman approached an ARC staff person. She said she had recently sent her daughter away to do such work, and now regretted it and would bring her back home.

• Challenges and solutions

- **Logistics and transportation:** Video equipment, including generators, sometimes fails. Transport can be difficult to find. The security situation may impede access to communities. Procurement of high quality video equipment and supplies can be difficult since some supplies are not available in-country.

Suggestions:

- Submit work plans early.
- Work with managers and the logistics teams so that they can ensure the availability and procurement of high quality supplies.
- Carry out refresher trainings on use and care of equipment.
- Explore possibility of working with local video club owners to host playbacks

- **Facilitation**

- Some audience members sometimes fear speaking out, either for security reasons or because they are not accustomed to doing so.

Suggestions:

- Provide translation or similar support in places where there are multiple languages to help increase audience engagement.
- To promote deeper discussion, separate participants by age and sex; ask open-ended follow-up questions; throw difficult questions back to audiences; ask audience members to imagine how they would respond if they were the person in the situation shown in the video.

- Sometimes teams face the problem of facilitator misinformation when co-facilitators contradict each other or when the facilitator is not sure or does not know the answer to a question from the audience.

Suggestions:

- Divide questions among co-facilitators prior to the session so they have time to develop their thoughts in depth.
- Encourage co-facilitators to practice together
- Correct misinformation before audiences leave
- Involve a technical expert in the playback discussion
- Feel comfortable saying “I don’t know” and follow-up on the question rather than pretending to know the answer.
- The quality of facilitation can be ensured by having feedback sessions among the staff after the playback discussions to discuss what went right or wrong during the playback.

- **Children at playbacks.** Workshop participants noted that children in the audience can create distractions.

Suggestions:

- Ask prospective audiences members not to bring their children
- Ask the children to come after the discussion, where there will be a separate song/session for them

- Provide childcare during playbacks.

- **Best practices for closing playback sessions**

- Re-iterate the objectives of the participatory video project.
- Provide clear information on available services.
- Emphasize that ARC does its best to protect clients' confidentiality.
- Audiences should be allowed to offer closing remarks and provide feedback.
- The presence of local authorities should be recognized.
- Audiences should be thanked for their time.

Day 3

Session I. Breakout group A: Designing for Behavior Change

Facilitators: Monte Achenbach, Chelsea Cooper, Patrick Vuonze

Purpose

The purpose of this session was to discuss processes for developing strategies to promote behavior change.

Description

The facilitators asked participants to describe behaviors that they've made in their own lives, reflecting on what stages were involved in making the change, what sparked the change, and whether the change was sustained over time. Participants discussed how they, as agents of planned behavior change, need to be aware of the steps in the process of planned change and their role in the process. The Steps of Behavior Change (Pre-awareness — Awareness — Preparation — Action — Maintenance) were reviewed, with reference to change at the individual level as well as to the role of NGOs in supporting movement from one stage to the next.

The group then discussed the factors they generally consider when designing behavior change strategies for their country programs. Determinants that influence behavior were reviewed, including:

- *Perceived self-efficacy* (belief that a person CAN adopt/carry out a behavior, has the skills to do so)
- *Perceived social norms* (perception that people who are important to an individual think that s/he should adopt the behavior)
- *Perceived positive or negative consequences* of adopting the behavior
- *Perceived action efficacy* (belief that the behavior is effective in addressing the problem)
- *Perceived susceptibility/risk* (person's perception of how vulnerable they are)
- *Perceived severity* (belief that the problem is serious)
- *Perception of Divine will* (person's belief that it is God's will for him/her to have the problem or to overcome it)
- *Cues for action* (whether or not a person can remember to carry out a particular behavior)
- *Access* (are the services, commodities available?)
- *Policy* (laws and regulations that affect behaviors and access to products and services)

The "Designing for Behavior Change" framework was reviewed with the groups, and teams worked through the framework using example behaviors.

Session I. Breakout Group B: Messaging, story structure, and resolution

Facilitators: Jackson Moro, Lauren Goodsmith

Purpose

The aim of this session was to reinforce skills in a) identifying the qualities of a clear message and b) shaping the dramatic arc of a story.

