GUIDANCE PACKAGE PARTICIPATORY VIDEO

July 28, 2022

WAR child CANADA

EyeOpenerWorks

Tell me and I will forget

Show me and I may remember

Involve me and I will understand

CONTENT GUIDANCE PACKAGE

LIST OF ACRONYMS

CHS	Core Humanitarian Standards
EOW	EyeOpenerWorks
MSC	Most Significant Change
MEAL	Monitoring, Evaluation, Accountability, and Learning
PV	Participatory Video
PVE	Participatory Video Evaluation
PVM	Participatory Video Monitoring
WCC	War Child Canada

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INTRODUCTION TO GUIDANCE PACKAGE

War Child Canada (WCC) works with war-affected communities to help children reclaim their childhood through access to education, opportunity, and justice. All work is implemented in direct partnership with local communities, local NGOs, and other stakeholders using a child-centered approach.

Over the past years, War Child Canada has developed and piloted an innovative, video-based, monitoring & evaluation methodology: Participatory Video (PV). With Participatory Video, War Child Canada wishes to position the communities it is working with at the heart of the organization's M&E practices.

In South Sudan, the methodology has been piloted in the context of food security and livelihoods (FSL) interventions of development partners in Wau and Malakal. During the PV process, 32 Community Focal Persons were trained to collect video interviews. Together, they recorded video interviews of over 1,000 community members zooming in on experiences, challenges, impact and areas of improvement for the FSL interventions in their localities. The interviews were analyzed in a participatory process and the most relevant, representative answers were selected to feature in the final PV videos. These videos were then screened during a series of feedback workshops with a diverse audience of community members, community focal persons, and representatives of NGOs and the government. The workshop participants reflected on the methodology and identified areas of improvement for ongoing FSL implementation and upcoming project planning. Overall, the PV method has been well received by communities and stakeholders for its participatory nature, transparency, realistic documentation of community experiences and the opportunity for communities to directly voice their thoughts and ideas to implementing partners and government agencies.

Using the lessons learned during the FSL pilot in South Sudan and making use of PV experiences of War Child Canada and EyeOpenerWorks in other countries and contexts, this Guidance Package outlines the key components of the PV methodology and provides a guide for other projects and organizations who wish to implement the method in their own context.

THE PARTICIPATORY VIDEO METHODOLOGY

The PV method explained

Participatory Video is a research and story building tool that supports (groups of) people to harvest their own thoughts, ideas, experiences, suggestions, and perspectives with the aim to create their own video stories. Instead of speaking 'about' people, the methodology allows people to choose and shape how they are represented, without interpretation of their narratives by external researchers.

The defining element of the methodology is the participatory nature. Community members and stakeholders are involved in all stages of a PV process, from research design, story collection, data analysis to video editing, story building, and screening of the video stories. The PV approach thereby supports agency, empowerment, and skills development of the involved people to address and table social issues and innovative ideas. It also contributes to transparency and accountability of implementers and/or decision makers.

Participatory Video processes support both horizontal (between community members/ participants themselves) and vertical dialogues (between communities and NGOs/ government bodies/policy and decision-makers) about social issues and social change. Video stories that are produced during a Participatory Video process can, for example, be used to voice community needs, address community issues, advocate for policy change and/or social action, communicate ideas to decision-makers and improve the design and implementation of development interventions.

PV as part of MEAL

Monitoring, evaluation, accountability, and learning (MEAL) systems are an integral part of any development project. However, many implementing organizations struggle to design and implement MEAL activities that go beyond the accountability demands of their donors, actively address learning, and meaningfully include the target groups of their interventions.

Participatory Video can play a role in addressing this above-mentioned struggle and can be used as a qualitative MEAL tool that puts the target group, project implementors and stakeholders at its center. PV can be applied throughout the implementation cycle of development and humanitarian programming. The method can be used at the baseline stage to create a better understanding of the starting situation of the target population, but also as a monitoring instrument to assess implementation progress, as an evaluation approach to determine project outcomes and impact, and finally as a learning tool to identify ideas, improvements and suggestions for project implementation and/or future project design.

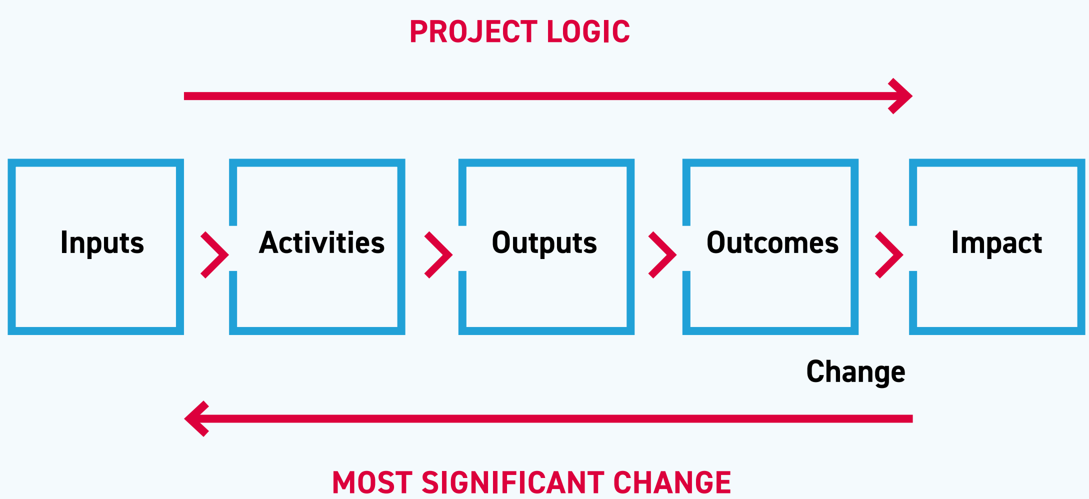
Throughout this Guidance Package, we assume that PV is used in the context of the MEAL of development and humanitarian programming with an implementation time of a year or longer.

COMBINING PV WITH MSC

To support the research design and development of questions of a PV process, the methodology can be enriched by making use of Most Significant Change (MSC). MSC is a qualitative, participatory, monitoring and evaluation technique whereby respondents are invited to share stories and communicate their perspectives.

Central to an MSC research is the "Most Significant Change question", a key question that focuses on harvesting answers from respondents that relate to the change they have experienced in a certain area of their lives, looking back over the period of time that the intervention(s) have been implemented.

Because studying 'change' is at the core of MSC, the approach allows researchers to harvest data on an outcome and impact level first, and to then follow up with questions that explore what caused the change and what or who contributed to the change. So, instead of a verification of activities/outputs and what they have resulted in on an outcome/impact level, MSC starts at the other end of the project logic investigating the outcomes and impact first. Based on the findings at those levels the researchers can reason back which contribution the studied interventions played in realizing the change (or not). Consequently, MSC puts the experiences of the respondents first, and also opens up the opportunity to harvest unexpected outcomes.



PV in the context of CHS

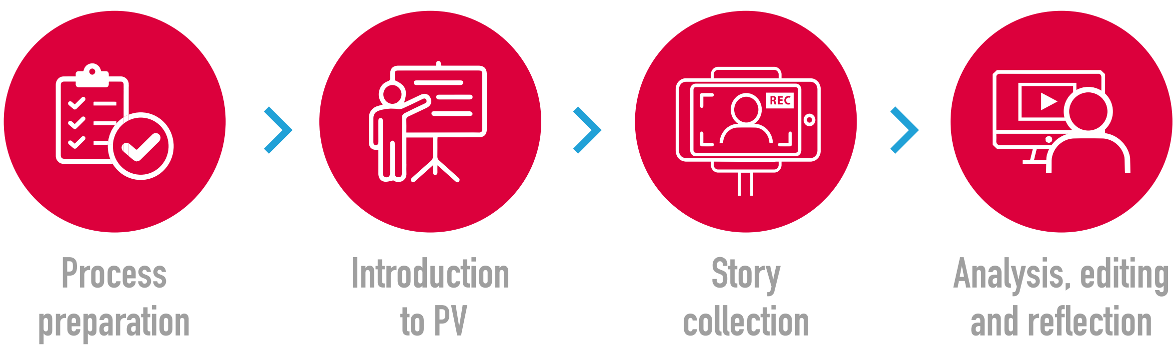
Due to its participatory nature, PV aligns well with the principles laid out in the Core Humanitarian Standards and can support organizations in adhering to the standards.

CHS commitment	Contribution of PV method
1. Communities and people affected by crisis receive assistance appropriate to their needs.	During a PV process, communities and people affected by crisis can communicate their needs in their own words. PV screening and feedback sessions create an opportunity to communicate these needs with the implementing organizations who provide their humanitarian assistance and development programming and serve as a platform to validate the appropriateness of the provided assistance.
2. Communities and people affected by crisis have access to the humanitarian assistance they need at the right time.	PV processes can provide evidence and feedback regarding the effectiveness and timeliness of interventions and assistance.
3. Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action.	A PV process capacitates the involved communities and community reporters to formulate and address their needs and ideas by themselves. These skills can also be used in interactions with government agencies, policy- and decisionmakers.
4. Communities and people affected by crisis know their rights and entitlements, have access to information and participate in decisions that affect them.	A PV process harvests suggestions and ideas from communities that can be used to inform decisions that affect them.
5. Communities and people affected by crisis have access to safe and responsive mechanisms to handle complaints.	During PV processes challenges, complaints, and implementation issues can be collected and shared with responsible organizations. The transparent nature of a PV process ensures complaints are transferred as formulated by the community members themselves without interpretation from others, while the reflection sessions of the process provide opportunities for structured response.
6. Communities and people affected by crisis receive coordinated, complementary assistance.	A PV process can inform implementing organizations with feedback on the level of coordination and complementarity of their interventions. The video stories can be used as a kick-start for dialogue about the level of coordination and complementarity of the involved providers.

CHS commitment	Contribution of PV method
7. Communities and people affected by crisis can expect delivery of improved assistance as organizations learn from experience and reflection.	The PV method can be used as tool for continuous feedback harvesting and learning throughout the implementation process.
9. Communities and people affected by crisis can expect that the organizations assisting them are managing resource effectively, efficiently and ethically.	PV processes can provide evidence and feedback from the target communities regarding their experiences on the distribution and use of resources.

Overview of PV process phases

A PV process usually consists of the following phases:



1. **Process preparation**
   The preparatory phase is used to define the scope, planning and activities of the PV process. It is also the moment to select coordinators/facilitators and PV reporters. In addition, this phase is used to organize practicalities like video equipment, training venues, logistics, supportive materials, data collection permission.

2. **Introduction to PV**
   During the introduction phase the selected/nominated PV reporters are introduced to the PV methodology and gain the required skills to participate in the PV process. They refine the scope of their PV process, design research questions, and learn how to operate a camera, how to shoot quality images, how to save their footage.

They are introduced to basic video editing skills at this phase. Moreover, they practice their interviewing skills, learn how to ask deeper investigative questions and how to focus on harvesting honest and relevant responses from their respondents. Lastly, the reporters prepare for the story collection phase, by defining their intended respondent categories, creating a plan for their story collection, and defining roles and responsibilities for this second phase of the PV process.

3. **Story collection**
   During the third phase, PV reporters interview their respondents (community members and/or stakeholders) using video recording, where possible they record additional video footage that showcase the living context and relevant activities of the respondents. During this phase, the reporters pay attention to informed consent of their respondents, meeting the intended number and categories of interviewees, and proper data storage. In addition, the reporters perform a pre-analysis of the collected data.

4. **Analysis and editing and reflection**
   The fourth phase starts with an analysis of the collected stories by the PV reporters. The video interviews are reviewed, and the most relevant answers are selected. Through a process of story building and editing, the final PV videos are developed. These videos are then screened during one or more reflection sessions with PV reporters, community members and/or other relevant stakeholders. The reflection sessions focus on:
   1) verification of presented outcomes,
   2) identification of key needs and ideas of the represented community, and
   3) definition of follow-ups by community representatives, implementing partners, government agencies and/or other stakeholders. To close the feedback loop, reporters and community members are updated about the implementation of necessarily follow up actions of the implementing organization and/or program stakeholders.

The following chapters provide a guide for PV coordinators on what to prepare, organize and execute when implementing the Participatory Video process.

PREPARATION OF THE PV PROCESS

The execution of a PV process requires preparation by a coordinating organization or project team. The sections below list the preparatory activities and the considerations to make during the preparation phase.

Planning and duration of process

It is important to think through the planning of the entire PV process (phase 1 – 4) before execution and to timely communicate the intended planning and activities with the people who will be participating in the process.

The minimum lead time for the execution of a PV process is approximately 3 months after completion of all preparatory activities that would in most contexts take 1-3 months, so the total duration of a PV process easily adds up to 4-6 months. However, this greatly depends on the scope of the process; the intended number of respondents; the experience level, capacity and commitment of PV reporters; and the intended number of reflection sessions and follow-up activities that are part of the process. Adjust the planning to fit the context.

A basic PV planning can look like this:

CHS commitment	Contribution of PV method
1-3 months before the actual start of the process. Depending on local context and organizational policies.	Preparations – including but not limited to: • Determining scope and respondent categories • Selection of coordinators, focal points, facilitators and PV reporters • Procurement of equipment • Select venues, organize logistics and supportive materials • Informing relevant stakeholders, organizing permissions
Week 1 – 2	Final preparations of introduction phase by coordinators/facilitators
Week 3 – 4	Introduction training for PV reporters Preparation of story collection
Week 7 – 10	Story collection Initial analysis by PV reporters
Week 11 -12	Analysis and editing Reflection session Debrief session coordinating team/facilitators

Scope of PV process

The first thing to address when preparing a PV process is its scope. A few aspects to consider are:

Are we using PV to monitor or evaluate interventions?

When using PV for monitoring purposes, define if the method is used to provide information at baseline or is the tool is used to harvest progress data. When using PV at baseline stage the stories can support the information that is collected through a quantitative survey and provide an illustration of the starting situation of a population. In that case, focus the process on establishing the current situation, and harvest expectations, needs and ambitions from the target group to understand what the situation is like before an intervention launches. If the goal is to harvest progress data, make sure the project has passed the inception phase and has at least implemented its first series of activities with traceable outputs and (emerging) outcomes. The advantage of using PV for monitoring purposes is that any suggestions and ideas for improvement of the interventions can directly feed into the implementation.

When using PV for evaluation purposes, the methodology can contribute to harvesting outcomes and impact of the interventions. In addition, the process can result in summarizing and celebrating the best practices and results of a project and provide insights for the design of future programming and/or adaptation of these practices by government agencies and/or other stakeholders.

Do we wish to reflect on our own interventions or (also/only) on the interventions of other organizations?

Commonly, organizations that initiate and execute a PV process reflect on their own interventions, or on interventions of a development program they are part of. The advantage of this approach is that organizations have direct access to the target group and stakeholders of the interventions and have a mandate to follow-up on suggestions, ideas or recommendations that arise from the PV process.

In some cases, organizations may wish to use a PV process to reflect on interventions that are predominantly implemented by other organizations. The monitoring of FSL interventions of other implementing partners by War Child Canada in South Sudan is an example of the application of PV as third-party monitoring tool. In such cases, it is crucial to ensure permission for the PV activities of the involved implementing partners. Preferably, the involved organizations also commit themselves in advance to the entire PV process, including involvement in the reflection sessions and commitment to required follow-up actions that emerge from the PV process. This is important to prevent false expectations from arising among the communities/target group involved in the PV process. A MoU between participating organizations can outline the modalities of such an arrangement.

Which thematic and geographical areas are included in the PV process?

Most development projects and programs focus on multiple outcome/thematic areas and operate in several geographical areas. Determine which thematic and geographical areas will be included in the PV process during the preparation phase, as this will greatly influence the design of the data collection, and the PV reporter and respondent selection.

Making the scoping process participatory

When and where possible, include representatives of the target communities and stakeholders in the scoping process, for example by organizing a PV information session whereby the initiating organization presents its intention with the PV process and collects ideas from those present to further shape the process.

Selection of coordinator(s)/facilitator(s)

To ensure smooth implementation of a PV process, it is recommended to appoint a process coordinator who is responsible to oversee and manage the process from start to finish. In case the process takes place in multiple locations, each location can be supported by a local focal point who liaises with the PV coordinator and provides practical (data collection) support in their area. People who are in a good position to manage a PV process are M&E managers and/or project managers as they usually understand the methodology and have a mandate to execute the PV exercise. Preferable, the coordinator and local focal points are part of the organization that is initiating the PV process.

The PV facilitators are responsible for the second level of coordination which consists of the capacity building and coaching of the PV reporters. They as well play a vital role in the editing of the final videos and the moderation of the reflection sessions. The facilitators can be internal employees or external consultants, and should have the following capacity:

- Experience with facilitating trainings based on active/skills-based learning methods.
- Experience with the facilitating multi-stakeholder workshops/sessions.
- Knowledge and understanding of Monitoring, Evaluation, Accountability and Learning practices and tools.
- Experience with visual storytelling using videography, includes interviewing, story building, analysis, and video editing skills.
- Previous experience with the PV method is of course beneficial.

Selection of PV reporters

One of the most important roles in the PV set-up is the PV reporter. These are the people who will interview the respondents and harvest the stories from the communities and/or stakeholders that are part of the process. PV reporters can either be selected from the involved communities, or project officers can take up the role of PV reporters.

Criteria to consider when selecting the PV reporters:

- Direct connection with the proposed respondent groups.
- Fluent in the main organizational language and the most important language(s) spoken in the target location(s). Ability to read and write in the main organizational language.
- Ability to commit to the entire PV process and carve out the required time to fully participate in the introduction training, perform the story collection and first analysis, and participate in the analysis, editing and reflection session(s).
- Personality traits: positive, eager to learn, open, curious, honest, respectful, dedicated, collaborative, organized.
- Experience with the use of smartphones, video equipment, and basic computer skills are preferred.
- Representation of gender, ethnicity, cultures, backgrounds reflecting the target group of the PV process.

WORKING WITH COMMUNITY YOUTH

When working with community youth in the role of PV reporters, in-field support during the story collection phase from an organizational focal point is highly recommended to ensure the PV reporters receive encouragement to complete their task, can ask questions and are assisted when required (introductions/data storage/quality check etc.). Regular quality checks and support to ensure a safe and comfortable process for all participants is suggested too.

Overview of PV roles and responsibilities

Role title	Responsibilities	Who can play this role?
Process coordinator	Overall coordination of the PV process. Keeps overview, manages planning and guides all people involved (internal/external). Guides and approves scope and respondent categories. Oversees equipment procurement.	One or two people working with the organization/program that is initiating the PV process.
Focal points	Managing and supporting of PV process for a certain program area (thematic/geographical), incl. logistics/venues. Linking pin between PV reporters and respondents. Practical guidance, quality checks, and support to data collection on location.	One or more people working at the locations that the PV process is implemented in. Can work with the implementing organization or in an organization that is involved in the PV process.
Facilitators	Overall management of the PV process in dialogue with organizational coordinator and focal points. Facilitation of training sessions and reflection workshops for PV reporters and stakeholders. Quality checks, technical advice during data collection and editing, polishing of final videos.	Either qualified program staff or a team of experienced external PV facilitators.

Coordination, facilitation and focal point roles can form a team and/or be executed by the same people in case PV facilitation skills are available at organizational level.

If facilitators lack technical video production skills, this support can be given by an external videography consultant.

Role title	Responsibilities	Who can play this role?
Reporters	Participate in PV trainings, and reflection workshops. Execute data collection (recording interviews + imagery). Participate in data analysis and video editing.	Project/organizational staff or community members or stakeholders of the program that is under review.
Respondents	Share story on video. Optional: participate during reflection sessions. Optional: provide input on scope.	Target population of program and stakeholders.
Stakeholders	Participate in reflection sessions. Follow-up on recommendations within their mandate. Optional: provide input on scope and respondent selection of PV process.	Representatives of other organizations, government, community structures etc.

Equipment and data storage

A PV process requires the availability of video equipment and proper data storage. Ideally each team of 2-3 PV reporters has access to the following equipment:

- HD camcorder or smartphone with video camera able to record HD or Full HD quality.
- Additional battery or power bank.
- Tripod stand.
- External microphone with wind blocker to improve audio.
- Headphones.
- Laptop suitable to run editing software and external mouse.
- Extra microSD card for smartphone or external hard drive when working with a HD camcorder.
- Bag to transport equipment safely and comfortably.