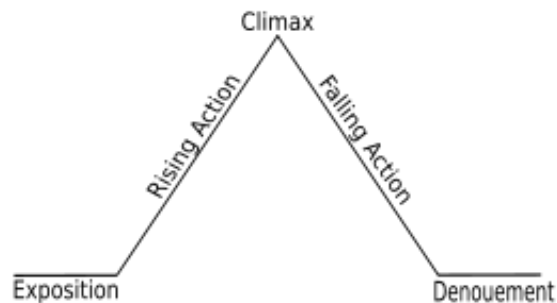
Key Discussion Points

- **What are the qualities of a clear message?**

- Participants said that messages had to be short and to the point, avoid repetition, use simple language, avoid mixing messages, and be specific. Messages often offer a statement of truth, or convey important information.
- Participants practiced formulating messages and making them as clear and specific as possible.
- It was noted that video titles sometimes convey the story's message.
- Also, the main message of a video is often stated explicitly by a character in the drama.

- **What are the different parts of a story?**

A simplified version of Freytag's pyramid of story development was shown and participants discussed five parts of story development:



Pyramid of dramatic structure

Exposition

The exposition provides the background information needed to properly understand the story. This includes the main characters, the basic problem or conflict, and the setting. The exposition ends with the "inciting moment," which is the incident that sets the rest of the story in motion and leads to the second part of the story, the rising action.

Rising action

During rising action, the basic problem or conflict grows and becomes more complicated. This happens because different obstacles challenge or block the wishes of the main character(s) and keep her/him from reaching her/his goal. There can also be "secondary conflicts" that involve characters of less importance than the story's main character, but who contribute somehow to the story's action.

Climax

The third act is the climax, or turning point of the story. It marks a change, for better or worse, in the situation of the main character. In the climax, a dramatic event takes place because of the basic problem or conflict that has grown over the course of the story.

Falling action

During the falling action, the story begins to move toward the resolution of the conflict. Possible ways for resolving the conflict emerge. The character might hesitate between them, and this may create suspense about the final outcome of the story.

Resolution or Dénouement

The drama ends with a resolution (dénouement or conclusion) of the problem or conflict. In a sad story or one that shows a "negative" example, the main character is worse off than at the start. In a happy story or one that shows a "positive" example, the main character is better off than at the start.

- **What are some techniques for developing stories?**

Some techniques for developing stories (for example, with local drama groups) include:

- Having a storyteller take the lead,
- Improvising a story as a group, and
- Helping the group think of similar situation that happened in their own lives, or that they witnessed in the community, and then build upon it.

Session I. Breakout Group C: Technical review of new tools

Facilitators: Albert Pyne, Zeze Konie

Purpose

New equipment was provided to teams, based on specific needs/requests they had made. This session provided participants an opportunity to practice with this equipment with the support of the master trainers. The equipment items introduced and/or reviewed during this session included:

- Camera-mounted lights
- New Panasonic field monitor
- Use of Bescor battery with Coby
- Use of tripod
- Shotgun microphone and boompole

***Filming mini-drama exercise
in mixed teams (Day 1)***



Session 2. Community media innovation and integration

Facilitators: Monte Achenbach, Lauren Goodsmith

Purpose:

This aim of this session was to explore 1) ways of building on the power of community video to generate change, and 2) methods of integrating community video into/across other sectors.

Key Discussion Points:

- **How does community video combine technology-based and interpersonal approaches?**

- Participants noted that community video acts as a “magnet,” drawing people together
- Community video combines technology with the expertise of local people, who become the “heart” of the project through their involvement in planning, rehearsing and taking part in productions, and participating in playback discussions.
- Interpersonal approaches are essential for gaining community entry.
- Peers address one another both on and off-camera, helping spread and reinforce messages.

- **In what ways does community video combine local and global issues?**

- The project has helped participants recognize that local issues are also global issues. As put by one team member, “Fistula is not confined to Liberia; it is also present in other African countries; it is a local and international problem.”
- Other issues that transcend borders include sexual exploitation and abuse/harassment, women’s rights, and HIV/AIDS. There is a global need for access to information and services related to these issues.

- ***How can community video help promote change that we cannot do using other forms of outreach/sensitization?***
 - Participants felt that messages conveyed through video have more strength for audiences than other approaches; video has an “immediate impact” on viewers.
 - Videos can be cross-shared across peer groups/communities.
 - Collaborating with drama groups on videos helps share stories/spread messages more easily “near and far” than if the drama group had to travel great distances with their performances.