The cost of equipment depends largely on the chosen quality and size of the PV process. On average, count on a minimum investment of USD 700-750 for the camera equipment for each team of 2-3 PV reporters, and USD 780-1,200 for each suitable laptop. In addition, it is recommended to budget and plan for the procurement of equipment timely as it is a precondition to commence the implementation of the PV process. In remote areas, or countries where equipment is not easily available, consider that import taxes and/or transport costs can increase the required budget.

EDITING SOFTWARE OPTIONS

Laptop based: Hitfilm Express (free, MAC/Windows) or Pinnacle Studio (one off fee of estimated 50 USD/license, Windows only).

Smartphone: Splice (free), or Kinemaster (free with watermark and ads, or subscription of 4.99SUD/month or 39.99USD/year). Both suitable for android and IOS.

KEEP IT SIMPLE

The most important objective of a PV process is to harvest meaningful content that can be used for reflection and learning, not to create a professional documentary. Following this: keep it basic and simple when selecting equipment and avoid the urge to 'go to fancy', for example by using DSRL cameras with first-time videographers or adding things like external lights/multiple camera viewpoints/lapel microphones. Master the basics first and choose content over gadgets.

A PV process results in a significant amount of video clips (interviews and imagery). Safe data back-up and storage is crucial for quality outcomes of the process, and to safeguard the privacy of participants and respondents. A few pointers:

- During story collection, regularly (after every data collection day/every week) back-up all collected data by PV reporters on at least two mirrored hard drives and/or in the cloud.
- Store hard drives in a safe and secure place in the organization, for example in a safe or lockable file cabinet.
- For cloud back-up: note that all collected video material will likely add up to (a multiple of) 100+ gigabytes. Consider internet speeds of the PV location to determine if a cloud-based back-up is feasible.
- Follow local privacy and data storage laws and/or organizational data protection policies.
- Delete data from the recording devices after completion of the PV process, and only keep the back-up of the data as long as the law and/or organizational regulations demand.
- Plan this the data storage approach in advance to avoid losing valuable data and communicate clearly with the PV reporters and Focal points what is expected of them in the data storage process.

Lastly, consider what will happen to the equipment after the PV process is concluded. Will the participants have a chance to use the equipment, or will the organization remain with it? Manage expectations timely to avoid disappointment or dissatisfaction at a later stage.

Venues, logistics and supportive materials

A PV process encompasses a variety of activities where groups of people gather. As the methodology is meant to be highly interactive and participatory, all trainings and workshops benefit from venues with both inside and outside space, and steady power supply. Make sure to organize with the venue the catering at the times the program requires it.

Logistics to consider are:

- Accommodation and transport of PV reporters, facilitators, stakeholders to attend trainings and workshops.
- Transport of PV reporters to respondent locations.
- Safe storage of video equipment and issuing of equipment to PV reporters to perform data collection tasks.
- Availability of internet/phone connections for PV reporters to communicate with coordinators and facilitators, receive guidance and share final videos with a broader audience.

To fulfill their story collection task, the PV reporters benefit from the following supportive materials:

- Introduction letter of the organization stating their role and objectives of the PV process.
- If part of organizational policy: printed consent forms.
- Optional: identification tag, branded t-shirt/jacket, any other materials that can aid data collection (gumboots, umbrella, reusable water bottle, etc.).

Permission and engagement of government/stakeholders

A core activity of a PV process is the recording of video footage (interviews and contextual imagery). In some settings, this can be perceived as a sensitive exercise. Cross-check the required filming permission that is required by government agencies and/or stakeholders to avoid obstruction or even cancellation of the data collection. Always engage the relevant authorities at an early stage of the PV process by informing them about the nature and objectives of the process (don't forget to mention how they can benefit/be involved!) and ensure written clearance for the filming activities is given prior to the start of the data collection.

In addition, inform authorities and stakeholders about the role they can play during the PV proces. Consider interviewing representatives as respondents in the process.

And invite representatives for the reflection sessions where the final PV videos will be screened. Explain these sessions are meant to reflect on the outcomes of the PV process, are a moment to verify the content, and discuss areas of improvement and follow-up actions by the involved organization(s) and stakeholders. Manage expectations in terms of their influence: authorities/stakeholders are not supposed to modify the integrity of the story that is made by the PV reporters (unless the videos contain demonstrable inaccuracies) but are rather invited to reflect on the presented outcomes and their implications for program implementation and/or policies.

Contextualization

Participatory Video processes are conducted around the world in a variety of settings, both in terms of the scope of the PV process and the location of the process. PV can work in urban and remote settings, providing regular charging of equipment, digital data storage and communication between PV reporters, respondents, stakeholders and coordinators/facilitators is safeguarded.

Providing the PV reporters and respondents underline the relevance of the exercise and consent to their participation in the process, the method can be applied to many thematic, including but not limited to agriculture, education, healthcare, gender equality (including GBV), business development, governance, human rights, employment and work, climate action, food security, WASH/IWRM, urban planning.

Implementing a PV process in different contexts asks from the implementing organization to adapt the process to the scope and respondent groups of the process. Contextualize the PV process for every specific setting, while upholding the core characteristics of the methodology and maintaining the safety of all participants. Consider building in extra time or activities if these benefit the quality of the process and/or support the participants better.

IMPLEMENTATION OF PV PROCESS

Introduction training for PV reporters

The implementation of a PV process starts with an introduction training for the selected PV reporters. During this on-location training the PV reporters are introduced to the following concepts and skills:

- PV methodology and scope of PV process
- Recording of interview + contextual footage
- Interviewing and question design – optionally using Most Significant Change
- Respondent selection and consent
- Story collection planning
- Basic editing to perform pre-analysis

The duration and intensity of introduction training depends on the level of experience and capacity of selected PV reporters. If M&E/project officers take on the role of PV reporter, the introduction training can be between 3-5 days. In case the PV process engages community members in developing countries/remote areas in the role of PV reporters the introduction training should at least last 5 days.

When working with young(er) PV reporters an introduction day/session to ignite their inquisitiveness, learn to express themselves, share their experiences, build self-confidence, and gain trust in the PV process can be added to improve the quality of the PV process.

Next to the core training, the facilitators can organize (a) pilot day(s) whereby the trained PV reporters can practice their skills and the quality of their work is verified before the bulk of the data collection takes place.

A detailed outline of an example introduction training for PV reporters can be found in the Annex.

Respondent selection

During the preparatory phase the coordinating organization of the PV process has already thought about the scope of the PV exercise. Thematic and geographical areas are defined, and possibly the intended respondents are listed too. As part of the introduction training, and before heading into the story collection, the exact respondent categories and number of respondents need to be determined.

The respondent categories usually follow the different target groups of the project that is being monitored or evaluated. Common categorizations of respondents: women/men/youth, persons with disability, persons included/excluded in interventions or project activities, persons living in a specific geographical area, persons with a specific profession, external stakeholders, government representatives, representatives of different organizational levels/positions, etc.

In terms of the size of the respondent group, it is first worthwhile to mention that Participatory Video is a qualitative research methodology that is much more time consuming and intensive per respondent than conducting a quantitative questionnaire. The data analysis and editing of the videos also takes a significant amount of time. Moreover, the participatory and visual nature of the methodology can raise expectations of respondents to 'feature in a movie'. Taking this into account, consider selecting between 20-30 people to represent each category and use the rule of thumb that a team of 2-3 PV reporters would on average need 2-4 weeks to complete the data collection and pre-analysis of this number of respondents.

Question development

Once the respondent groups are defined, the PV reporters can – supported by their facilitators – develop interview questions for a semi-structured video interview. The PV reporters develop a set of themes and starting questions but leave space to 'dig deeper' based on the answers the respondent is giving.

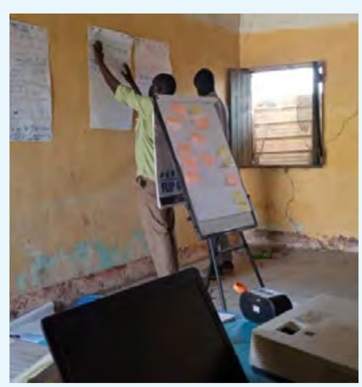
The interview guide can include questions like:

- A Most Significant Change question. Example: Looking back over [x time], what do you think has been the most significant change in your life as a [position/role]/your community [optional: as a result of…]?
    - o Why is this important to you?
    - o What/who caused the change?
    - o What was the situation before? And now?
    - o How about the change of people in your community/family/…?
    - o Examples of the change?
- What are the most important issues for you/your community regarding…?
- How did you benefit from...?
- Which goals have you achieved as a result of your participation in…?
- What are strengths/weaknesses of … in your eyes?
- What do you like about…?
- What did you learn from …?
- What is/was your experience with..?
- What is/was your biggest challenge..?
- How could … be improved?
- What is your advice for the people who designed/implement ...?
- Who should be involved in ….?
- How do you see your coming [time period] /future?
- Is there anything else you would like to share about …?

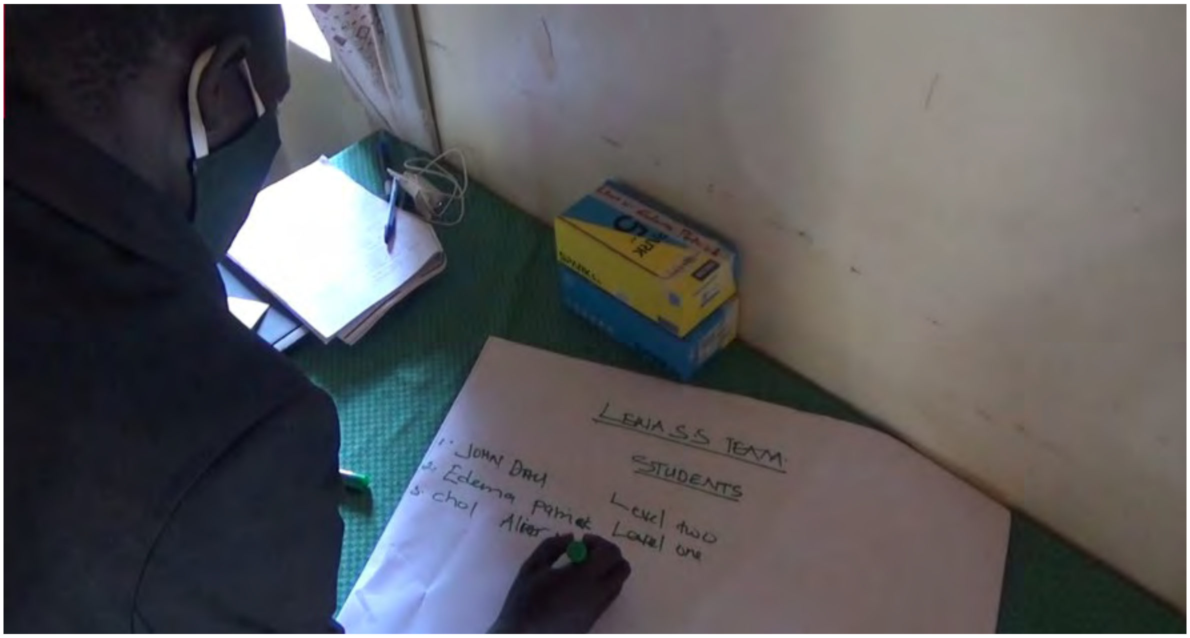
See the Annex for a more detailed interview guide that includes introduction, consent etc.

SEMI-STRUCTURED VIDEO INTERVIEW VS. QUESTIONNAIRE

A semi-structured interview in the context of PV is not a recorded questionnaire. The power of PV lies in the opportunity to collect stories, thoughts, ideas, suggestions and experiences of the involved respondents. The use of open-ended questions, the ability of PV reporters to listen to answers and probe further using follow-up questions should be emphasized during the introduction training and monitoring of the story collection process.



Data collection and pre-analysis



Story collection

Once the PV reporters are prepared for their task and have developed a story collection plan, including their final respondent selection, interview guide and planning it is time to head out and conduct video interviews and record contextual footage.

During the story collection, the PV reporters interview their respondents (community members and/or stakeholders) using video recording. Where possible they record additional video footage that highlights the living context and relevant activities of the respondents. The PV reporters are supported by the focal points and/or the facilitators through:

- Distribution of equipment to PV reporters.
- (re) Introduction of PV reporters with relevant authorities.
- Transport to-from respondent locations.
- Monitoring of adherence to story collection planning.
- Quality checks after first data collection, and regularly thereafter.
- Monitoring of adherence to consent policies.
- On-demand guidance and coaching after first data collection.
- Checks of regular data saving/back-up by PV reporters and/or facilitators/local focal points.

More information about this part of the PV process can be found in the Annex.

TIME BETWEEN INTRODUCTION TRAINING AND STORY COLLECTION

During the introduction phase of a PV process the PV reporters are introduced to the PV methodology and gain the required skills to participate in the story collection phase of the PV process. Increasing the time between the end of the introduction training and the start of the story collection, increases the chance that the PV reporters forget their newly acquired knowledge and skills. This risk can be mitigated by limiting the space between the two phases to maximum two weeks, or by offering a refresher/ re-start day when the story collection commences.

Respondent guidance

During the data collection both the PV reporters and the coordinators play a role in the guidance of the respondents. This starts when the respondents are approached with the question to participate in the PV process. Initial contact with the intended respondents can be done in a one-on-one (phone) conversation, or during a community/ group meeting. During this first interaction the PV reporters should inform the intended respondents about the following:

- Purpose of the PV story collection: showcasing (a selection of) respondents in videos for learning and communication in the context of monitoring/evaluation of…
- How the data is collected, stored and processed.
- How much time the video recording lasts, and which type of images will be collected (interview footage + footage of the respondent in his/her context, in action).
- When and where (online/offline) the final videos will be published.
- When and where the respondent can view the video(s) and if/when there are opportunities to provide feedback on the content.
- What the follow-up of insights and recommendations looks like.
- Participation is voluntary and has no financial benefit and data collection only takes place after consent of the respondent (see below). Service delivery and/or project participation of the respondent is not dependent on participation in the PV process.

INFORMED CONSENT AND PRIVACY

Participation of any respondent in the PV process can only take place after informed consent is obtained and documented. The abovementioned introduction entails the most important aspects of informed consent (purpose, method, publication, time investment and duration, free and voluntary).

As part of the Introduction training, PV reporters learn to record consent on camera. In addition, it is recommended to follow the informed consent procedure the implementing organization has in place. Often, this means respondents will sign a consent form in addition to the consent that is recorded at the start of the filming. Ensure safe storage of the consent forms in line with the organizational policies.

Example of the introduction of recorded consent:

Before we start filming, I would like to record your consent to participate.

Please know your contribution is voluntary, so feel free not to participate if you don't feel comfortable. Your participation does not impact the services you are receiving.

We encourage you to share your honest opinions and stories.

Do you give us permission to film and interview you and use the material for learning and communication purposes, both national and international, on a variety of online and offline platforms?

Please note that there is no such thing as 'half-consent'. A respondent either agrees to participate or not. If someone does not want to participate, try to select another respondent.

The visual nature of PV also means that, in principle, respondents will NOT be promised that their contributions will be treated anonymously. Keep in mind that the power of videography is to show visuals and that this means that respondents are recognizable, and their name and position/role will be mentioned in the final videos for the viewers to understand who is talking. Avoid situations where you must hide people when recording, or blur faces in the final videos as this will compromise the video story, can quickly result in poor audio, and will result in more advanced editing process.

Once a respondent agrees to participate in the data collection, guidance can be given by to the respondent by:

- Explaining the functions of the video equipment and/or performing a small test to familiarize the respondent with the concept of video recording.
- Engaging the respondent in some small talk prior to the interview, to get to know the person and break the ice.
- Asking the respondent if he/she has questions about the data collection before the filming starts.
- Encouraging the respondent to speak audibly, look at the PV reporter when answering, provide concise and specific answers that bring across his/her story. Emphasize interest in his/her views.
- Coaching the respondent on where to sit or stand during the interview and to showcase real-life examples/locations/activities that underline the story when the contextual footage is recorded.
- Thanking the respondent for his/her time and participation and record full name and contact details.
- Re-iterate how the recorded information will be used, when the videos will be finalized and when/how/where screening/publication will take place.

UNDERAGE RESPONDENTS

In case there are children among the respondent categories, extra attention is advised when it comes to obtaining informed consent and the guidance of the underage respondents. The coordinators, facilitators and PV reporters need to be informed about the Child Safeguarding Policies of the organization and how these policies relate to the context of the particular PV process (day 5 of introduction training). In general, the following pointers apply:

- Verify if participation in the PV process is in the best interest of the child. Do no harm.
- Involve parents/legal guardians in the informed consent procedure and let them co-sign the consent form.
- Carefully select the interview location: create a comfortable, quiet setting, but avoid being alone with a child in a closed room or fully out of sight of other adults. When possible, involve a trusted adult when filming.
- Encourage children to tell their story in their own words and note there is

no ‘right’ or ‘wrong’ answer. Share that their answers do not influence the services they receive from the project.

- Emphasize that the participation in the exercise is voluntary, and that the child can stop at any time if he/she doesn’t like it. Appoint a contact person whom underage respondents can talk to in case they have concerns and make sure children are aware of this prior to their participation.
- Make sure that all recorded images and the final edit preserve the dignity of the child and are accurate, fair and balanced. Discuss if names and ages of children will be mentioned in the videos prior to the start of the story collection and discuss this with the child and legal guardian when informed consent is obtained.

Last but not least, PV is meant to be personal, but should not result in unsafe situations for the respondent, nor cause harm or discomfort. Next to the emphasis on consent, it is advisable to keep an eye on the experience of the respondent during story collection. This can be done by the PV reporters, but equally by organizational representatives who guide the story collection process. Check frequently with respondents if they feel comfortable participating in the process, and consider power relations, cultural practices, gender, trauma, energy levels and agency of the respondent throughout the process. Notify participants to whom they can reach out in case they wish to reflect on their experiences and/or need counsel.

Pre-analysis

During the data collection period the PV reporters will record a lot of interview footage and shoot additional imagery that shows the living/working context and activities of the respondents. As the time for data analysis in the second training session is mostly limited, it is advised to encourage the PV reporters to already work on a pre-analysis before entering this second, joint, training session.

The pre-analysis can take place in different ways:

- PV reporters watch the interviews and note down the timecodes of most significant answers in a notebook for each respondent. Use this option when PV reporters have no computer skills/access to a computer.
- PV reporters watch the interviews and document the timecodes of most significant answers for each respondent in a Word document. Preferred option when working with less tech-savvy reporters.
- PV reporters watch the interviews and mark the most significant answers for each respondent making use of the editing software. More advanced option, possible when PV reporters have sufficient computer skills.

The focal points and facilitators can support this by monitoring and encouragement of the PV reporters. Depending on experience level/age of PV reporters, focal points and/or facilitators can play a more active role in this part of the process.

Analysis and editing training for PV reporters

Once the story collection is completed, the PV reporters and facilitators re-convene for an on-location analysis and editing training focusing on the following topics and skills:

- Inventory of collected data.
- Analysis of collected interviews and selection of most relevant content to feature in final videos.
- Story building.
- Editing, including integration of contextual images.
- Screening and evaluation with PV reporters, with optional attendance of program/project staff and/or stakeholders.

At the end of this second training, the data is analyzed, footage is selected, and a number of PV videos are edited, ready for screening. Depending on the plan for further sharing of the videos during reflection sessions and/or online the videos can be further polished by an editor.

The exact duration and intensity of the analysis and editing training depends on the experience level and capacity of selected PV reporters as well on the number of respondents per PV-reporter team and whether or not external participants are joining the screening. A detailed outline of an example analysis and editing training for PV reporters can be found in the Annex.

Data analysis

During the second training session, the main analysis of the data will take place. PV reporters, guided by their facilitators, will review (the pre-selection of) their interviews, and mark the most significant and representative answers on a topic level. Make sure the PV reporters are actively involved in the analysis process and avoid a situation whereby their engagement and decision-making power is denied at this stage of the PV process.

It is recommended to work with a pre-designed analysis form as it will support the PV reporters to systematically select the most relevant answers. Note that this analysis form can take various shapes, depending on the themes, output/outcome/impact areas, locations and/or other pre-defined characteristics that are of relevance for the particular research (a sample analysis form can be found in the Annex).

Ensure that before the final analysis takes place, the number of final videos and their length is known, as this informs the amount of data that can feature in the final PV videos. Create videos with a maximum length of 10 minutes each, as this length is still digestible and easier to screen during the reflection sessions.

Creating the final videos

The PV process will result in one or more videos that can be used for reflection and learning during screenings with various stakeholders of the process (PV reporters, respondents, communities, NGOs, government agencies, other stakeholders etc.). The following two steps are part of the creation process:

1. **Story building**

   During the story building, the content and order of the video(s) will be determined. Next to the selected answers, the PV reporters also include the contextual footage that support the story that they are presenting in the video. Common ways to set-up the final videos are:

   a. A video summarizing the entire intervention that is being monitored/evaluated.

   b. One or more video(s) per project/program outcome/output/activity.

   c. One or more video(s) for each selected geographical location/organization represented in the PV process.

   d. One or more video(s) for each selected respondent category.

CREATING A PROCESS VIDEO

For many organizations who first implement Participatory Video, the process is just as interesting as the outcomes and therefore worthwhile to document. This can be done with a process video that summarizes the phases of the PV process and shows how participants experienced the process and what they have learned.

Find an example process video here, and a detailed guide on how to create a process video in the Annex.

2. **Editing**

Once the analysis of the data is completed and the PV reporters and facilitators know which respondents and answers should be featured in the final PV video(s) it is time to edit the final videos. Preferably, the PV reporters actively participate in the editing process by creating their own videos. If this is not possible – for example because of time constraints, lack of equipment, or the age/skills of the participants – the facilitators can take on the final editing. In the latter case, it is important to use the content selected by the PV reporters during the analysis as a guide for the editing, so that their views on how to present their data are respected.

During the final stages of the editing process, the facilitators can assist the PV reporters by reviewing their stories, performing a quality check of the edits, and adding a suitable intro (what is this video about) and outro (who made the video, logos) to the final product. Confirm that each respondent who is included in the final videos has given consent for his/her appearance in the final videos.

SUB TITLING OF PV VIDEOS

It is common that the language spoken by PV respondents is not the main language of the organization and/or a language that is not spoken widely in the world. In addition, not everyone is easily able to follow a video with spoken word only. It is therefore recommended to work with subtitles in the final videos to enhance overall comprehension, engagement, and support people with hearing difficulties.

Depending on the capacity of the PV reporters, subtitling can be done by the PV reporters, or taken up by the facilitators and/or an external editor. Note that subtitling cannot be an afterthought, as understanding what is being shared is a precondition for the screening and reflection on the videos at the stage of the second training session, the reflection sessions and when sharing the final videos with others on communication platforms.

PV OUTCOME SHARING AND EVALUATION

During the finalizing part of the PV process, the PV videos are screened and reflected upon by all involved stakeholders. This is the moment to share the results of the process with others, validate the outcomes, draw lessons and define follow-up actions for the involved actors, organizations, and stakeholders.

Process reflection and evaluation

A screening of the final videos and process evaluation is part of the last day of the second training session with the PV reporters (also see the PV Facilitators Manual in the Annex for more information). During this screening, the different PV videos are played, and PV reporters are engaged in a reflective conversation using guiding questions like:

- *Looking back at your data collection and your knowledge of the respondents, do the videos present an accurate, honest and true picture? If not, what needs to be changed in the video before sharing them to a larger audience?*

- *Based on the content of the videos, what is working well in the interventions?*
- *Based on the content of the videos, what needs to be improved in the interventions?*
- *What is our advice for the different implementors/stakeholders of the interventions?*
- *Which unexpected outcomes are seen in the videos? What does this mean for the implementation of the interventions?*
- *Who should we invite for the reflection sessions? Which questions or information would we like to share with them to accompany our movies?*

Make sure the outcomes of the reflection with the PV reporters are documented and can support the preparation of the reflection sessions.

The final day of the second training session is also a good moment to evaluate the PV process to date with the PV reporters in an interactive sharing session. Example evaluation questions:

- *What was the most significant moment during the PV process?*
- *What did you learn during the PV process?*
- *How can the PV process (trainings, support from facilitators, moderation by facilitators, data collection, contact with respondents etc.) be improved?*

Document the outcomes of the evaluation and consider a final evaluation of the entire PV process including the reflection sessions have been completed and follow-ups are in place (for example: 1-3 months after the final reflection session). This evaluation can for example be done through an online survey, offering PV reporters and/or other participants in the process the option to share their thoughts and opinions anonymously.

CERTIFICATES

From experience in other PV processes, we know PV reporters appreciate receiving a certificate that acknowledges their efforts and the skills they gained during the process. When giving out certificates, create a nice and meaningful moment around it. Click here for inspiration.

A sample certificate is included in the Annex.

Design and execution of reflection sessions

To maximize the impact the outcomes of the PV process, the final PV videos should not only be screened in the small group of PV reporters but also with respondents, other community members, NGO and business representatives, policy and decision-makers.

Like the screening and reflection session with the PV reporters described above, these sessions benefit from an interactive set-up whereby the attendants can view the PV videos and are engaged in a conversation about lessons, best practices, improvements and are challenged to formulate ideas on how to shape of follow-ups based on what they have seen and heard. Again, ensure the outcomes are documented and follow-up responsibilities are clearly defined.

SUCCESS FACTORS REFLECTION SESSIONS

Think of the following when organizing the reflection sessions:

- Invite participants in advance, explain the purpose of the session, and why it is important to attend.
- Book a comfortable venue with enough space for people to view the videos and have conversations in smaller groups. Keep the applicable COVID-19 regulations in mind.
- Use suitable equipment to screen the videos: a projector with a powerful light and external sound boxes so all attendees can see and hear the videos clearly.
- Work with multiple session facilitators, allowing management of smaller group sessions. At least 2 facilitators for a group of 15+ people, and an extra (assistant) facilitator for every additional 15 participants.

- Facilitate interactions between (groups of) people who would normally not hold a conversation with each other. PV is all about sharing experiences and ideas, encourage this.
- Invite the PV reporters to introduce their videos, and let them share their experiences of the PV process with the audience. Emphasize their important role in the process.
- Make sure all attendants are aware of what will be done with their ideas, suggestions and questions after the meeting. Don't promise things that cannot be realized, and equally beware of uncertainty about how the organization will proceed with the recommendations (see next paragraph).

An example program for the reflection sessions is included in the Annex.

Development and safeguarding of feedback loop and follow-up actions

During the final stages of the PV process, ideas, suggestions, requests, and recommendations for program implementation and/or design will arise. This doesn't mean everything needs to be implemented as proposed, but the PV process coordinators need to be clear how they will deal with the input given and what the respondents, involved communities, PV reporters and other stakeholders can expect in the period to come. Organizing a transparent and accountable process is important for people to feel they are heard and taken seriously even if not all their input immediately leads to change or action. This can for example be done by:

- Documentation of all recommendations during the reflection session, including (publication of) action points, timeline, responsibilities etc.
- Appointing a contact person who participants of the process can reach out to in case they have questions about the follow up of their feedback.
- Planning follow-up meeting with specific community groups/stakeholders/actors to further discuss and explore the provided feedback.
- Agreeing on further distribution of the videos on online/offline platforms.

Debrief session

Once the entire PV process is completed, the coordinating team can take a moment to look back and reflect on the exercise during a debrief session. Example questions to address:

- *What are the most important outcomes of the PV process?*
- *What did we (personally) learn from executing the PV method?*
- *How did the different actors of the coordinating team perform? What are areas of strength and growth?*
- *What went well during the preparation, implementation, and finalization of the PV process?*
- *What were our main challenges and how did we manage them?*
- *What needs to be improved if we would consider a new PV process?*
- *How did we experience our interaction with the involved PV reporters, respondents and stakeholders? Do we need to change anything in future engagements with these actors?*
- *What were the outcomes of the evaluation(s) and what do we take away for any future PV processes?*
- *Can we/do we wish to share our experiences with the PV method with other internal/external stakeholders?*
- *Are there any remaining actions that we need to list follow-up?*

PV reporters after final training session

Annex

This Annex contains the following example PV guiding documents:

Facilitator guidance

Participant guidance

Please note that every context is different, and adaptation of the documents is required for each new PV process.

EyeOpenerWorks

Tell me and I will forget
Show me and I may remember
Involve me and I will understand

Facilitators Manual Participatory Video Evaluation

WAR child CANADA

December 2020

Content Facilitators manual

About this facilitators manual

Introduction

Many organizations pay significant attention to the monitoring and evaluation of their interventions, but a lot of these efforts result in quantitative data: written documents full of facts, tables, and financial figures that are mainly used for accountability purposes. Without a doubt this is very relevant, but it also offers very limited opportunities for the target group of the intervention to be involved in the monitoring and evaluation *process* and bring forward their experiences in their own words. The **Participatory Video Evaluation (PVE)** methodology provides an opportunity to harvest M&E data that is collected and presented by the target group themselves.

The method enables participants and beneficiaries to directly speak to the outside world. They do not have to rely on project staff and/or external evaluators to do this on their behalf. In this way the method strongly promotes and supports learning and accountability within programs and organizations, analyzing both the quality and value of interventions in peoples' lives. What changes have really taken place? And can this be linked to the project interventions?

The content of this manual was created by EyeOpenerWorks, and has been finetuned for War Child Canada during a PVE process in Uganda in September - October 2020. This manual provides a practical guide for facilitators to train and guide participants of a PVE process consisting of the following three phases:

Phase 1: introduction to PVE
Phase 2: story collection
Phase 3: analysis, review and evaluation

Although most of the exercises and activities can appear to be relatively easy and straightforward, delivering a successful learning experience is not a walk in the park. It requires an in-depth understanding of every aspect of this facilitator's manual, including the participatory approach. Equally important is that facilitators lead by example, practice the content before conducting a training and are familiar with the video equipment used during the training process.

Learning objectives

Participatory Video Evaluation

After completing this training, participants understand the 'participatory video evaluation' concept, and are able to evaluate the project they are part of using the PVE methodology.

As part of the PVE training process participants gain knowledge and skills in:

Videography

Participants are able to set up and use camera equipment (HD camera or Smart phone) and how to record an interview and background images paying attention to framing, light management, audio management, location management and filming roles and responsibilities.

Interviewing

Participants are able to conduct video interviews with respondents including the application of: introduction of interview purpose; asking for consent; Most Significant Change question and open questions; follow up questions and the LSE (listen summarize expound) technique; open body language.

Evaluation design

Participants have an understanding of how to map their project, select respondents and prepare evaluation questions.

Visual storytelling

Participants understand the value of visual storytelling, know how to build a story with a beginning, middle and end, and are able to create 'scenes' using different shot types.

Story analysis and story building

Participants are able to review video interviews, select most significant quotes and combine these into a video story that is representing the highlights of their evaluation process.

Reflection and advice

Participants understand how the PVE videos can be used to reflect on the project implementation and can formulate an advice for further project implementation based on this reflection.

Facilitation approach

This training process is based on the principles of experiential and active learning, using a lot of experiments, exercises and self-practice by participants. It is all about providing a context to learn and discover and guide participants in a PVE process.

Facilitation tips

Please keep the following in mind when facilitating a PVE process using this manual:

Master the content: as a facilitator you lead and guide participants in their learning process. This is impossible if you don't master the content yourself. Take time to read the theory, discuss with your co-facilitator and stick to the content. Don't talk nonsense!

Keep time: make sure you know the program and stick to the timetable as much as possible. Of course, you can be flexible when needed, but avoid late evening sessions or mixing up the program. Use a phone or watch to keep track of time and ask your co-facilitator to warn you if time is running out when necessary.

Be a team: this training is designed for flexible delivery by 1-3 facilitators. If you work together, make sure you prepare together, divide tasks, have each other's back and help each other when needed. Together you can make it work! If you are delivering this solo, make sure you know the curriculum well to make your delivery smooth and confident. We recommend working with at least two facilitators if the group size exceeds 10 participants.

Acknowledge success and failure: Acknowledge success, even the smallest, at all times. Ask 'what worked' and inspire participants to build on that. This positive energy serves as fuel for progress and continuation, especially for people who experience low self-esteem. It is equally important to acknowledge failure, however big. Setbacks are inevitable in this field of work; the only question is how to cope with them. It is crucial that people release pressure from time to time and feel free to express any irritation, frustration, etc. Only then there is space for the ultimate question: "What did you learn from this?"

Feedback: Whenever you see growth possible for someone, ask yourself if coaching or feedback will be more effective in a group or in a more personal one-on-one setting. For those who experience feedback often as negative critique, perhaps choose to speak with them individually (in a break or after class). In this more intimate setting, it is often easier to establish mutual trust and openness. Be specific in your feedback by using concrete examples and (if possible) begin with a compliment.

Competition: Using an element of healthy competition can be an effective way to inspire people to participate actively.

Eye contact: "Eyes are the windows of the soul" is a saying we believe in! Looking people in the eye regularly is crucial for involving them actively in what you are saying. In many cultures this is not common, especially not between men and women. But try and see the difference it makes.

Body language: Some theories state that this accounts for over 50% of communication. So, use your body and show yourself. Not too much, not too little. As with tone of voice, it is variation that makes people attentive. Too much also has the potential to distract, though.

Tone of voice: Make sure you vary your tone of voice (loud or soft, high or low) when you speak. Listening to a monotone voice usually makes people lose focus and get sleepy.

Be precise and concise: Make your messages short and powerful, instead of losing yourself in too many details and stories that people might not be able to remember anyway.

Bring in your personal experience: To grab people's attention it is important that they can relate to what you say. Sharing a personal experience increases the authenticity of what you are saying and can inspire the participants to share their own experiences. Instead of talking about abstract theories or concepts, a personal experience connects an activity with real life. Talk about your own experiences, about what works well and about your own learning curve.

Ask a lot of questions: Last but not least, asking questions may be the most effective way to grab people's attention effectively. Most activities in this manual are drowned in questions. For some reason people like solving problems, so engage them by asking powerful questions. Be interactive!

Stubborn and shy participants

- Ignore them; focus first of all on the participants who do participate.
- Appreciate good behavior.
- Move a participant to the front of the class.
- Separate distracting participants from each other.
- Give the participant a task or address them directly in order to engage them.
- Work with small groups.
- Ask questions.
- Ask support from a colleague.
- Send away extremely disruptive participants as a last resort, but always with an open invitation to come back if they choose to change their behavior.

Big group management
- Divide the group into small groups! This makes participants more independent and teaches them about cooperation.
- Spread out facilitators tactically over the group, instead of standing close to each other.
- Join participants instead of trying to control them: the best way to inspire all participants to participate is to show them an example of what that looks like, with a smile!
- Plan carefully: this is the main key for big group management. Make sure all facilitators know exactly when and what to do, instead of being unclear and creating chaos. One person is in charge; the others assist and support. Also be aware of your technical support resources before you start a session, not during. This will save you a lot of frustration and time.

Process pre-conditions
We suggest for the following elements to be in place before commencing a PVE process.
Experienced facilitators
The PVE process benefits from facilitators who are trained in and/or have experience with:
1) Facilitation of trainings/workshops using an experiential/active learning approach
2) Monitoring, evaluation and learning practices and tools
3) Visual storytelling, including the use of video recording equipment and editing software.
Coordinator & process support
A PVE process greatly benefits from a dedicated coordinator who oversees the entire process. When working with young people, in-field support during the story collection phase from an organizational representative is highly recommended.

Equipment
Following the ‘active learning’ training approach it is helpful if there is enough equipment for participants to practice, at minimum 1 set equipment for every 2-3 participants.

Venue
The training sessions (phase 1 and 3) of a PVE process benefit from a venue with both inside and outside space, and steady power supply. If participants come from different locations, accommodation and/or organized transport of participants supports them to fully focus on the training process. Make sure the venue is able to provide catering at the times the program requires it.

Group size

The training sessions (phase 1 and 3) are suitable for a group of up to 20 participants. We recommend strongly to work with 2 (or even 3) facilitators if the group size exceeds 10 participants.

COVID-19 The COVID-19 outbreak has been impacting the way people are able to meet and work together. Please follow local regulations, and WHO recommended practices like mask wearing, hand washing, hand sanitizing, social distancing.

Phase 1: Introduction to PVE - day to day program

09.00 – 16.30 training program for participants, incl. tea/lunch breaks
16.30 – 17.00 review and reflection by facilitators

Day 1: learning by doing

Overall goal To welcome participants and to establish a conducive environment for learning. This day is about the introduction of the goals and objectives, expectation management, bonding between participants, and challenging them to start experimenting as much as possible.

Elements of today's program:
- welcome and interactive introductions
- shaping the learning context
- exploring of video equipment
- introduction to participatory video
- first video practice

08.30 – 09.00 Entry of participants & room preparation

Facilitators: make sure you are organized; get everything you need ready before you start the day. For today:
- Projector and laptop.
- Speakers.
- Flipcharts + stand, markers, masking tape.
- Chairs in a big u-shape (avoid tables, this will make the room unnecessary static and formal).
- All video equipment.

09.00 – 09.30 Welcome

Goal To welcome participants, introduce the facilitators and state why it is important to take on this PV experiment.

Emphasize the importance of the students, how happy we are they are willing to participate and take part in this special video training process! We therefore hope they are equally excited to take part and are ready to have fun and learn.

Options:
- start with an opening prayer
- check in if/how organizational representative wants to say some introductory words
- mention COVID-19 rules/measurements.

09.30 – 10.00 **Hello it's me**

Goal The goal of this exercise is to break the ice between participants and to challenge them to dive in!
Time 30 minutes
Resources open space, ideally outside.

Step 1 This is really the first thing you do! Gather the participants and ask them to stand in a circle. – observe 1,5m apart from each other - Explain we are going to do an opening energizer that challenges each one of us to open up and throw ourselves in, which is the best way to make this training work.

Step 2 Show how it is done. Turn to your left neighbor and say, "Hello it's me [name]!" Your neighbor responds by saying "Yes I can see [name]!" Then you neighbor then turns to his left neighbor and repeats says, "Hello it's me [name]!" His or her neighbor responds with "Yes I can see [name]". Etc. Make a full round.

Step 3 In the second round the person saying, "Hello it's me [name]!" is going to attach an emotion to it, using body and voice. The neighbor responds again with "Yes I can see [name]", using **<u>the same</u>** emotion, body movement and tone of voice. He or she then chooses a new emotion, tone of voice and body movement for saying "Hello it's me!" Start this second round by asking participants what different emotions we can show. Then give an example, make sure everybody understands. Continue the round. Really challenge participants to choose a different emotion, body movement and tone of voice every time. The more drama the better!

Step 4 Before you go into the third round, ask participants how much of their energy they have put in the exercise so far. Just invite them to shout a number. Check in with a few participants by asking why they name this percentage. You will most likely receive answers between 40-90 %. Challenge the participants to bring more energy to the next round, add to 100%! (if your participants have difficulties with the concept of 'percentages', use the word 'grades' and have participants rate between 1-10)

Step 5 In the last round participants randomly <u>step into the circle</u> to say, "Hello it's me [name]!" But now <u>everybody</u> at the same time responds with "Yes, we can see [name]", copying the same emotion, body movement and tone of voice. Once more, challenge every participant to do something else, with a lot of drama!

Step 6 **<u>TAKE AWAY</u>** Appreciate the effort with a big handclap and <u>ask participants what they have experienced and learned from this exercise. In what way can this be related to the purpose of this workshop</u>? It is important that they realize that it is very important to dive in during this workshop and that you cannot play hide and seek when you want to monitor and evaluate with PVE; it's about showing yourself and giving it a 100%!

- have all participants note their names on piece of masking tape and stick to shirt.

10.00 – 10.30 **Introduction to the PV process**

Goal To introduce the goal and objectives of the PV process.
Time 30 minutes
Resources Flip Chart. Presentation.

Step 1 Explain that this training process is all about learning a new way to evaluate [the xxxx project/program] you are all part of: Participatory Video Evaluation.