- ***What issues are being raised in the communities where you work that you feel should be included in community video activities?***
 - Suggestions provided by participants included the following:
 - land ownership
 - water/sanitation,
 - advocacy against drug & alcohol abuse
 - widows’ rights at the national level
 - promoting family responsibility
 - child protection/sacrifice
 - child trafficking/slavery
 - legal marriages
 - fistula
 - reproductive health (family planning, PMTCT, antenatal care)
 - nutrition and infant feeding
 - stigma & discrimination

- ***How can Through Our Eyes be integrated into other programs?***

Suggestions included:

 - Educating program managers and other ARC staff to help them understand how Through Our Eyes activities can strengthen their own programs, with the TOE teams as a technical resource.
 - Advocacy about the project outside ARC (among donors, other NGOs, people who are not familiar with this approach).
 - “Internal marketing” and joint planning.
 - Support from HQ.
 - Developing an introductory video about the approach to assist with integration efforts.

- ***How can HIV be better integrated into GBV programs?***

Suggestions included:

 - Having joint field planning visits and internal meetings to enable sharing of ideas
 - Coordinating activities from different geographical areas
 - Sharing of logistics/transport
 - Being sensitized to the work of each other’s sectors

Session 3. Toolkit review

Facilitator: Lauren Goodsmith

Purpose

This session focused on the planned Through Our Eyes Toolkit, its intended uses and content. Participants collectively reviewed the draft Toolkit outline and provided ideas/suggestions.

Key discussion points

Introduction of Through Our Eyes Toolkit, description of contents & potential use

The toolkit will be one of the main “outputs” produced under the USAID funding. It will include:

- A profile of the Through Our Eyes project, including its goals, chief activities, and lessons learned;
- An introduction to basic principles and various forms of participatory communication;
- A detailed description of the community video approach developed under Through Our Eyes;
- A practical training guide to help other agencies/organizations apply this approach;
- Information on monitoring and evaluation for participatory communication activities; and

- Resources and reference materials.

The Toolkit will help fill a gap by providing a resource specifically on the use of community media to address GBV, harmful traditional practices, and HIV/AIDS in crisis-affected areas.

Comments on the draft Toolkit outline

A copy of the Toolkit draft outline was distributed to the group, and feedback was solicited. Comments were noted and have since been integrated into the current draft.

Day 4

Session I. Promoting Partnerships Roundtable

Facilitator: Rose T. Michael

Purpose

This session provided an overview of current partnership activities within the Through Our Eyes project.

The panel included:

- Hawa Siafa — Community Network, Liberia
- Elizabeth Elly — WOPHA (Widows, Orphans and People Living with HIV/AIDS), S. Sudan
- Garmai George — Fistula Rehabilitation Center, Liberia
- Mirriam Adoch — Anaka Peer Group, Uganda

Partners’ challenges in implementing Through Our Eyes activities

- Panelists reported that as partners, they face similar challenges to those faced by ARC staff, including logistical, transportation and human resource issues.
- Some volunteer organizations struggle with finding sufficient transportation and working equipment.
- Audiences expect to receive a cold drink after screenings, but the volunteers are unable to purchase these items for them.
- Partner organization representatives say that ARC provides a big help when they assist volunteers with money for lunch and transportation.
- Mirriam noted that community partners are supposed to do mobilization, but are not provided phone airtime to help them do this/contact people. She also noted that the equipment is kept in the ARC office, far from where community where most of the team members live and where activities take place.

How has the TOE project strengthened your organization and you personally?

- Panelists reported increased skills and self-confidence in speaking out publicly.
- They have also gained visibility in terms of their roles within their communities.
- Other benefits of participating include development of skills in video production and playbacks, as well as personal growth through being empowered to travel and interact with other communities.
- Mirriam said that the project has helped her learn about different countries.
- Panelists noted that community members are now coming forward and approaching their organization with their problems.

What do you see as the future of Through Our Eyes?

- Elizabeth expressed the hope that activities could extend more widely and help spread peace in other parts of the country, where there is still much ignorance around the issues addressed by the project.
- Mirriam also said that she would like to see the project expand to other sub-counties.
- Garmai said she hoped that the project will help create greater awareness of fistula outside the center, and even outside Liberia.

- Hawa would like to see more community members trained to help the team carry out its awareness-raising work and continue the initiative even after ARC is no longer present.

Effect of Through Our Eyes on CBO members

Partner organization representatives said that their members are excited about the project and love participating in it. Elizabeth described the eagerness of women leaders and WOPHA members to take part. The video project has proven to be a good educational tool; for example, it has helped members of the Fistula Rehabilitation Center recognize problems and understand what hospital to attend if they become pregnant in the future. Regarding patients at the fistula care center, Garmai said, “They feel good about being in videos. They tell others about it and refer to themselves as examples in those videos. They don’t even want to cover their faces and insist on having their faces filmed because they want people to see them.”