Check with participants if they know what the word "evaluation" means. For example, ask them to sit with their neighbor and discuss the word, then have people share in the plenary.
– *finding out what works well, and what can be improved.*

Then state what Participatory Video means.
- *collecting stories through video recording by project staff or community members.*

 make sure people understand this before you move on.

Summarize the 3 phases we are going through in this PV process, connect to planning for your particular PVE process.

Planning:

1. Introductory training Participatory Video:
   - [when]
2. Story collection:
   - [when]
3. Review and evaluation session:
   - [when]

Step 2 Use the PowerPoint. In an interactive way, explain the goals:

- test the PVE method for WCC
- evaluate the educational program you are all part of

10.30 – 11.00 **Rules of the game**
Goal To introduce the goal and objectives of the PV process.
Time 30 minutes
Resources Flip Chart. Presentation.

Step 1 Rules of the game: what are things we should/ shouldn't do to make this training a success?

Just like in sports it is important that everybody understands and agrees with the rules, otherwise you can't 'play'.

Invite participants to make a 'contract' together on a Flip Chart, which sums up all the necessarily requirements for creating a conducive learning context, like experimentation.

Participants are likely to come up with things like 'being on time' and 'mobile phones off', which are of course very welcome ideas. Make sure some of the following items are also part of the list.

Suggestions:

- ask questions!
- give 100%
- experiment
- mistakes are great, that's how we learn!
- have fun

11.00 – 11.30 **Tea break**

11.30 – 13.00 **Introduction to equipment**

Goal: Participants understand how the equipment works by means of self-learning.

Time: 90 minutes

Resources: all equipment, Flip Chart.

Step 1 Introduce the equipment by saying WCC has picked the easiest equipment in the world.

Note: you can check in with the participants if there are people who have never used a smartphone/video camera before. Encourage them, this is going to be fine for everyone!

Suggest for participants to work in pairs (or groups of three, depending on the amount of equipment available).

Before you handout the equipment, give one simple assignment:

Use 30 minutes to figure out how the different parts of the equipment work – at minimum: phone, tripod.

Note that for the first 30 minutes, you just let the participants explore. Don't worry about things not really being clear, it will over the course of the next hour!

Step 2 Now, step by step, discuss the different parts of the equipment and its functionalities[2].

Phone/video camera:

- Switch on/off
- Charger – how to charge
- Navigate to camera
- Show different options in camera: taking photos, taking videos.
- How to record a video, start – pause – stop. Seeing the length of your video.
- How to change the recording quality from 1080P to 720P (saves memory)
- Where to find videos once recorded and how to play them.
- Headphones – where to plug in
- *if used:* External microphone: how to attach.

[2] Note that this summary depends on the exact equipment available. Make sure you know what to focus on prior to the training.

Tripod:

- How to set up the tripod
- Explore the different handles
- Connecting the phone to the tripod

▫ invite participants to ask questions!
▫ if something is not clear, let someone who already understands explain, keep all participants as active as possible.

After you have explored and explained all the options together, challenge participants one more time to first switch off the phones, pack the tripod, and then from scratch set everything up.

Then spend a few minutes on the question what the best way is to learn something new. The answer is of course: experiment!

13.00 – 14.00 **Lunch break**

14.00 – 14.20 **Intention stretch**

Goal	Energizing the group. Feeling the importance of participating in the process with intention.
Time	20 minutes
Resources	open space

Step 1 Ask all participants to stand up and make sure they have space to move with their arms.

Step 2 **Round 1**: Invite everyone to lift their right arm and turn that arm slowly behind their backs. Stretch as far as you can. Hold it. Note how far you have reached. Relax.

Step 3 **Round 2:** everyone close your eyes. Say: "in your mind, imagine that you are lifting your right arm again. (repeat: only in your mind, not physically). Move your arm in your mind as far as you just got, and then a little bit further, and even a little bit further. Notice where the arm is and relax and open your eyes."

Step 4 **Round 3:** let's go back to the physical exercise. Pick up your right arm, and bring it behind your back, thinking of where you just reached in your mind. Hold it there…and relax.

Step 5 Ask participants: "what happened?" Most likely some of them will notice that their arm was further in the last round, then in the first round. Ask them "how is this possible?" Probe till they understand that **imagining where to reach, helps in actually reaching a goal**. Note that we will practice this during the training!

14.20 – 15.00 **Intention videos: what do you want to learn?**

Goal: Participants practice with using their equipment and think about what they want to learn during the PVE process.

Time: 40 minutes

Resources: all equipment, Flip Chart.

Step 1 Introduce the exercise by explaining the goal: to record you first video and to capture your intentions.

Guiding question: what do YOU (personally) want to learn during this Participatory Video process?

Ask them to split up in pairs and do a short interview with each with the camera about their intentions for this training.

They have one minute for each person being interviewed. If done, switch roles. Do not give any further instructions.

Step 2 Gather in the plenary. Check in with participants. How did it go? Invite participants to share their experiences.

15.00 – 16.00 **Reflection on Intention videos + filming tips.**

Goal: Participants reflect on their recording and learn more about do's and don'ts in filming

Time: 60 minutes

Resources: all equipment, Flip Chart, projector and speakers.

Step 1 Screen the videos using the projector.

Reflect on two elements:

1. What are the most important intentions in the group? – list on Flip Chart.

2. What are focus point when recording? (think: noise, frame, precise questions, light management, background, comfort interviewee etc.)

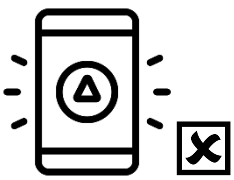
Use the light

- Even if you do everything right, the wrong light can ruin your recording.
- Record with daylight and record preferable outdoors.
- Make sure the person you interview has daylight in his/her face.
- Avoid very bright backgrounds or filming against the sun.

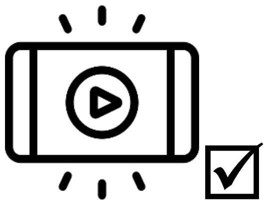
Film horizontally

- If recording with a phone, hold the phone horizontally when filming, so footage can be easily viewed on other devices (laptop, big screen, TV etc.).

Not like this.



But like this!

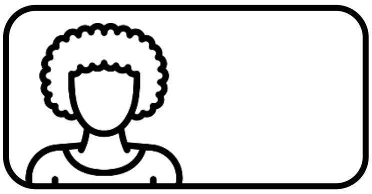


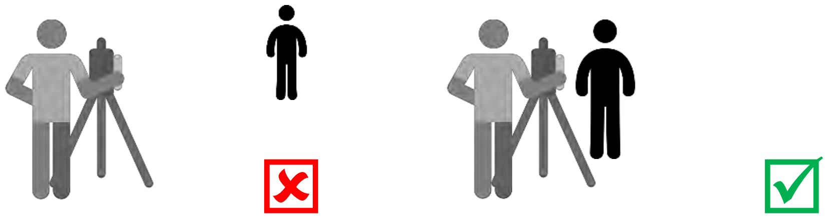
Stay steady

- Hold your phone steady. Use the tripod!!
- Interviews: position the camera and don’t move it during the interview.

Get close - but be safe

- Good audio is as important as a good image. During interviews, make sure you are at arm’s length of your respondent (or even closer).
- Use the rule of thirds and create a medium shot.
- If you zoom, the quality of your image will be worse. Instead: zoom with your feet! Come closer to what you are recording.





Step 2 Continuously check in with participants if they have questions, then conclude and relate the exercise to the Stories of Change process they will execute themselves.

16.00- 16.30 Check out with participants

Step 1 Invite all participants to stand in a big circle and have them one by one reflect on the first day. What was your experience today? Invite them to their biggest lesson of today.

Step 2 Ask if there are any remaining questions. Thank everyone for their energy and remind them of the starting time tomorrow: 9AM sharp!

16.30 - 17.00 Reflection with facilitators

Step 1 Gather for a reflection on today’s program. Invite everyone reflect on the program, think for example of:

- Program content - tips & tops
- Mode of facilitation - tips & tops
- Relevance for target group - tips & tops
- Time management - tips & tops

Step 2 Review tomorrow’s program. Divide tasks, check if something needs extra attention, make sure you are prepared!

Day 2: the art of questions

Overall goal	To awaken the inquisitive mindset of participants and learn participants how to ask questions. This day is all about 'the art of questions'. Participants explore how to discover new information by asking powerful questions and practice their interviewing skills.

Elements of today's program:

- introduction to (video) interviews
- how to ask powerful questions
- key elements of an interview
- video interviewing skills practice

08.30 – 09.00 Entry of participants & room preparation

Facilitators: make sure you are organized; get everything you need ready before you start the day. For today:

- Projector and laptop.
- Speakers.
- Flipcharts + stand, markers, masking tape.
- Post-it notes.
- Chairs in a big u-shape (avoid tables, this will make the room unnecessary static).
- All video equipment.

09.00 – 09.30	**Check-in**
Goal	Welcome for today's program, familiarize participants with today's topic.
Time	30 minutes
Resources	Open space, post-it notes, flip chart, tape.

Step 1 Welcome the participants to day 2 of the training and share that today, we will focus on a very important element for every evaluation: the skill of asking questions!

Step 2 Let's bring this in practice immediately. Invite each person to think of an animal and keep this animal **in their mind** – do not share it with anyone else! Then divide the group in pairs and say that the challenge is to find out which animal is in the mind of your fellow participant. To find out, you can ask your peer questions, but he/she is only allowed to answer with YES or NO.

Note: make sure the assignment is clear, if needed for your target group, first show an example before you let participants go. It's is not about *telling about your animal* BUT it is about *the other person asking yes/no questions to guess your animal!*

Count how many questions you need to find out which animal it is!

If it is guessed, take turns.

Step 3 Note that you hope everyone warmed up to the idea of asking questions and repeat today we will focus on asking questions and the skill of interviewing people. Let's have one more practice round with questions! Hand out a post-it note to each participant and ask them to write down a question they have as we start this new day. ▫ **include your name on the paper please**

Step 4 Harvest the questions on a flip chart and say you will look at them in a break more closely and monitor if they are answered during the training.

09.30 - 11.00 **Introduction to Most Significant Change**

Goal Participants are introduced to Most Significant Change and learn how to formulate a most significant change question.

Time 90 minutes

Resources Presentation. Flip Chart.

Step 1 Share with participants that participatory video can help us to create Stories of change. Stories of change are stories that:

- show the *results* of a project.
- are *personal*
- presenting the *own words and experiences* of the people who experienced the change

Step 2 Let's watch a movie – a story of change – of **Rebecca**: https://vimeo.com/265741497

Assignment: when viewing note down the changes Rebecca has realized in her life.

Step 3 In four small groups discuss the change and note on flipchart. – 10 min - then harvest noted changes in the plenary.

Step 4 Remember we are talking about questions today, and this movie was made using a **Most Significant Change** question. Something you can use as well when conducting your interviews.

Step 5 Show participants the Most Significant Change question used when interviewing Rebecca:

Looking back over the past one year, what do you think has been the most significant change in your life as a female youth?

Invite participants to take a closer look at this question and define the different elements of the question. **Have participants indicate elements they see and write them on a Flipchart.**

In the end, make sure the following elements are identified:

Looking back over the last year	= time
what do you think	= own judgment

was the most significant	= importance
change	= difference
in the quality of your life	= personal
as a female youth?	= role/position

Conclude by sharing with participants that we will also use a MSC question for our research. We will practice with this today and tomorrow.

11.00 - 11.30 Tea break

11.30 - 12.00 Why is this so important? - exercise

Goal: For participants to practice with an MSC question.
Time: 30 minutes
Resources: Open space & chairs

Step 1 Introduce to participants that we are going to practice with an MSC question in a short exercise.

The exercise is executed in pairs.

Person 1 = the interviewer
Person 2 = the respondent

We will switch roles after some minutes. **Do not switch roles before we have said so, just continue with the exercise**!

Explain that the interviewer is only allowed to ask these questions:

Person 1 starts with an MSC question:
Looking back over the past one year, what do you think has been the most significant change in your life as a youth?
Person 2 answers.
Person 1 follows up by asking “And why it this so important?”
Person 2 answers
Person 1 follows up by asking “And why it this so important?”
Etc. etc.

 So, after every answer, you just continue to ask the same question “and why is this so important?”.

Check in with participants that it is all clear. If needed, ask two volunteers demonstrate before starting the exercise.

Step 2 Divide participants in pairs, have them face each other on. Let the exercise start, go on for 3-4 minutes, and then switch roles. Walk around so you can check if the exercise is executed correctly, sometimes participants do not follow the instructions well, then explain again that they can only ask:
Looking back over the past one year, what do you think has been the most significant change in your life as a youth?

And follow up with: “And why it this so important?”

Step 3 Reflect on the experiences. How did it go? Did participants learn something new about their peers? How is it possible you can achieve this with only two questions?

Note that the MSC question invites people to share about the change in their lives.

Note that the “why is this so important?” question helps to dig deeper in the answers – we call this: digging for gold!

12.00 – 13.00	**The art of questions - exercise**
Goal	To learn how to ask relevant and open questions.
Time	60 minutes
Resources	Flip Chart, participants sit in a U-shape

Step 1 Make sure the participants sit in a U-shape (no tables!). Tell participants that they are together one interviewer and you are a beneficiary of a project. As a beneficiary they can ask the facilitator questions to find out what has changed in your life. You will randomly give them a chance to ask you a question – by facing them -, which is why it is so important to stay focused because anybody can be next.

Step 2 Let participants determine who you are and impersonate (act) yourself as one of these beneficiaries or involved stakeholders. Make clear everybody knows whom you impersonate!

Step 3 Round 1: Approach one of the participants. Invite him/her to start the interview. Start improvising, acting as if you are that person. Don't make it too easy and just say yes or no for example when somebody asks a closed question, nothing else.

Just move from one to the next person, giving them an opportunity to practice. Make sure everybody gets one or two opportunities to practice with you, depending on the group size.

Step 4 After 5-10 minutes, stop and reflect. What type of questions worked well? Which ones didn't? note suggestions on a Flip Chart

Now bring in a bit of theory. A good interview pays attention to:

- Introduction – why this interview.
- Asking open ended questions – questions that start with what, why, where, when, who, how?
- Body language – eye contact, open body, focus on respondent
- LSE: listen, summarize, explore, diving deeper in the interview, digging for gold.

Step 5 Round 2: with these tips and tricks, let’s try again. Think of a new impersonation and MSC starting question and let participants practice their interviewing skills.

Step 6 Reflect once more. How did it go. Did we notice new good practices for an interview?

Get out the change first!
Repeat MSC-question
Focus on the word "change!"

Then go deeper…
"Can you explain?"
Ask for an example
"Can you tell me more (detail)?"
"Can you clarify?"
"How do you feel about the change?"
"Why is this the most significant for you?
Summarize check question

13.00 – 14.00 Lunch break

If you feel participants need some energy after their lunch, introduce an energizer before continuing with the program.

14.00 – 16.00 Practice video interviews + viewing

Goal	Enhancing your interview skills.
Time	120 minutes
Resources	Flip Chart, equipment, projector and audio.

Step 1 Recap of most important do's and don'ts while filming. Have participants discuss this with a neighbor first. Then highlight the following in the plenary.

- Use the light
- Film horizontally
- Stay steady
- Get close – but be safe

Step 2 Explain what is going to happen. Participants will split up in groups of 3-4 people for practicing in-depth interviews with each other, using their equipment. This is a serious practice in which we are going to learn some new elements:

- Create a safe environment: to prepare a place where they can interview without being disturbed too much.
- Location management: discuss how to organize a room/interview location for an interview, such as background, light, background noise, etc.
- Camera management: discuss the angle of the camera, distance to the person (sound), interviewer on screen or not, position respondent on screen (middle or side), etc. Introduce also how the tripod is used.
- Interview management: one or two persons do the interview, one films, the third/fourth is being interviewed. Make sure everybody is clear about his role. The interviewer must have a list of additional questions ready.

Question: *Over the past 6 months what has been the most significant change in your life as a youth?*

Step 4 Go out and experiment! – be back in the room by **15.15**

Have participants work outside for this exercise, as natural light work much better than filming indoors. The facilitators walk around and check in with the groups, you can provide some guidance and tips, but let participants experiment themselves!

Step 5 Once everyone is back: reflect on the experience and screen a couple of clips to review the material.

Highlight the good practices and focus on improvements where needed. Think of:

- Light management
- Sound management
- Framing (medium shot, rule of thirds, camera horizontal and straight, looking space of respondent)
- Formulation of question

16.00 – 16.30 Check out with participants

Resources 2 boxes or flip chart sheets with YES and NO on it.

Step 1 Invite all participants to pick up the post-it with the question they designed this morning. Discuss with a colleague if your question has been answered today. If yes, share why and stick on "YES", if no, share why and see if your colleague can help you. If then answered, stick to "YES" sheet. If not answered yet, put on "NO", we will check it for tomorrow!

Step 2 Ask if there are any remaining questions. Thank everyone for their energy and remind them of the starting time tomorrow: 9AM sharp!

16.30 – 17.00 Reflection with facilitators

Step 1 Gather for a reflection on today's program. Invite everyone reflect on the program, think for example of:

- Program content – tips & tops
- Mode of facilitation – tips & tops
- Relevance for target group – tips & tops
- Time management – tips & tops

Step 2 Review tomorrow's program. Divide tasks, check if something needs extra attention, make sure you are prepared!

Day 3: PV evaluation design

Overall goal	To support participants in designing their participatory video evaluation. This day is all about shaping the content of the evaluation. Participants apply the skills of day 2 to their own research: what kind of questions do they want to ask? Who are their respondents? How to approach the story collection phase?

Elements of today's program:
- design of evaluation questions
- video practice with evaluation questions
- selection of respondents
- consent and safety during story collection

08.30 – 09.00 Entry of participants & room preparation

Facilitators: make sure you are organized; get everything you need ready before you start the day. For today:
- Projector and laptop.
- Speakers.
- Flipcharts + stand, markers, masking tape.
- Chairs in a big u-shape (avoid tables, this will make the room unnecessary static).
- All video equipment.
- Handouts: Question design forms, interview guide, interview questions.

09.00 – 09.30	**Check-in**
Goal	Welcome for today's program, familiarize participants with today's topic.
Time	30 minutes
Resources	Open space with chairs

Step 1 Welcome the participants to day 3 of the training and share that today, we will focus on <u>designing their field research</u> together, step by step we will look into what we will be doing in the field.

Step 2 For today, we need some focus and will use our minds to think about how we are going to interview people. To see if you have woken up, and test your focus, let's play a little game.

Please sit on your chair. The challenge for all of you is to have 4 people standing all the time, but if you stand you can only stand up for 3 seconds. This means we have to observe others closely. You can stand up as many times as you like.

09.30 – 10.30	**Mapping the project**
Goal	To create a better understanding of the project we are evaluating.
Time	60 minutes
Resources	Flip Charts, markers

Step 1 Refresh the minds of the participants and share that we will use "participatory video" to evaluate the [xxxx project/program] they are part of.

Say you will split the group 4 smaller groups and invite them to draw a "map" of the project. – depending on the group, you can also group participants according to their location/organization or any other grouping that makes sense.

On the map, they will indicate how the project looks like, who are working/living there, what people do, where it takes place etc. etc.

Take 20 minutes to complete your drawing.

Facilitators walk around to provide guidance.

Step 2 Each group presents their map in the plenary. Facilitators: emphasize that this overview will help us today to determine who/what to look out for in our evaluation.

10.30 – 11.00	**Selection of respondents**
Goal	To select the people we will interview during the story collection.
Time	30 minutes
Resources	Flip Charts, markers

Step 1 Explain to the group that the task they have after the training is to interview people who are part of their project, to explore what goes really well in the project, what people like, and also what can be improved.

Step 2 Divide the group in smaller 4 groups – check geographical areas! – and based on the map they made before, let them select respondents for their interviews. Who are they? Where are they located? What is their role?[3]

Step 3 Present the selection of respondents in the group. Check if teams need to revise things.

Step 4 Congratulate the participants with their work. Mention also that the list they have now is important to keep, this is what they will use when moving into the field!

11.00 – 11.30 **Tea break**

11.30 – 12.30	**Design of evaluation questions**
Goal	To design the questions participants will ask their respondents.
Time	60 minutes
Resources	Flip Charts, markers, question design forms

[3] Number of respondents per group depends on capacity of participants, time available for the story collections phase and amount of respondent categories who are part of the evaluation. Per team of evaluators (2-3 people) we suggest interviewing between 8-20 respondents.

Step 1 Refer to the selection of respondents we have just made. Highlight the categories of respondents that participants have selected – for example: “students” “teachers” “other school staff” “authorities” “organizational staff”.

Step 2 Recap the MSC question we talked about yesterday. Do we still remember how it looks like and what the elements are?

Looking back over the last year	= time
what do you think	= own judgment
was the most significant	= importance
change	= difference
in the quality of your life	= personal
as a female youth?	= role/position

Note that only two elements of this question will change for this evaluation: the “TIME” and the “ROLE/POSITION” of the respondent: *Looking back over the past […] what do you think was the most significant change in the quality of your life [as a….]?*

Step 3 Divide the group in smaller groups – check geographical areas! – let participants formulate an MSC question for each respondent category + a couple of other questions they would like to ask to evaluate the project.
! Facilitators walk around and check in with groups !

Suggestions for interview topics:

- Most significant change question
    - How was your situation before/ how is it now?
    - Why is this so important to you?
    - Who/what caused the change?
- Like about program
- Lessons program
- Challenges program
- Experiences with [xxxx] method
- Recommendations/advice/ improvements
- Future perspective

Step 3 Present the questions in the group. Check if teams need to revise things.

Note for facilitators: make sure you have a back-up list with questions that you can share with your participants and use to guide them on the set-up of their evaluation.

Step 4 Congratulate the participants with their work. Mention also that the list they have now is important to keep, this is what they will use when moving into the field!

12.30 – 13.00	**Consent**
Goal	Participants learn how to create formal consent among respondents for using the footage
Time	30 minutes
Resources	Flip Chart / Consent forms

Step 1 Explain the purpose of creating consent the advantages and disadvantages of the two ways available:

Consent forms: people sign a form made by the organizing organization. Disadvantage can be that such forms get lost easily and/or that people can't read. It can also make the process too formal, scaring possible respondents. If this is a requirement of your organization, please follow the guidelines provided.

Consent videos: easier, before an interview starts you ask respondents to state on camera that they give permission to use the images. Show them how this is done by asking two volunteers to show.

Make clear: NO CONSENT = NO VIDEO INTERVIEW

Step 2 Emphasize the importance of doing this. There are usually laws to be followed for this. Have participants practice with recording consent in pairs.

Step 3 Address any questions and comments.

13.00 – 14.00 Lunch break

If you feel participants need some energy after their lunch, introduce an energizer before continuing with the program.

14.00 – 16.00 Video practice with evaluation questions

Goal	Participants practice the interviews they will conduct in the field.
Time	120 minutes
Resources	Video equipment, question forms. Interview tips hand out.

Step 1 Explain to participants that we will now practice the video interview as if we are in the field with our respondents. Include all aspects learned so far:

- Set up of camera equipment
- Location selection and management
- Consent
- Interviewing questions (MSC, open questions, follow up questions, LSE)

Step 2 Hand out the interview tips form. Divide the group in 3-5 smaller groups and discuss the parts that are on the form. Note you can exclude step 7, as this will be explained and practiced on day 4.

Step 3 Let participants practice their interviews in groups of 3. Rotate roles: one filmer, one interviewer, one respondent.

Facilitators walk around to provide guidance.

Step 4 Reflect on the practice; what went well? What are things to keep in mind? Questions?

16.00 – 16.30 Check out with participants

Step 1 Hand out 2 post-its for each participant (2 colors). On the first note they write down a lesson of today, something that they picked very well. On the second note they write down what is still difficult for them or didn't go so well.

Step 2 Ask if there are any remaining questions. Thank everyone for their energy and remind them of the starting time tomorrow: 9AM sharp!

16.00 - 17.00 Reflection with facilitators

Step 1 Gather for a reflection on today's program. Invite everyone reflect on the program, think for example of:

- Program content – tips & tops
- Mode of facilitation – tips & tops
- Relevance for target group – tips & tops
- Time management – tips & tops

Step 2 Review tomorrow's program. Divide tasks, check if something needs extra attention, make sure you are prepared!

Day 4: visual storytelling

Overall goal	To guide participants in creating richer stories making use of 'background images'. This day focuses on visual storytelling. Participants learn how to record video images that provide contextual information.

Elements of today's program:

- basics of storytelling
- background images: shot types and scenes
- video practice shot types and scenes

08.30 - 09.00 Entry of participants & room preparation

Facilitators: make sure you are organized; get everything you need ready before you start the day. For today:

- Projector and laptop.
- Speakers.
- Flipcharts + stand, markers, masking tape.
- Chairs in a big u-shape (avoid tables, this will make the room unnecessary static).
- All video equipment.
- Handouts: Tips & tricks PV, Shot types

09.00 - 09.45	**Check-in**
Goal	Welcome for today's program, familiarize participants with today's topic.
Time	45 minutes
Resources	A4 papers and markers

Step 1 Welcome the participants to day 4 of the training and share that today, we will focus on making video stories together.

Step 2 Let's do a short warm up practice that helps us to get in the mood of using images.

Hand out an A4 paper and a marker to each participant.

Ask them to make a drawing that shows how they feel at this moment.

Step 3 Join participants in a circle and have them present their drawing, showing how they feel today.

09.45 - 11.00	**Introduction to making a (video) story**
Goal	to introduce the participants to making a story with video
Time	75 minutes
Resources	Flip Chart/PowerPoint/Audio

Step 1 Watch the video of **Julius** https://vimeo.com/273273927. Ask participants to observe what type of images they see in the video.

After watching the video discuss the different elements the video consist of. Things to note:

- interview answers (quotes)
- images of activities (background images)
- texts with information (graphics)
- music
- subtitles

Share with participants that a video story becomes more interesting if there is more to see then just people talking. So today we will focus on adding images of activities to a story.

Step 2 By making use of the Presentation, give an introduction about story telling. Share the following:

- With a story we tell the audience something new.
- Every story has a beginning, a middle and an end.
- With images from activities – background images – we make a story more interesting to watch.

Step 3 Let's watch the video of Julius one more time. Now listen carefully and observe which information is shared in the beginning, the middle and the end.

Have participants discuss this with their neighbor first. Then, harvest ideas in the plenary. Note the following:

- Beginning: introduction of the person, name, how his life was before
- Middle: the change, how he developed, what made him develop
- End: what his future plans are.

Step 4 Conclude the session. Check in if participants have any questions.

11.00 – 11.30 **Tea break**

11.30 – 12.30 **Making a story - drawing**

Goal to practice making a story.

Time 1 hour

Resources Flip Chart sheets, markers

Step 1 Share with participants that we are going to practice with making a story. We will do this in groups of 3-4 people.

Each group will get a topic from the facilitators. It is your task to come up with a story with:

- a beginning, a middle and an end.
- what people say
- what we see people doing – similar to the story of Julius: what images do we see?

Possible story topics: "growing maize" "getting married" "fetching water" "a day at the market" "practicing for a play" "the soccer game" or anything else that is relevant for your participant group.

Step 2 Hand out flip charts and markers and have the groups develop their story.

Step 3 Present the stories in the plenary and reflect: does it have a beginning, middle and end. Have the groups used more information then spoken word (also images?).

12.30 – 13.00 Filming activities – theory

Goal to introduce the theory of filming activities.
Time 30 minutes
Resources Flip Chart/PowerPoint, shot types hand out

Step 1 Now we know a bit more about telling a story, let's look into how to make a video story with "background images" – the images that show us what people do or where people are.

Use the presentation to point out the different shot types we can use.

1. Establishing shot location
2. Medium of whole scene
3. Over the shoulder
4. Close up: the person
5. Close up: the activity
6. Your creative shot

By bringing different shots of the same activity together, we can create a *scene*.

▫ *have participants practice the shots, get out the phones and let them make the shots as the facilitator explains.*

Step 2 Discuss the different shots and let participants identify what a scene is: with the PowerPoint and if needed also by using the video of Rebecca/Julius.

Step 3 Hand out the shot type hand out to all participants, as a reference and tell participants we will practice this after the lunch break.

13.00 – 14.00 Lunch break

If you feel participants need some energy after their lunch, introduce an energizer before continuing with the program.

14.00 – 15.30 Filming activities – practice

Goal to learn how to capture of background images and activities.
Time 90 minutes (or 120 minutes)
Resources Equipment, projector

Step 1 Ask participants to take their shot type hand out and share it is time to practice!

Divide participants in groups of 3.

Each group gets an activity and will film different shots of that activity.
- hand washing
- talking with a colleague
- arranging chairs
- making a drawing
- weeding the compound
- *…something else that is working at the venue you are at …*

Step 2 Prepare to move out of the training room.
- Capture a minimum of 6 different shots per activity (min. 15 sec per shot).
- Make sure all group members practice.

Step 3 Viewing and reflection. – on big screen, or by checking in with groups and while facilitators walk around.

Optional: **Shot list for our field work**
Goal to prepare the recording of background images when going to the field
Time 30 minutes
Resources A4 papers

Step 1 Share with participants that for every respondent they interview, we ask them to record 2 activities, for each activity, we ask them to make 3 different shots.

Step 2 Let's already think about things we can film when in the field. Divide participants in their groups and let them think of activities and shot for each of their respondent group.

Step 3 Walk around and guide participants. Share a few ideas in the plenary.

16.00 – 16.30 **Check out with participants**
Resources: A4 paper and markers

Step 1 Hand out a A4 paper to each participant. Ask them to write down something they have learned today. Today I have learned…. Let participants present their learnings.

Step 2 Ask if there are any remaining questions. Thank everyone for their energy and remind them of the starting time tomorrow: 9AM sharp!

16.00 – 17.00 **Reflection with facilitators**

Step 1 Gather for a reflection on today's program. Invite everyone reflect on the program, think for example of:
- Program content – tips & tops
- Mode of facilitation – tips & tops
- Relevance for target group – tips & tops

- Time management – tips & tops

Step 2 Review tomorrow's program. Divide tasks, check if something needs extra attention, make sure you are prepared!

Day 5: child safety, planning and evaluation

Overall goal — To address child safety aspects of War Child Canada.
To ensure participants are fully prepared and confident to commence their story collection. Participants prepare and plan their story collection and practice with/finalize elements of the previous days. This is the day to get ready!

Elements of today's program:

- child safety and child protection
- Q&A/last practice/ official equipment handover
- action planning story collection period, incl. backstopping
- guiding documents/check-list story collection
- evaluation of training program

08.30 – 09.00 Entry of participants & room preparation

Facilitators: make sure you are organized; get everything you need ready before you start the day. For today:

- Projector and laptop.
- Speakers.
- Flipcharts + stand, markers, masking tape.
- Chairs in a big u-shape (avoid tables, this will make the room unnecessary static).
- All video equipment.
- Any remaining handouts

09.00 – 11.00 Child safety & protection

The Rights of a Child include the right to participation, freedom of expression and respect for the views of the child. ▫ with PVE we support students in reflecting their own project, by themselves, in their own words.

Facilitators note: during the pilot in Uganda, the WCC team took 2 hours to share information on this topic with the participants. Content and execution were designed by WCC. If designing this part of the training process, please ensure it is in line with the overall facilitation approach (experiential/active learning).

11.00 – 11.30 Tea break

11.30 – 12.30 Remaining questions + planning story collection[4]

Time: 60 minutes
Resources: A4 paper for each participant, markers or pens
Goal: To address remaining questions and get ready for the next phase of the PVE process.

Looking back at the previous days, take a moment to:

1. Address any remaining questions from the participants.

[4] Please note this part of the process can take less/more time depending on the accomplishments of the past days and the needs of the participants. Be flexible were needed.

2. Practice any skill that participants would like to refine.
3. Make sure participants know what they will be doing during story collection period (who to interview, when to interview, how to go about the equipment distribution, who supports process on behalf of organization, which team to work in etc.). See also the section Story collection in this manual.

12.30 - 13.00	**Evaluation of training program - five finger feedback**
Time:	30 minutes
Resources:	A4 paper for each participant, markers
Goal:	To evaluate the content of the training.

Step 1 Ask participants to trace their own hand on a sheet of paper, a bit bigger than it is to make space inside the fingers for writing. Then ask them to write something in each finger. Ask participants to write clearly, as you will be collecting the sheets after to take note of feedback:

In the thumb: something they **liked** about the training
In the index finger: something new they **learned** during the training
In the middle finger: **feedback** for the facilitation team
In the ring finger: what their **intention** for the upcoming time is.
In the pinky: a “cherry on top;” anything else they would like to share.

Write this on a flipchart for visual support.

Step 2 Depending on the group size and time available, ask participants to share all or only one or two fingers. Collect the sheets and record feedback to discuss with the facilitator team afterwards.

Last but not least: thank participants for their energy and participation throughout the week! Wish them well for the story collection phase. Close the training.

13.00 - 14.00 **Lunch**

14.00 - 15.00 **Evaluation with facilitators**

Evaluate the training week as facilitators

- What went well?
- What needs to be improved?
- Any feedback for your colleague(s)?
- What can you learn from the evaluation notes of the participants?
- What are things to keep in mind as you enter the story collection phase?
- Any to-do’s/next steps to agree on?

Phase 2: Story collection

During the story collection phase, the participants conduct interviews with their respondents. Please think through the following aspects for a successful execution of this phase.

Team(s)

Divide participants in small story collection groups of 2-3 people. Within each group, the participants rotate the responsibility of interviewer and filmer. Teams can be formed based on geographical location, position, etc.

Location(s)

Think through where the interviews with the respondents will take place and where background images of activities/relevant locations will be shot.

Task overview

Create a task overview for your participants, consisting of:

- the number of respondents to interview per respondent category.
- the amount of background images to record per respondent.
- the timeframe available to complete the tasks.
- who to reach out to in case of questions/challenges.

Planning

Make sure you create a planning before the actual story collection takes place. Include dates, locations and respondents in the planning and make sure the respondents are informed on beforehand.

Support

If working with youth, make sure an organizational representative accompanies the team during the story collection on location. If working with adults, make sure support is given on distance, by encouraging participants to execute the story collection and by answering questions in case of any challenges. Monitor consent!

Logistics

Determine which logistical arrangements are needed for a successful story collection. Think of:

- transport of story collection teams
- transport of respondents
- water/snacks/lunch for story collection teams

Equipment

Always handle equipment with care. Make sure you know how equipment is distributed to the story collection teams and check equipment after each use. Ensure batteries are always fully charged before a filming day.

Footage back-up

Ensure any recorded footage is back-upped on a hard drive on a daily basis after during the story collection phase. Organize collection stories in separate folders (for example per day, per location, or per respondent category - depending on the specific project).

Phase 3: Analysis, review and evaluation - day to day program

Preparations prior to start of the training session

Reviewing preparation
__Before__ entering this second training session, make sure the following is prepared:
- Video equipment is ready for use, incl. installed editing software, for example: KineMaster[5].
- Divide participant group in smaller groups (max. 6 groups, preferably less) that will work together on one review video. Group division can be made according to location (all participants of one school together), role (all teachers together), or theme (all participants who worked on agriculture together).
- Make sure each group can make use of multiple phones to review their videos.
- Divide the recorded interviews of a group over the phones used by a particular group. For example: group 1 consists of 6 participants that belong to Mary Hill Secondary School, together they have recorded 24 interviews. They will use 6 phones (1 phone per person) and each phone has 4 interviews that will be reviewed. Together the 6 participants of this group review 6x4 = all 24 interviews.
- Prepare laptops or tablets (1 per group) with __all__ interviews of that particular group. For example: for the Mary Hill group described above: 1 laptop/tablet with all 24 interviews.

Note that the last step might mean that the facilitators need to empty all phones and then divide the footage according to the grouping BEFORE the training starts! Make sure all footage is backed-up on a hard drive before deleting anything from a phone. See story collection tips.

Editing preparation
If editing support is available, ask the editor to come up with an intro and outro (text graphics) for the review videos. This can include: description of PVE process and project evaluated, information about team who made video. For example:

Intro
Participatory Video Evaluation
Accelerated Education Program of War Child Canada
September – October 2020

These are the stories of students and parents of: Ofua S.S.

Outro
Interviews and video made by:
[insert names]

Certificates
At the end of phase 3 of the PVE process, the participants are true PV-evaluators! They worked hard, dedicated a lot of time and learned new skills. Therefore, we recommend to hand out Certificates to acknowledge their work.

Note that the process described in this manual reflects the program piloted in Uganda, conducted by experienced facilitators with video production skills. See an alternative program for phase 3 described here.

[5] This manual describes the use of the KineMaster app to generate review videos. Note that the free version of the software results in video output with a watermark and is less suitable for communication purposes.

Day 1: Inventory & analysis

Overall goal — To reflect on the story collection period, review the collected material (interviews) and start the analyze the most significant outcomes shared by the different respondent categories.

Elements of today's program:
- Welcome and shaping the learning context
- Reflection on story collection
- Inventory of collected material
- Analysis of stories – part 1

08.30 – 09.00 Entry of participants & room preparation

Facilitators: make sure you are organized, get everything you need ready before you start the day. For today:
- Projector and laptop.
- Speakers.
- Flipcharts + stand, markers, masking tape.
- Chairs in a big u-shape (avoid tables, this will make the room unnecessary static and formal).
- Phones, charged and loaded with x number of interviews per participant.
- Interview analysis forms (enough for number of interviews recorded).

09.00 – 09.15 Welcome

Goal — We welcome all participants for an interactive and intense 5 days. Like last time: full participation! Let's start!

Options:
- ➢ start with an opening prayer
- ➢ check in if/how organizational representative wants to say some introductory words
- ➢ mention COVID-19 rules/measurements.

09.15 – 09.45 Name game/fun fact

Goal	The goal of this exercise is to break the ice between participants and to get to know each other/refresh.
Time	30 minutes
Resources	Open space – go outside! Masking tape and markers

Step 1 Ask participants to stand up and pair with someone that they don't know that well.

Step 2 In pairs, participants re-introduce themselves to each other and share a fun fact about themselves. (Something others don't know/a surprising activity/action/hobby/etc. Something others don't expect.) Give an example so participants know what you mean.
Good example: I am Eva and in my free time I like to draw cartoons.

Not so good example: I am Eva, and I am part of the WCC program (this we already know!)

Step 3 Let participants talk to each other for 5 minutes or so. Then, ask them to stand back in the circle and have everyone introduces their partner to the group. *"Hi everyone, this is ….and what you should know is…"*

Step 4 Reflection: the power of telling a story is telling something people didn't know before. That's what we will be doing the coming week: creating stories that people can only learn about because you tell them!

Step 5 When participants come back to the room, have them write their name on a piece of masking tape and stick this to their shirts.

09.45 - 10.15 Goals and working context

Goal To introduce the goal and objectives of the training.
To re-confirm the group rules.
Time 30 minutes
Resources Flip Chart/ppt.

Step 1 Summarize the objectives of the week:

- Review your video material.
- Build MSC evaluation stories.
- (Screen the videos) Reflect and learn on [xxxx] project/program.
- Evaluation of PVE process

Step 2 Create Flipchart with group rules – similar to day 1 of training 1.

10.15 - 11.00 Sharing experiences - wisdom circle

Goal To share experiences and check-in with the group.
Time 45 minutes
Resources Talking stick (nice piece of wood)

Step 1 Explain that we are going to start the process with a round of sharing. We call this process the Wisdom Circle. The circle a universal symbol for unity and wholeness and the form of meeting in circle is ancient. Each of us has ancestors, no matter what our ethnic or racial background, who sat around a fire together, drumming, singing, playing, dancing, telling stories, praying, grieving together, solving the problems of everyday life.

Facilitators note: if you are working with a large group and have more than one facilitator, split the group in 2 (or 3) smaller groups to manage your time well.

Step 2 Put the stick in the middle of the group and invite anyone to come forward to pick up the stick and share their most significant (! not everything !) experience during the story collection period. The rules are that only the person with the stick speaks. Others can only listen. There are no questions or comments. Everybody is entitled to her or her own wisdom.

Step 3 Thank people for sharing.