Challenges to making the partnership work

Roundtable participants mostly noted logistical challenges. Fitting the video activities into their schedules can be difficult. Reporting can also be difficult because they are dependent on paper forms that get lost or forgotten. Accessing equipment can be challenging when partners and ARC staff share storage space and their equipment is temporarily unavailable or missing.

Suggestions:

- Playback equipment is needed for partners in Liberia, Uganda (Anaka) and Nimule (southern Sudan).
- ARC program managers and managers of partner CBOS should speak directly about challenges and needs.

Session 2. Participatory Monitoring and Evaluation

Facilitator: Angela Acosta

Purpose

This session sought to review participants’ knowledge and experience with M&E and review the concept of participatory monitoring and evaluation. The intention behind the session was to prepare participants for getting involved in the upcoming Through Our Eyes final evaluation.

Key discussion points

- **What is M&E? Why is it important to know that your project is making an impact? What M&E activities has your team done?**

Participants described monitoring as “checking in” on program processes and ensuring that activities are being implemented in the right way. Evaluation was described as seeing if the program brought about change in the focus communities; evaluation can be conducted at any point in a project, and often is done at its end. Participants have been involved in a variety of M&E activities in the past: survey implementation as part of the baseline assessment, post-playback assessments, monthly reports, focus groups, and in-depth interviews.

- **What is participatory M&E? How can each step of M&E be made participatory?**

PM&E was described as a process of dialogue and inclusion that results in greater engagement within the community and greater sensitivity to community needs and cultural issues. During the project’s baseline assessment, for example, country teams involved steering committees in the design and selection of questions and implementation protocols. Participants shared ways in which local steering committees guided them in the wording and order of questions, and in the selection of key informants and focus group participants.

- **What are some methods used in participatory M&E?**

Methods mentioned included surveys, focus groups, in-depth interviews, observations, ranking, community mapping, listening surveys, KAP surveys, ranking exercises, and the Most Significant Change (MSC) technique. The role of storytelling in regard to qualitative research was reviewed.

- **Exercise in developing an M&E plan**

Participants divided into their country teams and were asked to develop an M&E plan to assess a Through Our Eyes activity in their country. They were given a worksheet with guiding questions for 1) identifying the program activity to be assessed; 2) determining whether their intention was to monitor or evaluate the activity; 3) identifying the specific research questions; 4) identifying the target population; 5) selecting one data collection method; 6) formulating five questions to be addressed using that method; and 7) a description of how they sought to make the M&E plan participatory.

- **Presentations of M&E plans**

M&E plans were then shared with the larger group.

Session 3. Breakout group A. Community media training and facilitation

Facilitators: Zeze Konie, Rose Tabu, Pamela Anena

Purpose:

This session was intended to help local project coordinators and trainers review their roles and responsibilities in supporting their teams.

Discussion Questions:

- What do you feel are your main responsibilities as the coordinator/trainer for the community video team at your site?
- What skills do you feel you need to strengthen in order to provide the best possible support for your team?
- What areas of community video practice do you wish to review?

Key Activities:

- Sharing of experiences as Through Our Eyes project coordinators
- Review and practice of key skills for community video facilitation, such as:
 - Being a helper, not an “expert” (e.g., limit the time you handle the equipment, and encourage others to share their skills)
 - Giving appreciative/supportive feedback; specifically
 - Invite comments from participants before offering your own
 - Focus on positive points first, then address challenges or technical issues
 - Facilitate feedback in three areas: 1) content, 2) interpersonal skills, and 3) technical aspects of the exercise or video sequence.
- Encouraging team members to identify “lessons learned” after every exercise or field activity, and use these lessons to strengthen the team’s future work.

Session 3. Breakout group B: Sensitivities for community media programming and the “Do No Harm” framework

Facilitator: Praew Sriprasert

Purpose

This session sought to present the “Do No Harm” framework, discuss its applicability to the Through Our Eyes projects and discuss ethical questions raised by the project.

Key discussion points

Praew presented the “Do No Harm Framework” to the participants, and moderated a discussion on how it relates to various Through Our Eyes activities.