11.00 – 11.30 **Tea break**

11.30 – 12.15 **Inventory**
Goal To create an overview of the results of the collection teams.
Time 45 minutes
Resources Flip charts and markers

Step 1 Introduce to the participants that you are curious to find out where they stand. Ask every team[6] to collect a marker and a flipchart and to note down the following:

- number of interviews per category + which language used
- background images, for how many respondents, different shots?
- major issues/questions?

Teams note down all the names of their respondents, then their position, then language of interview:

Name	Position	Language

Step 2 A representative of each group presents the overview in the plenary. – after presentations congratulate the participants with their harvest! And share with them where we now are in the PVE process:

Phase 1, introduction training, learning what PVE is and how to become an evaluator.
Phase 2, story collection, harvesting information from respondents.
Phase 2, analysis and story building of the evaluation.

12.15 – 13.00 **From information to evaluation**
Goal To introduce to participants how they can analyze their interviews, so that analysis is done in a structured and systematic way.
Time 45 minutes
Resources Presentation // Flip charts and markers

Step 1 So far, we have collected our information – our interviews – and as we have seen from the inventory, this is a lot! We call this our *raw* information, and just with cooking, we need to first treat our information before we can serve it to others. So, think about the evaluation as baking a cake:
1. **First,** we collect our ingredients (our interviews and background images)
2. **Second,** we mix our ingredients in the right quality and quantity. (our analysis)
3. **Third,** we can serve our cake to others!

[6] From day one of this training, divide the participants in maximum 6 teams (preferably less). In these teams they will review the collected information and work towards presenting a review video on day 4 of the session.

Step 2 So let's look into the second step of baking our evaluation cake, the analysis.

- Mixing the ingredients in the right quality and quantity.
- Quality: answers and images that are relevant for the evaluation of this project/program.
- Quantity: amount of information people can digest – not too much, avoid duplication.

-- Ask participants if they can give examples of things that might not be relevant, or things that might result in too much duplication –

Example relevant: most significant changes, challenges.
Example not relevant: interview questions asked by interviewer. OR Include the same answer given by multiple respondents (we select the most relevant!).

This means we have to filter information that is not needed, select the best answers, cannot show everything we have collected.

Facilitators note: if we say 'the best' answer, please note we mean the most relevant answer for the evaluation. This is not the nicest dressed or most good-looking person, or your friend!

Note to participants that this doesn't mean that some interviews are useless, we can only know what we need to use and determine the Most Significant if we have seen everything!

Step 3 Share with participants that we are first going to focus on analyzing the interviews. We will focus on the background images later this week, as they illustrate the evaluation story we are going to tell.

Then, refer back to the interview questions we have designed in the previous training. These questions were focusing on a couple of topics[7]:

- Most significant change question
    - How was your situation before/ how is it now?
    - Why is this so important to you?
    - Who/what caused the change?
- Like about program
- Lessons program
- Challenges program
- Experiences with [xxxx] method
- Recommendations/advice/ improvements
- Future perspective
- Others

Step 4 Show participants the analysis form they will be using to determine what information is available in their interviews.

[7] Include the topics that were part of your particular evaluation.

Then screen a random interview and ask students in pairs to fill out a form for this interview.

Discuss the analysis of the interview in the plenary and note outcomes on a flip chart. This is exactly what we will be doing in the afternoon!

13.00 – 14.00 Lunch break

If you feel participants need some energy after their lunch, introduce an energizer before continuing with the program.

14.00 – 16.00 Analysis of interviews – part 1

Goal: To analyze the collected interviews.
Time: 120 minutes
Resources: Flip charts and markers, All phones loaded with interviews according to grouping, Interview analysis forms

Step 1 Have all participants collect a phone with interviews of their group on it. The exercise is:

- Individually, watch an interview and fill out the analysis form.

Step 2 Continue with another interview, etc. etc. Encourage participants to work on the most relevant interviews (most rich answers) first.

Step 3 Once it's time to close this program element, check in with the different groups and see how far they have come. If groups are too slow (tomorrow, they will have 90 minutes to finalize the review) encourage these groups to stay a bit longer so all groups are approximately at the same speed and have reviewed more than half of their interviews.

16.00 – 16.30 Check out with participants

Step 1 Invite all participants to stand in a big circle – distance – and let them one by one share the most significant answer that they have heard in one of their reviewed interviews.

Step 2 Ask if there are any remaining questions. Thank everyone for their energy and remind them of the starting time tomorrow: 9AM sharp!

16.30 – 17.00 Reflection with facilitators

Step 1 Gather for a reflection on today's program. Invite everyone reflect on the program, think for example of:

- Program content – tips & tops
- Mode of facilitation – tips & tops
- Relevance for target group – tips & tops
- Time management – tips & tops

Step 2 Review tomorrow's program. Divide tasks, check if something needs extra attention, make sure you are prepared!

Day 2: Analysis, selection of most significant information

Overall goal	To conclude the analysis of the most significant outcomes shared by the different respondent categories, and select the most significant information per group

Elements of today's program:

- Analysis of stories – part 2
- Selection of most significant information
- Selection of exact quotes

08.30 – 09.00 Entry of participants & room preparation

Facilitators: make sure you are organized; get everything you need ready before you start the day. For today:

- Projector and laptop.
- Speakers.
- Flipcharts + stand, markers, masking tape.
- Chairs in a big u-shape (avoid tables, this will make the room unnecessary static and formal).
- All video equipment.
- Phones loaded with x number of interviews per participant.
- Laptops or tablets (one for each group) loaded with <u>all</u> interviews of that particular group.
- Interview analysis forms (enough for number of interviews recorded).
- Best quotes forms (at least 1 copy per group)

09.00 – 09.30 Check-in and energizer YOU!

Goal	Wake up and gain energy for the day.
Time	30 minutes
Resources	Open space – go outside!

<u>Facilitators note</u>: this energizer requires facilitator(s) to know all names or have name list present.

Step 1	Everyone arranges themselves in a circle. The facilitator, who is not playing, calls out the name of somebody in the circle. For example, let us assume he called out the name "Mary".
Step 2	Mary, upon hearing her name, must duck. The players to either side of Mary, upon hearing Mary's name, must turn towards Mary with their index fingers shout "YOU!"

- If Mary failed to duck quickly enough, she has just been discovered, and is eliminated from the game.
- If Mary ducks to safety, but one player shouts "YOU!" faster than the other, the slower player is eliminated.

- If Mary ducks to safety, and both players shout at the same time, all three are safe and nobody is eliminated.
- If any other player in the circle makes the mistake of ducking or pointing at the wrong time, they are eliminated.

Step 3 The facilitator continues shouting names, as quickly as (s)he can adjudicate the results, until only two players remain in the game. The game ends if just 2 participants are still standing. They are the most awake this morning!

09.30 - 11.00 Analysis of interviews - part 2

Goal: To analyze the collected interviews.
Time: 90 minutes
Resources: Flip charts and markers, All phones, loaded with interviews!

Step 1 This morning we are going to finalize the analysis of the remaining interviews. By the time it is tea break, all interviews should be reviewed by the various groups.

Have all participants collect a phone with interviews of their group on it. The exercise is:

- Individually, watch an interview and fill out the analysis form like we did yesterday.

Step 2 Continue with another interview, etc. etc. Keep checking in with participants how far they are. If time isn't enough for some to finish all, discuss with the group which interviews are the most relevant and which interviews could be omitted based on content.

11.00 - 11.30 Tea break

11.30 - 13.00 Selection of Most Significant information

Goal: To select the most significant information that is relevant to share in the evaluation video(s).
Time: 90 minutes
Resources: Flip charts and markers, filled out interview analysis forms.

Step 1 Congratulate the participants with the overview they have created, they now know very well which ingredients they have! Remind them as well that baking a cake is about have the ingredients mixed in the right quantity and quality, so that is what we will be working on till lunch.

After their individual work, the participants come back to their groups and bring all their filled-out Interview analysis forms.

The task is to for each topic, to select 2 respondents that have given the most significant answers for the topic. You can do this to look at it topic by topic. So, first discuss the options you have for topic 1, decide on two names, then go to topic 2, etc. etc.

Example: the Most Significant Change is best told by "Silvia", the challenges are best described by "Paul" and "Richard". Even if other people have also said something on the same topic, you pick the best two answers! This can also mean someone is not represented, don't take this personally, just remember not everything can be shared!

Step 2 In their groups, the participants create a flip chart with the two names for each topic.

13.00 - 14.00 Lunch break

If you feel participants need some energy after their lunch, introduce an energizer before continuing with the program.

14.00 – 16.00 Selection of the exact quotes

Goal To select the exact quotes per topic that are relevant for the evaluation video(s).
Time 120 minutes
Resources Flip charts and markers, flip charts made before lunch, phones & analysis forms.

Step 1 Based on what the groups decided on in the morning session, we will now locate the exact quotes we will use from the interviews that we have selected for each topic. This is how we will do this:

- Sit in your group with the laptop (or tablet) and open the interview of a respondent you have picked for topic 1: MSC. Locate the quote (= answer) and note down where the answer starts and where it stops.
- Facilitators show an example with a video interview of the group.
- If there is any other answer you have selected of the same respondent, you also note down the time of that answer, and then you continue to topic 2, until you have noted down all topics.

Step 2 Participants work on the selection of their answers and hand the note sheets to the facilitators.

16.00 – 16.30 Check out with participants

Step 1 ABCheck-out. Challenge participants to share how they feel about the day one by one. The order of the participants is determined by the first letter of their first name. Example: Robert, Evaline, Thomas and Richard are part of the group. The order is Evaline, Richard, Robert, Thomas.

Step 2 Ask if there are any remaining questions. Thank everyone for their energy and remind them of the starting time tomorrow: 9AM sharp!

16.30 – 17.00 Reflection with facilitators

Step 1 Gather for a reflection on today's program. Invite everyone reflect on the program, think for example of:

- Program content – tips & tops
- Mode of facilitation – tips & tops

- Relevance for target group – tips & tops
- Time management – tips & tops

Step 2 Review tomorrow's program. Divide tasks, check if something needs extra attention, make sure you are prepared!

Day 3: Editing and story building

Overall goal	To edit the most significant quotes for viewing and order the quotes in a story per group.

Elements of today's program:
- Editing (preparing of quotes)
- Story building
- Possible: Video reflection on story collection process

08.30 – 09.00 Entry of participants & room preparation

Facilitators: make sure you are organized; get everything you need ready before you start the day. For today:
- Projector and laptop.
- Speakers.
- Flipcharts + stand, markers, masking tape.
- Chairs in a big u-shape (avoid tables, this will make the room unnecessary static and formal).
- All video equipment.
- Phones loaded with x number of interviews per participant and Kinemaster editing software.
- Laptops or tablets (one for each group) loaded with <u>all</u> interviews of that particular group.

09.00 – 09.30 Check-in and energizer

Goal	Wake up and gain energy for the day.
Time	30 minutes
Resources	Open space – go outside!

Step 1	Divide the group in the 4 school groups.
Step 2	Challenge the teams to find 2 things that they all have in common. For example: they all like **<u>posho</u>**, and they love **<u>elephants</u>** Do not share this with others! – Facilitators check in with the groups.
Step 3	Tell every group that the two things they came up with become their team name: "Posho Elephants" and challenge them to find a way to act out their team name, without saying it out load.
Step 4	One by one the teams have to act out their team, others have to guess the name!
Step 5	Welcome everyone for a new day, whereby we will put the pieces of the interviews together and create something new, just like the team names!

09.30 – 11.00 **Cutting of quotes – part 1**

Goal: To prepare the selected quotes for viewing.

Time: 90 minutes

Resources: Phones with interviews and KineMaster app on them, Presentation.

Step 1

Share with the participants that we will follow up on the selection of the most significant answers we made yesterday, by preparing them for screening. We will do this using the KineMaster app on the phones.

The KineMaster app can be used to edit videos on your phone, it allows us to use the most significant parts and leave others out. Note we will not use all features of the app, as this requires far more training.

Make sure all participants have a phone to use, with the app installed on it. Explain the app step by step, let participants immediately practice as you explain and show the screen on the projector. Move on to a next step if all participants confirm they have understood the previous step.

Steps to go through – one by one

- Find and open the KineMaster app on your phone.
- Click on the big circle in the middle
- Click on 16:9
- Click on camera folder
- Select interview you want to work on.
- You can move the red line to the start of the selected answer, here: 00.12.01.235
- Click on the bar below to make see a yellow outline, this means it is selected.
- Click on "Split at playhead"
- The clip will split at the timing you selected.
- Move to the end time of your answer.
- Select the clip – yellow – click on scissors – click on split at playhead.
- Delete the parts left and right of the answer.
- Deselect the part and click on icon top right.
- You are now ready to export, **call a facilitator**.
    - 720 // 30 // min 6mb bitrate.

Show the summary of these steps on the projector, so participants can take a look and follow.

Step 2

After the explanation, the participants will cut their selected answers by themselves using the timecodes they have selected yesterday.

Facilitators walk around to support and to set up new interviews if needed.

The facilitators will also supervise the exporting of the clips.

Exporting a clip

- Verify if the answer is cut well by the participant.
- Rename the clip – give it the name of the respondent

- Go to export and verify resolution (1080 or 720), frame rate (30) and bitrate of at least 6 Mbps
- Click on export.
- Verify if export is saved in camera roll.

11.00 – 11.30 **Tea break**

11.30 - 13.00 **Cutting of quotes – part 2**

Goal	To prepare the selected quotes for viewing.
Time	90 minutes
Resources	Phones with interviews on them, Presentation.

Participants continue with cutting the selected clips.

13.00 – 14.00 **Lunch break**

If you feel participants need some energy after their lunch, introduce an energizer before continuing with the program.

14.00 – 15.00 **Cutting of quotes – part 3**

Goal	To prepare the selected quotes for viewing.
Time	60 minutes
Resources	Phones with interviews on them, Presentation.

Participants continue with cutting the selected clips.

15.00 – 16.00 **Story building**

Goal	To order the answers into a story of the review video.
Time	60 minutes
Resources	Flip charts and markers, presentation.

Step 1 Remember that building a story is all about creating a flow with a beginning, middle and end. – if needed show presentation slides once more.

Step 2 Invite the groups of participants to sit in their group, take a flip chart and order the answers they have selected, note the name and a summary of the quote:

Mary: My most significant change.
Richard: My most significant change.
Eva: Learning from program.
…
…

Make sure the total length of the answers does not exceed 10 minutes! If it does, select the most significant answers, and leave another out.

Each group produces a Flip Chart that has the order of their video on it.

16.00 – 16.30 **Check out with participants**

Step 1 Step outside the training hall and form a big circle. Invite participants one by one to jump into the circle using a gesture that summarizes their feeling about today.

For example: Tina is excited and cheers with her hands high. Paul is tired and shows a yawn.

Step 2 Ask if there are any remaining questions. Thank everyone for their energy and remind them of the starting time tomorrow: 9AM sharp!

16.30 – 17.00 Reflection with facilitators

Step 1 Gather for a reflection on today's program. Invite everyone reflect on the program, think for example of:

- Program content – tips & tops
- Mode of facilitation – tips & tops
- Relevance for target group – tips & tops
- Time management – tips & tops

Step 2 Review tomorrow's program. Divide tasks, check if something needs extra attention, make sure you are prepared!

Preparation of edits
Day 4 is used for the screening of the videos. Make sure the review videos are composed by the facilitators or editor(s) prior to starting the screening day.
Note that the process described in this manual reflects the program piloted in Uganda, conducted by experienced facilitators with editing skills. See an alternative program described here.

Day 4: Screening and program evaluation

Overall goal	To finalize the video edit and screen the review videos to reflect on and learn from the PV evaluation of the program by formulating an advice for the organization.

Elements of today's program:
- Screening and evaluation of program
- Formulating advice to organization.

08.30 - 09.00 Entry of participants & room preparation

Facilitators: make sure you are organized; get everything you need ready before you start the day. For today:
- Projector and laptop.
- Speakers.
- Flipcharts + stand, markers, masking tape.
- Chairs in a big u-shape (avoid tables, this will make the room unnecessary static and formal).
- Review videos of all groups.
-

09.00 - 09.30 Check-in and energizer

Goal	Wake up and gain energy for the day.
Time	30 minutes
Resources	Open space – go outside! A4 papers with PVE concepts, tape

- Facilitators' team write a key PVE concept on a A4 paper, for example:
    - Close up
    - Rule of thirds
    - Open questions
    - Consent
    - Most significant change question
    - LSE (listen, summarize, expound)
    - Save footage
    - Story board
    - Background image
- Volunteer from the group gets on card on his/her back.
- Others need to act out what is on the card and volunteer needs to guess concept.
- If guessed: quick check in, what does this mean again?

09.30 - 11.00 Screening & evaluation (2-3 videos)

Goal	To screen the videos of the different groups, reflect and evaluate the program.

Time	90 minutes
Resources	Projector, videos, flip charts, markers, post-its

Step 1 Welcome the group to this special day, we are going to look at the review videos and really evaluate the program!

Step 2 The screening will go like this:

- A team member introduces the video.
- We watch the video and keep the following viewing questions in mind and write it down on 2 colored post-its:
  - From what we see in the video, what is good about the program?
  - From what we see in the video, what is good about the program?

  □ encourage participants to really note down what is visible in the video, not just anything they know/feel about the program.
- After screening the video, the facilitator harvests ‘what is good’ and ‘what needs to be improved’ on a Flip Chart. Again, keep close to what was visible in the video.
- Optional: nominate 1 or 2 star answers of the video, which answers are most relevant for the evaluation of the program?
- Optional: discuss what was an unexpected answer in the video?

11.00 – 11.30 Tea break

11.30 – 13.00 Screening & evaluation (2-3 videos)

See process description 09.30-11.00

13.00 – 14.00 Lunch break

If you feel participants need some energy after their lunch, introduce an energizer before continuing with the program.

14.00 – 16.00 Our advice to War Child Canada

Goal	To summarize the lessons learned from the videos in an advice to War Child Canada
Time	120 minutes
Resources	Flip charts, markers

Step 1 Introduce to participants that we have shared a lot of information about the program and seen a lot of stories and experiences from all the respondents in the review videos. To conclude the evaluation, we’re now going to summarize this in an advice to War Child Canada!

Step 2 Create 4 groups with mixed backgrounds this time. Hand out a flip chart and a marker and challenge them to, with all the information of the morning and their own experiences in their mind, to give an advice to War Child Canada. Structure the assignment as follows:

1. What should the program keep doing? – note top-3

2. What should the program change? – note top-3
3. Which ideas should be considered by:
    a. Stakeholder category 1
    b. Stakeholder category 1
    c. Stakeholder category 1
    d. etc.

Encourage the participants to take this very seriously, they are the evaluators and have the chance to take their ideas to implementors of the program and the Head Office in Canada!

Step 3 Groups present their advices in the plenary.

16.00 - 16.30 Check out with participants

Step 1 - check out for the day -

Step 2 Ask if there are any remaining questions. Thank everyone for their energy and remind them of the starting time tomorrow: 9AM sharp!

16.30 - 17.00 Reflection with facilitators

Step 1 Gather for a reflection on today's program. Invite everyone reflect on the program, think for example of:

- Program content – tips & tops
- Mode of facilitation – tips & tops
- Relevance for target group – tips & tops
- Time management – tips & tops

Step 2 Review tomorrow's program. Divide tasks, check if something needs extra attention, make sure you are prepared!

Preparation of background images & certificates During the pilot in Uganda, day 5 was used to review and select background images. For a smooth process, make sure that the background images per group are organized on a laptop/tablet that can be used as viewing device <u>prior</u> to the start of day 5. At the end of the process, it is nice to give the participants a certificate, after all they have done a great job! If you haven't done so, make sure you prepare these certificates before the start of day 5.

Day 5: Evaluation of PVE process

Overall goal — To harvest last input for final videos, to evaluate the PVE process with the participants.

Elements of today's program:
- Background images & local language
- Evaluation of training program
- Hand-out of certificates

09.00 – 09.30 **Check-in and energizer**

Goal: Wake up and gain energy for the day.
Time: 30 minutes
Resources: Open space – go outside! Phones.

Step 1: Divide the group in smaller groups of 3-4 participants and distribute 1 phone per group.
Step 2: Challenge participants to find a location with a nice background and have them make a <u>portrait picture</u> (photo, not video) of each other. Share that the 'framing rules' also apply here, so mind the headspace, looking space etc. Invite them to show their personality, make some fun!
Step 3: If participants are done, thank them and invite the group back in. As facilitator(s) you can use the pictures to create a picture loop on the projector for when you are distributing the certificates.

09.30 – 11.00 **Background images, names & local language**
Goal: To select background images for the star answers & create translations of star answers to English
Time: 90 minutes
Resources: Laptops

Step 1: Remind the participants that the organization will create a summary video that showcases the most significant answers from all the respondents.
Step 2: Divide the participants in the groups in which they made the review videos, have them take a second look at their star answers: which answers are in their view the most relevant to show in the highlights video? For the chosen answers note down on a flipchart:
- Name of respondent
- Position of respondent
- Original clip name of interview

- Original clip names of background images – review this on the prepared laptop/tablet.
- If answer in a local language and translation is needed, also write down the answer in English/French/the language of preference.

Step 3 The facilitators harvest the notes for editing follow-up.

11.00 – 11.30 Tea break

11.30 – lunch Evaluation of PVE process + certificates

Goal To evaluate the whole PVE process & finalize the program.

Time app. 90 minutes

Resources Flip charts, markers/pens, and post-its in 4 colors, certificates, projector, laptop with music and speakers, pictures of this morning in a loop on the projector.

Step 1 Tell participants that a PVE process is a very special way of evaluating a project/program and that you are proud of them for taking part in the process. Share that you are curious to hear how they look back on the PVE process and that you would like to evaluate together.

Step 2 Provide the participants with 4 different colored Post-it notes and ask them to write down

Color 1 – Most Significant Moment during this whole process
Color 2 – Most Significant Lesson learned during the process.
Color 3 – What gave you the most FUN during the process?
Color 4 – What is your advice to the facilitators to improve the training process?

Step 3 Prepare 4 flipcharts and stick them to the wall as participants are writing. The flipcharts are labeled with "Most Significant Moment" "Most Significant Lesson" "Most Fun" "Advice to facilitators".

Step 4 Invite participants one by one to organize their written Post-its on the labeled Flip Charts. Invite them as well to at least share the content of one of their Post-its with the group. Once all post-its are up and each participant has shared their evaluation remarks, thank the participants and congratulate them with successfully concluding the PVE process. Time to award them for their work with a certificate!

Step 5 Music! You have earned your certificate, but you would have to dance to get it! Come forward please….name….

13.00 – 14.00 Lunch break
14.00 – 15.00 Final evaluation facilitators

Evaluate the training week as facilitators

- What went well?
- What needs to be improved?
- Any feedback for your colleague(s)?

- What can you learn from the evaluation notes of the participants?
- Any to-do’s/next steps to agree on?

Alternative program phase 3

The phase 3 program described above assumes that the facilitators are conversant with editing software and can guide the participants through a (very) basic editing process in order to create review videos. Should this not be feasible, please find an alternative program for phase 3 below whereby day 3-5 are executed in a different way, but will still result in a series of review videos that can be screened and reflected upon.

Important note: this alternative program requires the support of 1 or 2 editors on day 4 of the program.

Alternative Day 3: Story building

Overall goal To build the videos stories per group.

Elements of today's program:

- Story building
- Selection of background images
- Story board
- Creation of editor's notes

Preparation of interview clips & background images For a smooth process, make sure that the interview clips and the background images per group are organized on a laptop/tablet that can be used as viewing device prior to the start of this day.

08.30 – 09.00 Entry of participants & room preparation

Facilitators: make sure you are organized; get everything you need ready before you start the day. For today:

- Projector and laptop.
- Speakers.
- Flipcharts + stand, markers, masking tape.
- Chairs in a big u-shape (avoid tables, this will make the room unnecessary static and formal).
- All video equipment.
- Laptops or tablets (one for each group) loaded with all interviews and all background images of that particular group.

09.00 – 09.30 Check-in and energizer

Goal	Wake up and gain energy for the day.
Time	30 minutes
Resources	Open space – go outside!

Step 1	Divide the group in the 4 school groups.
Step 2	Challenge the teams to find 2 things that they all have in common. For example: they all like **posho**, and they love **elephants**

	Do not share this with others! – Facilitators, check in with the groups.
Step 3	Tell every group that the two things they came up with become their team name: "Posho Elephants" and challenge them to find a way to act out their team name, without saying it out load.
Step 4	One by one the teams have to act out their team, others have to guess the name!
Step 5	Welcome everyone for a new day, whereby we will put the pieces of the interviews together and create something new, just like the team names!

09.30 - 11.00	**Story building**
Goal	To order the answers into a story of the review video.
Time	90 minutes
Resources	Flip charts and markers, presentation, filled out 'interview analysis forms' and 'best quotes forms', laptops/tablets (1 per group) with interview clips on them.
Step 1	Remember that building a story is all about creating a flow with a beginning, middle and end. – if needed show presentation slides once more.
Step 2	Invite the groups of participants to sit in their group, take a flip chart and <u>order</u> the answers they have selected, note the full name, position, a summary of the quote, the clip name of the interview and the start and end time of the answer:

Name	Position	Topic	Summary of answer	Clip name	Start time	End time
Mary Otim	*Student*	*MSC*	....	*C0004*		
Paul Okello	*Teacher*	*Method*	...	*C0067*		
Richard Acen	*Student*	*Challenges*	...	*C9879*		
Etc.						

Make sure the total length of the answers does not exceed 10 minutes! If it does, select the most significant answers, and leave another out.

Each group produces a Flip Chart that has the order of their video on it.

11.00 – 11.30	**Tea break**

11.30 - 13.00	**Selection of background images**
Goal	To select the background images that match the selected respondents.
Time	90 minutes
Resources	Laptops/tablets (1 per group) with background images on them. Flip charts and markers for all groups.
Step 1	Remind participants that visual storytelling is about the stories our respondents *tell* and the images we can *show*. That is why we recorded background images. We will take the coming 1,5 hours to select the background images that match with the content of our video story.

Step 2	Invite the groups of participants to sit in their group, take a flip chart and view the background images they have recorded. For each selected respondent of their video story, they note down which background images the editor can use.
`	Example: *James – clip C0007, C0013, C0456* *Silvia – clip C1209, C1218, and C1234*

Each group produces a Flip Chart that has a list of clip names of background images for each selected respondent of their review video.

13.00 – 14.00 Lunch break

If you feel participants need some energy after their lunch, introduce an energizer before continuing with the program.

14.00 – 15.30	**Storyboard**
Goal	To create a storyboard for the review videos
Time	90 minutes
Resources	The Flipcharts created this morning
Step 1	Introduce the participants to the concept of a 'story board', a visual presentation of the order of your video.
Step 2	Invite the participants to combine the order of their selected answers and the background images in a storyboard. Hand out flip charts and markers and let participants draw.
Step 3	Walk around as facilitator and see if the order of the videos makes sense, challenge participants to explain their story to you. Optional: have groups present their storyboard.

15.30 – 16.00	**Editor's notes**
Goal	To make sure the editors have all the ingredients to create the review videos.
Time	30 minutes
Resources	Flip charts and markers, all flip charts of today.
Step 1	Share with participants that tomorrow an editor will work on the review videos. To ensure they know what to do, we will hand them our flip charts with the video order, the selection of background images and our story board.
Step 2	Invite the groups to organize their Flip Charts and check if all information is there:

1. Clear selection of answers that should be included in the video:
    a. Full names of all respondents
    b. Positions of all respondents
    c. Clip names of all answers

        d. Start-stop time of all answers
2. Clear selection of background images with reference to:
    a. Link with which respondent
    b. Clip names
3. Note down the names of the group members who made the selection.
4. In case there is need to subtitle answers in another language, note this down for the editor.

Step 3 Organize all sheets so you can hand-over to the editor.

16.00 - 16.30 Check out with participants

Step 1 Step outside the training hall and form a big circle. Invite participants one by one to jump into the circle using a gesture that summarizes their feeling about today. For example: Tina is excited and cheers with her hands high. Paul is tired and shows a yawn.

Step 2 Ask if there are any remaining questions. Thank everyone for their energy and remind them of the starting time tomorrow: 9AM sharp!

16.30 - 17.00 Reflection with facilitators

Step 1 Gather for a reflection on today's program. Invite everyone reflect on the program, think for example of:
- Program content - tips & tops
- Mode of facilitation - tips & tops
- Relevance for target group - tips & tops
- Time management - tips & tops

Step 2 Review tomorrow's program. Divide tasks, check if something needs extra attention, make sure you are prepared!

Alternative Day 4: Editing

Participants have a day off.

Editors edit the review videos of all groups based on the documentation created on day 3. Make sure the editors:
- Follow the order suggested by the participants (honor the participatory process)
- Include name titles (name+ position) for each respondent that appears in the clip.
- Include background images where applicable, but at least have the face of each respondent visible.
- Create a relevant intro that is applicable for each video introducing the video and the PVE process. See for example this reference video.
- Create a relevant outro that is applicable for each video that showcases which participants worked on the video. See for example this reference video.

Alternative Day 5: Screening and evaluation

08.30 – 09.00 Entry of participants & room preparation

Facilitators: make sure you are organized; get everything you need ready before you start the day. For today:

- Projector and laptop.
- Speakers.
- Flipcharts + stand, markers, masking tape.
- Chairs in a big u-shape (avoid tables, this will make the room unnecessary static and formal).
- Review videos of all groups.

09.00 - 09.30 Check-in and energizer

Goal	Wake up and gain energy for the day.
Time	30 minutes
Resources	Open space – go outside! A4 papers with PVE concepts, tape

- Facilitators' team write a key PVE concept on a A4 paper, for example:
  - Close up
  - Rule of thirds
  - Open questions
  - Consent
  - Most significant change question
  - LSE (listen, summarize, expound)
  - Save footage
  - Story board
  - Background image
- Volunteer from the group gets on card on his/her back.
- Others need to act out what is on the card and volunteer needs to guess concept.
- If guessed: quick check in, what does this mean again?

09.00 – 10.30 Screening & evaluation (2-3 videos)

Goal	To screen the videos of the different groups, reflect and evaluate the program.
Time	90 minutes
Resources	Projector, videos, flip charts, markers, post-its

Step 1 Welcome the group to this special day, we are going to look at the review videos and really evaluate the program!

Step 2 The screening will go like this:
- A team member introduces the video.
- We watch the video and keep the following viewing questions in mind and write it down on 2 colored post-its:
  - From what we see in the video, what is good about the program?
  - From what we see in the video, what is good about the program?

- encourage participants to really note down what is visible in the video, not just anything they know/feel about the program.
- After screening the video, the facilitator harvests 'what is good' and 'what needs to be improved' on a Flip Chart. Again, keep close to what was visible in the video.
- Optional: nominate 1 or 2 star answers of the video, which answers are most relevant for the evaluation of the program?
- Optional: discuss what was an unexpected answer in the video?

10.30 - 11.00 **Tea break**

Facilitators note: tea break is 30 min earlier!

11.00 - 13.00 **Screening & evaluation (2-3 videos)**

See process description 09.00 – 09.30

13.00 - 14.00 **Lunch break**

If you feel participants need some energy after their lunch, introduce an energizer before continuing with the program.

14.00 - 15.00 **Our advice to War Child Canada**

Goal	To summarize the lessons learned from the videos in an advice to War Child Canada
Time	60 minutes
Resources	Flip charts, markers

Step 1 Introduce to participants that we have shared a lot of information about the program and seen a lot of stories and experiences from all the respondents in the review videos. To conclude the evaluation, we're now going to summarize this in an advice to War Child Canada!

Step 2 Divide the group in 2. Hand out a flip chart and a marker and challenge them to, with all the information of the morning and their own experiences in their mind, to give an advice to War Child Canada about the AEP program. Structure the assignment as follows:

1. What should the program keep doing? – note top-3
2. What should the program change? – note top-3

Encourage the participants to take this very seriously, they are the evaluators and have the chance to take their ideas to implementors of the program and the Head Office in Canada!

Step 3 Groups present their advices in the plenary.

15.00 - 16.30 **Evaluation of PVE process + certificates**

Goal	To evaluate the whole PVE process & finalize the program.
Time	app. 90 minutes

Resources	Flip charts, markers/pens, and post-its in 4 colors, certificates, projector, laptop with music and speakers, pictures of this morning in a loop on the projector.
Step 1	Tell participants that a PVE process is a very special way of evaluating a project/program and that you are proud of them for taking part in the process. Share that you are curious to hear how they look back on the PVE process and that you would like to evaluate together.
Step 2	Provide the participants with 4 different colored Post-it notes and ask them to write down

Color 1 – Most Significant Moment during this whole process
Color 2 – Most Significant Lesson learned during the process.
Color 3 – What gave you the most FUN during the process?
Color 4 – What is your advice to the facilitators to improve the training process?

Step 3	Prepare 4 flipcharts and stick them to the wall as participants are writing. The flipcharts are labeled with “Most Significant Moment” “Most Significant Lesson” “Most Fun” “Advice to facilitators”.
Step 4	Invite participants one by one to organize their written Post-its on the labeled Flip Charts. Invite them as well to at least share the content of one of their Post-its with the group. Once all post-its are up and each participant has shared their evaluation remarks, thank the participants and congratulate them with successfully concluding the PVE process. Time to award them for their work with a certificate!
Step 5	Music! You have earned your certificate, but you would have to dance to get it! Come forward please….name….

16.30 - 17.30 **Final evaluation facilitators**

Evaluate the training week as facilitators

- What went well?
- What needs to be improved?
- Any feedback for your colleague(s)?
- What can you learn from the evaluation notes of the participants?
- Any to-do’s/next steps to agree on?

Supporting PowerPoint Presentation

[shared in separate document]

Screening and reflection session

Objectives

1. Harvesting and discussing recommendations/improvements for the monitored/evaluated program.
2. Evaluating the Participatory Video Monitoring process.
3. Defining follow-up actions

Program outline

Time	Activity	Materials/equipment
08.30 – 09.00	Arrival of participants. Set-up room	Attendance list Masking tape
09.00 – 09.45	Welcome and introduction - welcoming words - warm up energizer - introduction to programme of the session	Flipchart & markers
09.45 – 10.30	Screening of videos	Projector and screen Speakers Laptop with videos Post-it notes & pens Flip chart & markers Masking tape
10.30 – 11.00	Tea break	
11.00– 12.30	Discussion on recommendations	Post-it notes & pens Flip chart & markers Masking tape → make sure outcomes of this session are documented and shared digitally after the session including an overview of responsibilities and agreed timeline.
12.30 – 13.30	Lunch break	
13.30 – 13.45	Energizer	
13.45 – 14.45	Evaluation of Participatory Video Methodology	Flip charts & markers Post-it notes & pens Masking tape → make sure outcomes of this session are documented and shared digitally after the session.
14.45 – 15.15	Tea break	
15.15 – 15.45	Outlook on follow up of recommendations	
15.45 – 16.00	Closure	

Facilitator's guide reflection session

08.30 – 09.00 Arrival of participants
Set up room

Facilitators: make sure you are organized; get everything you need ready before you start the day. For today:

- Attendance list
- Flipchart & markers
- Projector and screen
- Speakers
- Laptop with videos
- Post-it notes & pens (at least 2 different colors. Make sure there is enough for participants. With 25 participants, aims for app. 250/300 notes)
- Masking tape

Create an open setting in your venue, ideally with space to move and break out in a smaller groups. For example by just having 5 tables that you can move around, and chairs for participants in theatre shape.

Important:

- For the screening, check the projector and speakers, make sure everything works before the session starts.

Have participants register and ask them to write their name on a piece of masking tape that they stick to their chest if you feel it's helpful.

09.00 – 09.45 Welcome and introduction

A. Welcoming words
Welcome all participants to the session, thank them for attending. If appropriate, start with an opening prayer. Share COVID-19 regulations if applicable.

B. Warm up energizer
Start the day in a playful and easy going way. Use an energizer to get everybody active and present. Use the option below or introduce something you know yourselves.

Fun facts

Step 1 Ask participants to stand up and pair with someone that they don't know that well. – if possible, go outside for this warm up energizer.

Step 2 In pairs, participants re-introduce themselves to each other and share a <u>fun fact</u> about themselves. (Something others don't know/a surprising activity/action/hobby/etc. Something others don't expect.) Give an example so participants know what you mean.
Good example: I am Eva and in my free time I like to draw cartoons.
Not so good example: I am Eva, and I am part of the WCC program (this we already know!)

Step 3	Let participants talk to each other for 5 minutes or so. Then, ask them to stand back in the circle and have everyone introduces their partner to the group. *"Hi everyone, this is ….and what you should know is…"*
Step 4	Reflection: the power of telling a story is telling something people didn't know before. That's what our videos are about as well: creating stories that people can only learn about because you tell them!

C. Introduction to programme of the session

Gather all participants back into the room and introduce the program of today's session. Make sure you emphasize that all voices are important, and you are very curious to hear their thoughts and ideas!

On a flip chart (or on a presentation), make sure you at least introduce the following.

> <u>The objectives of the session</u>: 1) harvesting recommendations to improve the Food Security and Livelihood interventions and 2) evaluating the Participatory Video Process
>
> <u>The different program elements:</u>
> - Screening of videos
> - Harvesting of recommendations
> - Evaluation of PV process
> - Outlook on follow up of recommendations

→ If needed, agree on group rules for the day (phones on silence, respect of all opinions, etc.)

09.45 – 10.30 Screening of videos + first sharing

Explain to all participants how the screening will go:

- We introduce the video (can be done by a facilitator or a participant)
- We watch the video and keep the following viewing questions in mind and write it down on 2 colored post-its:
  - From what we see in the video, *<u>what works well in the program implementation</u>*? (note your answer on color 1)
  - From what we see in the video, *<u>what needs to be improved in the program implementation</u>*? (note your answer on color 2)

→ write the 2 questions down on a flip chart, so everyone can see them clearly.

→ IMPORTANT:

> **Hand out post-it notes and pens to all participants in two colors. Explain that they will note down their observations for question 1 on color 1, and the observations for question 2 on color 2. Tell them to use 1 separate post-it for each observation!**

→ encourage participants to really note down what is visible in the video, not just anything they know/feel about the interventions.

→ After screening each video, the facilitator(s) can ask participants to share their observations about 'what is good' and 'what needs to be improved'. Then, all participants are invited to keep their notes. Tell everyone you will use them during the discussion on recommendations!!

→ Repeat the above for each video.

10.30 – 11.00 Tea break

11.00 – 12.30 Discussion on recommendations

Now all participants have seen the videos and noted down their thoughts, it is time to discuss recommendations!

- Divide the group in 5 small groups of 4 people (make sure community reporters feel comfortable in their group).
- In the small groups, the participants discuss their Post-it notes. Which observations stand out? What are their ideas and suggestions?
- Invite everyone to speak their mind, and really bring forward recommendations based on the 2 videos they are reflecting upon.
- Use 30-45 minutes for discussion in the small groups and ask each group to note down their **top-5 recommendations on a Flip Chart**. Ask them for each recommendation to make clear who has which responsibility to make this happen. → see recommendation template below.
- Groups present their recommendations and discuss with them how to implement their recommendations. What are their ideas? Out of all the ideas what is the most important? How can the recommendations be implemented? Who is responsible? Try to come up with as concrete options as possible!
- Thank everyone for sharing and invite participants for lunch. Communicate the time the session will resume.

→ facilitators, make sure you document the recommendations of the groups in a session report!

12.30 – 13.30 Lunch break

13.30 – 13.45 Energizer

Use an energizer to get everybody active and present. Use the option below or introduce something you know yourselves.

Walk and stop, name and clap, jump and dance

If possible, take this energizer outside!

Step 1	Imagine a relaxing state of mind. Move around the circle. Once I call WALK keep WALKING, if I STOP, then stop moving. (Do this for a couple of minutes. Add Name and Clap) Now when I call out NAME, shout out your name and when I say CLAP, clap your hands. Add JUMP and DANCE. When I call out JUMP, you jump and DANCE you all pull out whatever dance move you have.
Step 2	Step it up! For any action I call out…you have to do the opposite. If I say WALK…you STOP, if I say STOP, you walk and if I say NAME you CLAP and if I CLAP you shout out your name and if I say JUMP you DANCE and DANCE you JUMP.
Step 3	This exercise was meant to build your ability to pay attention to detail. It's both a brain and body exercise. And we need all of you here in body, mind and spirit for the afternoon program!