- **Issues during production planning and filming:**
 - Ensuring that information presented in the films is accurate
 - Permissions/rights of use for videos & requests for compensation for participation
 - Inclusion/involving diverse voices in the community
 - Honoring decisions not to participate
 - Avoiding showing graphic scenes of violence or victimization (see the “Raising Voices” guidelines)
 - Being sensitive to cultural norms when developing roles/depicting different people
- **Issues during playbacks:**
 - Encouraging quiet voices to be heard (ensuring that playbacks are not dominated by community leaders)
 - Being attentive to psychosocial support needs for playback participants
 - Importance of providing info about services available, making appropriate referral, and following up on referrals

To prevent from putting people at risk, participants recommended the following strategies:

- 1) Using the checklist that addresses confidentiality, safety, security, etc.
- 2) Seeking informed consent for all participating in productions (nb: this is already being done in all sites)
- 3) Never filming someone who does not wish to participate
- 4) Getting parental consent for children’s participation
- 5) Engaging actors in the process by initiating skits or videos that will not be screened publically.

It was also noted that the great majority of project productions are dramas, rather than documentaries that feature individuals or interviews. GBV survivors and others can be involved in project activities in ways other than being on-camera.

Participants said it was important to provide training for outreach workers on gender issues.

Session 4. Cross-sharing, global network formation, and project sustainability

Facilitators: Albert Pyne, Zeze Konie, Rose T. Michael, Pamella Anena

Purpose

This session sought to elicit ideas from team members about the desirability, scope and function of the Global Network.

Key Discussion Points

What is the purpose of the network?

Participants said the network’s purpose should be to:

- Share best practices, new ideas, new developments and experiences;
 - Encourage progress in their fieldwork via regular exchange of emails and information; and
 - Carry out advocacy for their continued work, and regarding the issues they deal with.
- **Who will participate?**
 - ARC Through Our Eyes team members
 - Partner agency representatives

In the future, the Network could potentially invite people working on similar projects; at first, though, it should start out on a small level.

- **What resources/support does the network need?**

- Administrative support, internet services, computers
 - Commitment from all members
 - A leadership committee to steer network activities and ensure participation
 - Technical support
 - To set a schedule of information sharing/what type of information to share
- **Ideas for the next phase of Through Our Eyes programming**
Participants offered the following suggestions:
 - It is essential to focus more on partnerships, to encourage their participation and build their capacity.
 - Partners should be involved in the network to increase the sustainability of their community video activities.
 - Advocacy at the senior management level is needed to increase awareness about the applicability and importance of the Through Our Eyes approach. The project should also be seen as a tool that could be incorporated into other sectors such as water and sanitation, etc.
 - Support to all sites should remain available.
 - Less expensive ways of sharing videos with communities—such as use video halls/clubs—should be explored.
 - Creating fixed community sites for playback equipment (such as churches, social center, and schools) can also reduce cost and logistical burden.

Session 5. Recognition and final remarks

Facilitators: Chelsea Cooper, Lauren Goodsmith

Participants thanked one another, ARC headquarters, USAID, and the workshop organizers. Several spoke of having attended the workshop on behalf of their communities; many felt that they had learned a lot and were excited to return and share lessons and skills with their teams. Several participants expressed appreciation that their fellow participants and facilitators had communicated in a way that made learning easy. Participants were happy to finally meet colleagues with whom they had been corresponding via emails, and looked forward to meeting and working together again.

Monte told participants that they were an inspiration to ARC because they used a unique, innovative approach to enrich lives and help communities deal with private and difficult situations. Chelsea expressed how impressed she was by the power of the united field staff and by all that she has learned from them, and said she was excited for the launch of the Network. Lauren Goodsmith congratulated participants for all they had accomplished with/within their communities; the quality of the acting and high levels of involvement show that communities feel that this is their project. She reminded them of how Through Our Eyes has grown from a refugee camp in Guinea to a network over three continents.

After sharing their closing remarks, participants filled out workshop evaluation forms (see Annex II).

The workshop closed with the awarding of certificates to participants.

Day 5. Master Trainer Intensive

Facilitators: Zeze Konie with Albert Pyne, Pamella Anena, Praew Sriprasert

The Master Trainer Intensive session brought together the lead project trainers and coordinators from all five Through Our Eyes sites for a half-day stint of exchange, mutual support, and brainstorming.

Sharing and exchange session

- Participants shared highlights and challenges of their training/activity support experiences.
- The group collectively identified the qualities of a good trainer/coordinator: being resourceful, being a good listener, being a good observer, being clear/using simple explanations and language, providing and getting regular feedback, being non-judgmental, encouraging participation
- Participants shared personal lessons regarding facilitation skills and helping to strengthen the capacities of their teams.