13.45 – 14.45 Evaluation of Participatory Video Methodology

In the morning we have reviewed the videos and harvested recommendations for the program. For the afternoon, we would like to zoom in on the <u>*method*</u> we used for the evaluation: Participatory Video Monitoring. To evaluate together, we would like all of you to answer 3 questions. Please think about it yourself and note down your answer on a post-it note (3 different notes).

→ Facilitators: stick 3 flipchart sheets to the wall with "question 1" "question 2" etc.

Post it 1:	What was <u>your most significant lesson</u> you learned from participating in the PV process?
Post it 2:	What is <u>your recommendation</u> to improve the PV method/what should be done different or better next time?
Post it 3:	What is <u>the value of the PVE method</u> for you in monitoring a project?

- Give all participants 10-15 minutes to note down their answers. Ask everyone to write clearly and if possible in English. *Note: if it is difficult for participants to do this, moderate a conversation using the 3 questions. Add/change questions as you deem fit for your group.*
- If everyone has written their answers, invite participants one-by-one to come forward and stick their post-its to the Flip chart sheets. Ask them to share 1 answer in the plenary and facilitate a conversation about that answer: do others feel the same, why yes/no? Any additions? Invite everyone to as much as possible bring something new, to avoid repetition.
- After all have presented and shared, you can still randomly pick some notes from the sheets, read them out loud and invite participants to share and discuss.
- Thank everyone for sharing.

→ facilitators make sure you keep the post-it notes, so you can document the outcomes in a session report!!

14.45 – 15.15 Tea break

→ facilitators prepare the next session!

15.15 – 15.45 Follow up on recommendations

Take this time to share some reflective words on behalf of War Child, think for example of:

- What will you do with the recommendations shared in the morning? What will be the next steps? Who is responsible for implementation and/or follow-up?
- How do you look at the evaluation remarks harvested in the afternoon? What will you do with it and what have you learned from it?
- Is their need to make follow up appointments with specific stakeholders? Or is their need to form small groups to work on certain recommendations?
- Thank everyone for their time and suggestions!

15.45 – 16.00 Closure

Address any final questions/things to finalize.

Recommendation template – print or copy on a FlipChart for easy presenting.

Your group task: 1. Review the post-its from all group members. Seeing the videos, what is going well in the program? What needs to be improved? *2.* Note down the <u>FIVE</u> recommendations that are most important to your group. *Note that a recommendation can be based on something that is going well (please continue/further develop…) or something that needs to be improved (please change/work on…)!* 3. For each recommendation, explain A) what is needed to realize the recommendation, and B) who should take action.		
Recommendation	**What is needed to realize?**	**Who should take action?**
1.		
2.		
3.		
4.		
5.		

Example certificate

EyeOpenerWorks

WAR child CANADA

CERTIFICATE

We hereby acknowledge that

……………………………………………………………………………………

participated in a Participatory Video Evaluation process
September - October 2020

The participant has developed the following competences:

- The participant understands the Participatory Video Evaluation method.
- The participant has the capacity to interview respondents in order to collect ‘stories of change’.
- The participant developed basic technical skills in filming with a smartphone.
- The participant knows how to use video stories to reflect on results, challenges and improvements of a project.

On behalf of EyeOpenerWorks:

On behalf of War Child Canada:

Creating a process video

Introduction

Participatory Video (PV) is a Monitoring and Evaluation technique that enables the target group of a project/program to collect video stories and present their experiences, opinions, and suggestions directly with the outside world. The method can be used to supports learning and accountability within programs and organizations, analyzing both the quality and value of interventions in peoples' lives, and can serve as a tool for the engagement of and dialogue between the target group, project/program staff and stakeholders.

A typical PV process consist of the following 3 phases:

1. **Introduction to PV:** participants of the PV are introduced to the methodology and learn how to use video equipment, improve their interviewing skills and prepare for story collection:
2. **Story collection:** recording of video interviews and supportive video images.
3. **Review, analysis and reflection:** review of video material, selection of most relevant information, editing of videos and screening whereby relevant actors reflect on information shared in videos and harvest learnings for project implementation.

As the method is highly participatory, the PV process itself is worthwhile to document. This can be done with a *process video*[8], a video that summarizes the 3 phases of the PV process and shows how participants experienced the process and what they have learned.

What to document

Keep the following in mind when creating a process video:

1. Document all phases

Film from the start of the process until the end, and make sure you cover all steps of the process. Moment to record are for example:

Phase 1 – Introduction to PV

- Discovery of equipment by participants
- Interviewing practice with/without video equipment
- Designing of story collection phase
- Visual storytelling/recording of background images by participants

Phase 2 – Story collection

- Recording of video interviews and background images on story collection locations.

Phase 3 – Review, analysis and reflection

- Reviewing of video footage/selection of most relevant answers by participants.
- Story building and – of done by participants – editing.
- Screening of videos and learning session

[8] If you'd like to have a more in-depth image of the process, you can even consider documenting each phase in a separate video.

2. Record interviews and background images

Just as what you will learn your participants who take part in the PV process: make sure you record both interviews and background images (scenes) of the different phases.

Interviews

- Select 3-4 participants whom you follow throughout the process, and interview them multiple times about their experiences (e.g. in phase 1, 2, 3).
- Interview a couple of other participants during different phases of the process.
- Interview stakeholders who are not necessary part of the PV process, but see the videos, or hear from participants about the process.
- Always use a tripod stand when filming interviews, and mind your light & sounds management and the framing of your respondent (medium shot, rule of 3rds, headspace).

Consider the following questions:

a. What are your expectations of the PV process?
b. What would you like to learn during the PV process?
c. What have you learned today?
d. What was the most interesting for you today?
e. What was your experience/did you learn from *[mention an activity that is part of the process – see above]*?
f. What kind of information are you going to harvest from your respondents? Why is this important?
g. What was you experience during the story collection? What went well, what was challenging?
h. What was the most fun/challenging/exciting (etc.) part of the PV process for you?
i. What were your experiences during the PV process?
j. What did you learn during this PV process?
k. What is the value of this method for the project you were looking at? Please explain/give examples?
l. What have you learned about the xx-project/program after watching the PV videos?
m. What is your recommendation/advice/suggestion for the organization who is implementing the project after watching the PV videos?
n. Would you recommend this method to other organizations? Why yes/no?
o. Etc.
p. Etc.

Background images

- Record background images from every activity that is mentioned above.
- For every activity, record a scene, meaning that you shoot multiple shots of the same activity. Example: if activity is “exploring video equipment”, shoot at least a wide, medium and close up shot of that activity. You can never have enough! So the more different shots, the better.
- Hold your camera steady while filming background images, don not move/zoom/pan etc. and record for at least 15 seconds per image.

3. Make sure outsiders understand your process

A process video is mostly used to share with outsiders what you have done. You can help your viewer to understand what they see by including the following elements in your video.

Present a logical story

- Create a story of the process that has a clear beginning, middle and end.
- Make sure the viewer understands what the method and process was all about after watching the video.
- Mix interview footage with video images that show the process.
- Aim for a video of approximately 5 minutes.

Intro

- Create an introduction for your video where you summarize what PV is and how you have approached the process. Example:

> War Child Canada piloted the Participatory Video method in DRC.
>
> Students and teachers were trained to evaluate the Interactive Radio Instruction programme.
>
> The method provided an opportunity to share their experiences and stories in their own words.
>
> The process consisted of three phases
> 1. introduction to MSC&PV
> 2. story collection
> 3. review and evaluation

Name titles

- For every person that you interview and is visible in the video, create a name title that includes name and their position. Example:

> Julia Acen
> Student Mary Hill High School

Text graphics

- Look critically at your video and help the viewer understanding the story by adding text graphics that support what they are seeing. Examples are:
  - Introduction of the different phases/activities
  - Number of participants that where part of the PV process
  - Where the process took place
  - When the process took place
  - How many respondents were interviewed
  - What the purpose was of the screening/who were involved
  - What you will do with the outcomes of the process.
  - Etc.

Logos

- Use a logo of your organization and/or the project to make the video recognizable.

Music

- Use music to give your video some extra flow. Links to rights free music can be found here.

Outro

- Create a relevant outro for your process video. This is the place to credit people/organizations who participated in the process. You can also end with a link of your organization.

Participant guidance

Tips for interviewing

1. Make an appointment with your respondent.

2. Prepare your equipment. Make sure you have enough battery and space on your device to record.

3. Look for a quiet and safe interview location.

4. Introduce yourself and the purpose of the interview:

Hello, I am ____________ and we are here to interview you to about _____________.

5. Ask for **consent** of your respondent and film this.

Before we start filming, I would like to record your consent to participate.

Please know your contribution is voluntary, so feel free not to participate if you don't feel comfortable. Your participation does not impact the services you are receiving.

We encourage you to share your honest opinions and stories.

Do you give us permission to film and interview you and use the material for learning and communication purposes, both national and international, on a variety of online and offline platforms?

6. Start the real interview. Use your MSC question and the other questions you have designed. Make sure you get as much information as possible by asking follow up questions.

7. Film a couple of background images of the person you have interviewed.
   a. Use different shots for one activity: wide shot, medium shot, close up person, close up activity, over the shoulder, creative shot.
   b. Each shot: 15-20 seconds.

8. Note down the name and contact details of your respondent in your phone or in your notebook.

9. Thank your respondent for his/her time.

Problems? Don't be silent!
If you have any problems or challenges whatsoever, please contact your focal person.

Question design

Create a Most Significant Change question.

Example: Looking back over [x time], what do you think has been the most significant change in your life as a [position/role]/your community [optional: as a result of…]?

  - Why is this important to you?
  - What/who caused the change?
  - What was the situation before? And now?
  - How about the change of people in your community/family/…?
  - Examples of the change?
  -

- What are the most important issues for you/your community regarding…?
- How did you benefit from...?
- Which goals have you achieved as a result of your participation in…?
- What are strengths/weaknesses of … in your eyes?
- What do you like about…?
- What did you learn from …?
- What is/was your experience with..?
- What is/was your biggest challenge..?
- How could … be improved?
- What is your advice for the people who designed/implement ...?
- Who should be involved in ….?
- How do you see your coming [time period] /future?
- Is there anything else you would like to share about …?

Design your questions!

Respondent category:____

MSC question

Looking back over the ______________________________, what do you think has been the most significant change in your life as a ___________________________?

Follow up questions

1. ____

____

2. ____

____

3. ____

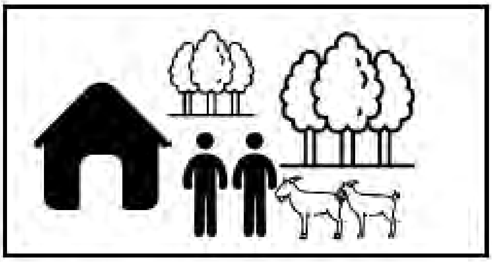
____

4. ____

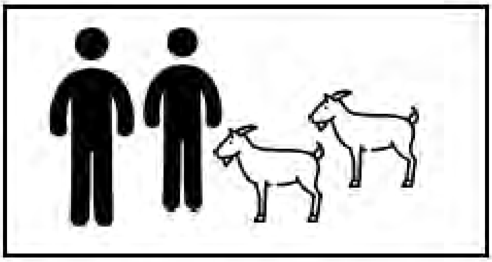
____

5. ____

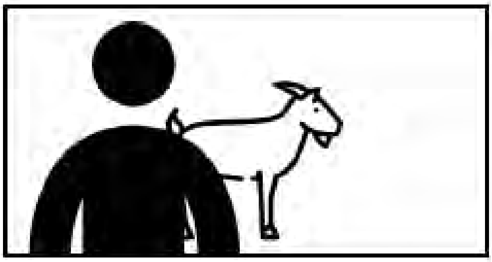
Shot types – background images



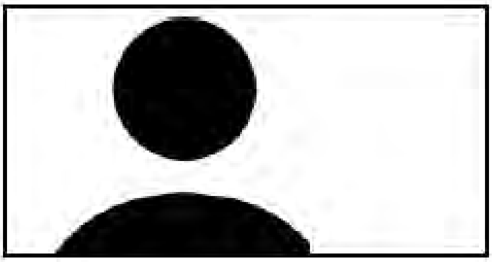
Establishing shot of the location
- you see everything



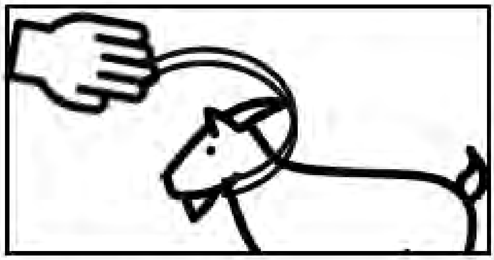
Medium shot of whole scene
- you see the whole activity



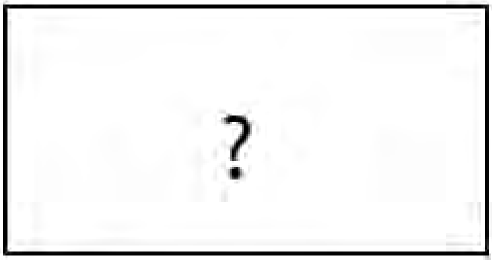
Over the shoulder
- you look over the shoulder of the person



Close up of the person
- we see the face of the person



Close up: the activity
- you see what the person is doing



Your creative shot
- anything else you feel like!

Tips & Tricks | participatory video

BEFORE RECORDING – PREPARE YOURSELF

Planning

- Arrange an appointment with your respondent and ask for 30-60 minutes of his/her time.
- Make sure you come with all your equipment.
- Charge your battery when possible and start recording with a full battery.
- Know what you want to ask (your interview questions) and what to film (activities/locations).

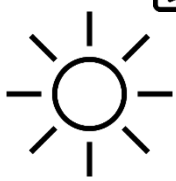
Before the interview starts

- Pick the interview location.
- Check your equipment, set up the phone for recording.
- Create a comfortable, safe and quiet interview setting.
- Introduce yourself to the respondent and explain the purpose of the filming activities (incl. consent!).
- Ask the respondent to sign the consent form.

FILMING - GENERAL TIPS

Use the light

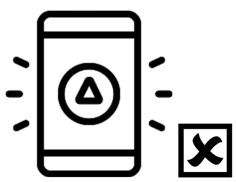
- Even if you do everything right, the wrong light can ruin your recording.
- Record with daylight.
- Make sure the person you interview has light in his/her face.
- Avoid very bright backgrounds or filming against the sun.



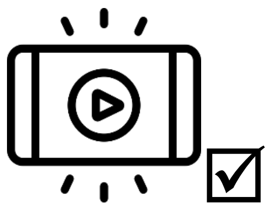
Film horizontally

- Hold you phone horizontally when filming, so your footage can be easily viewed on other devices (laptop, big screen, TV etc.).

Not like this.



But like this!

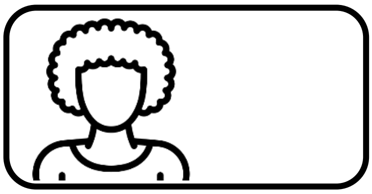


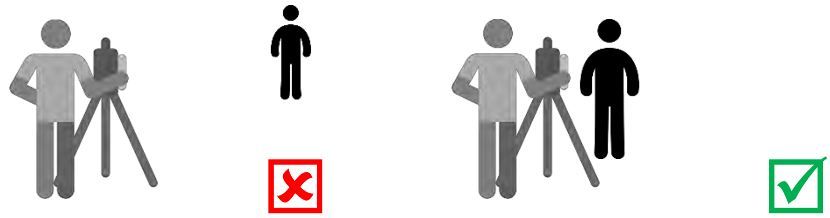
Stay steady

- Hold your phone steady.
- Interviews: position the camera and don't move it during the interview.
- Background images: for each shot you take, hold steady for 10-15 sec before you move. Even if the subject you are recording is moving.

Get close

- Good audio is as important as a good image. During interviews, make sure you are at arm's length of your respondent (or even closer).
- Use the rule of thirds and create a medium shot.
- If you zoom, the quality of your image will be worse. Instead: zoom with your feet! Come closer to what you are recording.





INTERVIEWING – FIND THE GOLD

Start with recording consent on camera.

Use your prepared interview questions. To get to know more, use the 4 Ws & H:

- **What** (changes do you experience / do you mean / happened)?
- **Where** (were you / did this take place)?
- **When** (did this happen exactly)?
- **How** (was your life before / do you feel about this / much / did you do this/)?
- **Why** (is this so important to you)?

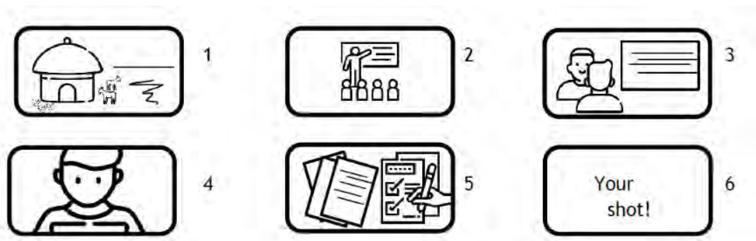
Use supporting questions to dig deeper:

- "Can you explain?"
- "Can you give an example?"
- "Can you tell me more (detail)?"
- "Can you clarify?"
- "How do you feel about this?"
- "Why is this the most significant for you?

- Practice the LSE method: LSE: Listen, Summarize, Explore.
- Use silence to give space to a respondent to think.
- Write down key information of your respondent: name, age, role/position, phone number.

BACKGROUND IMAGES – BRING A STORY TO LIFE

- Record background images to create a lively and real story. Show is happening!
- For each respondent, record 1-3 activities that make their story visual.
- Use different shots for each activity, hold camera steady for 10-15 seconds per shot.
  1. Establishing shot location
  2. Medium of whole scene
  3. Over the shoulder
  4. Close up: the person
  5. Close up: the activity
  6. Your creative shot



Analyze your interview

Name of respondent	
Position	
Location	

	Insert relevant quotes for each topic.
Most Significant Change	
Learnings from PROGRAM/PROJECT	
Like about PROGRAM/PROJECT	
Experience teaching method/how PROGRAM/PROJECT works	
Challenges	
Improvements/advice for PROGRAM/PROJECT	
Future	
Other things mentioned relevant for evaluation	

Selection most significant answers

Group name	
Most Significant Change	
Respondent 1	Respondent 2
Start:	Start:
Stop:	Stop:
Learnings from PROGRAM/PROJECT	
Respondent 1	Respondent 2
Start:	Start:
Stop:	Stop:
Like about PROGRAM/PROJECT	
Respondent 1	Respondent 2
Start:	Start:
Stop:	Stop:
Experience teaching method/how PROGRAM/PROJECT works	
Respondent 1	Respondent 2
Start:	Start:
Stop:	Stop:
Challenges	
Respondent 1	Respondent 2
Start:	Start:
Stop:	Stop:
Improvements/advice for PROGRAM/PROJECT	
Respondent 1	Respondent 2
Start:	Start:
Stop:	Stop:
Future	
Respondent 1	Respondent 2
Start:	Start:
Stop:	Stop:
Other things mentioned relevant for evaluation	
Respondent 1	Respondent 2
Start:	Start:
Stop:	Stop:

About War Child Canada

War Child Canada is an international NGO with offices in Canada, Democratic Republic of Congo, South Sudan, Sudan, Uganda, Yemen, and Afghanistan.

War Child Canada supports the most vulnerable people living in the most complex humanitarian environments around the world. War Child Canada utilizes a community-driven model of humanitarian action that is rooted in collaboration, local leadership, and a focus on long-term impact. War Child Canada's programs empower children and families to build brighter futures for themselves and their communities through access to high-quality education, legal and protection services, and income opportunities.

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About EyeOpenerWorks

EyeOpenerWorks is a creative agency with offices in The Netherlands and Uganda that supports organizations to create social and sustainable impact. EyeOpenerWorks provides services in four domains: 1) Active Learning, 2) Creative Monitoring and Evaluation, 3) Social Business Incubation, and 4) Organizational Development. Over the past years EyeOpenerWorks has supported over 50 clients in more than 15 countries.

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