Practicals

Participants were invited to identify areas in which they wished to build their skills or understanding, and request input from their fellow trainers/coordinators (in the form of demonstrations or role-plays). Praew asked about good methods of community entry. Participants responded by carrying out role-plays that demonstrated negative and positive ways of initiating community entry.

Key points included:

- Contacting the appropriate people in a respectful way;
- Providing full information about project activities
- Learning from them (regarding local habits, activities, etc.)
- Attentiveness to local gender dynamics
- Awareness of cultural/linguistic issues
- Attention to safety/security concerns

Additional role-plays and discussion followed around the very different styles of greetings (ranging from bows to hand-shakes to head-bumps!) that are considered appropriate in the various project sites, as well as different attitudes regarding personal space and physical contact.

Network Formalization

The Master Trainers/coordinators continued discussion regarding the goals and needs of the Through Our Eyes Global Network, identifying its chief purpose: the sharing of experiences.

Objectives:

- To reinforce project activities
- To unite different country teams to “keep the dream” of the project
- To align and mobilize implementers from different countries for quality practice
- To give master trainers opportunities for cross-country visits/and regular Master Trainer’s cross-country meetings
- To serve as an advocacy tool for support for the country teams

Key activities/responsibilities of members

- To provide necessary information among members (technical support, successes, challenges, etc.)
- To create project website
- To continue the production of the newsletter

Support/Resources Needed:

- Laptops/modems for all master trainers
- Transport (budget for visits)
- Budget for other network activities
- IT support for creating TOE website

Ideas for project-related video

Participants developed the following outline for the planned project overview documentary:

Intro:

- Brief background of TOE objectives/goals

Activities:

- Prep/community entry
- Training of local team on technical and GBV/HIV issues
- Planning of production
- Production
- Planning for playback
- Playback session
- Feedback from team members

Conclusion/impact:

- Testimonials from community, team members, etc.



Action Plan

The Master Trainer session concluded with the outlining of next steps and a preliminary action plan, with three main needs highlighted:

- Identification of a focal person for reports and feedbacks in each country*
- Network [development] considering future updates on proposals, etc.; and
- Advocating for donors at all levels.

* The suggestion was also raised by the ARC coordinator that, in the future, master trainers/ coordinators from different countries could provide feedback on monthly reports across project sites, as a way of building internal technical support.

Annex I. Workshop Evaluation

The evaluation was a 3-page open-ended form that participants completed after the 4th day of the workshop. It was intended to provide conference organizers with feedback on what went well and areas of improvement.

Key Discussion Points

• **What did you like most about the workshop?**

The most mentioned favorite aspect of the workshop was the cross-country sharing of experience, videos, best practices, challenges and lessons learned. Another aspect frequently mentioned was the participatory nature of the workshop, evident in the way that organizers avoided very technical information and utilized workshop attendees as facilitators for all sessions. One participant said that this approach meant that nobody was left behind. Participants also highlighted sessions that they felt gave them useful skills such as monitoring and evaluation, messaging and story structure, global network formation, designing for behavior change, promoting partnerships, and production exercises. Participants felt that they came away with tools that they can immediately apply to their work as well as a better understanding of how Through Our Eyes functions in its multiple contexts.

- **What did you not like about the workshop?**

Participants had mostly good things to say about the workshop. Most responses to this question were along the lines of “none,” “nil,” or “I liked everything.” A couple of participants wished that sessions had not run late; some said that the earlier sessions and screenings could have been avoided, shortened or made “snappier.” Another wished that the schedule had not been changed, or “mixed up.”

- **What did you learn/gain from this workshop?**

Responses to this question were very similar to responses to the first question. Participants said they learned about how TOE runs in the different sites. One participant said s/he learned that TOE’s work, “is appreciated in all countries.” Participants came away with new skills that they plan to apply when they return to the field, ranging from camera skills to program planning and M&E.

- **How do you plan to share this information with the rest of the team?**

Participants plan to hold formal and informal meetings, trainings/workshops, and to write and disseminate reports.

- **What are your hopes for the future of Through Our Eyes?**

The most common hope mentioned by participants was that Through Our Eyes will continue to expand both to other countries and within current countries, either through their expansion to other sites or through new partnerships. Participants hoped for more training and more conferences as a way to strength activities and ensure sustainability, “so that when TOE leaves tomorrow, the network will be able to work with the community.” Other participants hoped that Through Our Eyes would receive full support from managers and headquarters, and that this would be seen as a technical methodology that could be incorporated into multiple sectors and project plans.

Annex II. Through Our Eyes Production Checklist

Does this video...

- ✓ 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?