

Systematization Report

Lights, Camera, Action: The Participatory Video Experience in Nicaragua



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Introduction

Although women have a fundamental role in Nicaraguan agriculture and livestock production, their contributions to achieving food security and sustainable development have been systematically ignored and undervalued. Only in recent years has there been a growing interest in the incorporation of alternative models that take into account gender dimensions in development policies and guidelines.

To better understand the gender context and include a gender perspective, it is important to provide participatory in-depth information and understanding of the challenges and opportunities faced by male and female smallholder farmers. Successful agricultural research for development (AR4D) should therefore go beyond generating quantitative research findings, to ensure these findings feed into context-relevant development interventions. An understanding of the context in which the research takes place is therefore essential for AR4D, and ought to include all groups that make up the research context in the process: include their voices, opinions, needs and ideas, and look for ways to communicate these to a variety of audiences.

For these reasons, the International Center for Tropical Agriculture (CIAT), the CGIAR Research Program on Integrated Systems for the Humid Tropics (Humidtropics) and the CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS)

conducted a pilot project to test a Participatory Video (PV) methodology to use Information and Communication Technologies (ICTs) to empower these communities and bring their voices into the larger development debate. The aim of this project was to provide a hands-on methodology for interested parties to learn how to design and implement a Participatory Video project.

In the light of this pilot project, two pilot workshops have been conducted between 2014 and 2015. With cross-cutting linkages to inclusive gender, youth, and communication components, the projects explored the potential of transformative processes stemming from learning experiences at community level. The first PV workshop was conducted with a group of young rural women and men from La Danta (Somotillo, Nicaragua), a rural community in one of Humidtropics' Field Sites in the Central America and the Caribbean (CAC) Flagship project. Based on this PV experience, a training manual was developed and validated through a second PV workshop, which was conducted with a group of young rural women from the communities in the outskirts of Estelí, a municipality in center-north Nicaragua. Here, "Lights, Camera, Action: Participatory Video to Empower Rural Women and Youth" was implemented as a Humidtropics Capacity Development project in 2015.

1. Systematization

Through this systematization report we seek to document and analyze the critical reflections of people who have participated in the development of “Lights, Camera, Action: Participatory Video to Empower Rural Women and Youth”. Comparing and contrasting these different experiences, we can understand and extract both successes and areas of improvement. Reflecting on past experiences is a responsibility when aiming to build local capacities and maximize positive results. With these objectives in mind, this report will address what the PV project entailed, how it was conducted and with whom, what results were obtained, and what lessons were learned. Ultimately, this systematization report is meant to reach beyond this individual PV experience, to serve as a story which promotes learning and inspires change.

Objective of the systematization report

The main objective of this systematization report is to provide a practical, contextualized example of the application of the PV methodology, for other partners to better understand the challenges faced and lessons learned during this PV experience as they apply the tool within their own AR4D contexts. In first instance, this document is meant for the Program to understand and learn from the project’s successes and challenges. By telling this story, we hope to create a tool for self-reflection while inspiring fellow researchers and development practitioners to make use of the PV methodology’s powerful adaptability within a broad range of projects. This report will be useful to local, national and international NGOs, government institutions, research centers, academic institutions, and grassroots groups. Since our PV experience was facilitated within an agriculture and gender context, this systematization report may be particularly

useful to institutions working on gender and agriculture-related topics.

This systematization report follows the guidelines of the Methodological Guide for Systematizing Local Experiences of Agricultural and Rural Development (developed by Berdegué, Julio; Ocampo, Ada and Escobar, Germán FIDAMERICA and PREVAL, 2002) and Guidelines for writing short counts innovation (developed by Ashby, Jacqueline and Douthwaite, Boru Institute of Rural innovation - CIAT, 2014).



2 Context of Nicaragua

Despite global economic turbulence, Nicaragua has stood out for maintaining growth levels above the average for Latin America and the Caribbean. Nicaragua’s macroeconomic stability has allowed the country’s decision makers to shift from crisis control mode to longer-term, pioneering strategies to fight poverty, particularly in remote rural communities. According to the 2014 Standard of Living Survey by the National Development Information Institute, between 2009 and 2014 general poverty in Nicaragua dropped 13 percent, from 42.5 percent to 29.6 percent; while in the same period extreme poverty dropped 6 percent, from 14.6 to 8.3 percent. Despite this progress, Nicaragua is still one of Latin America’s least developed countries, where access to basic services is still a daily challenge. Poverty, although declining steadily in recent years, remains high.

Agriculture in Nicaragua

A report by the World Bank, CIAT and CCAFS on Climate Smart Agriculture (CSA) in Nicaragua (World Bank, CIAT, 2015) states that agriculture is a key sector in the Nicaraguan economy, contributing about 17% to the Gross Domestic Product (GDP), compared to other sectors, such as trade (14%) and manufacturing (13%) (BCN, 2014). The average value of agricultural exports for the period 2009–2013 was US\$1,409 million, representing 77% of total exports (CETREX, 2014) where coffee, livestock products, sugar cane, peanut and beans are the main export products (MAG, 2009). 32% of the national job market and the overwhelming majority of rural labor efforts (World Bank, 2015) are made up by agricultural jobs. However, the distribution of land and income, particularly in the agricultural sector, is very unequal in Nicaragua: more than half of the country’s farmers (55%) cultivating less than 7 hectares of land, own just 5.6% of the country’s



Image 1: The pilot projects took place in Somotillo and Esteli, both marked with red circles in the image. Source: Wiki Images

total farmland. Small-scale farmers owning less than 1.75 hectares make up approximately 33% of all farmers, while subsistence farmers with 0.7 hectares or less account for 18.5% (INIDE, 2012).

Climate Change in Nicaragua

In general, agricultural productivity in Nicaragua is highly affected by droughts, floods, and erratic variations in climate. These, plus the use of poor agricultural practices, such as burning and low soil quality in marginal areas; the existence of pests and diseases as well as the limited availability of water in the dry corridor (FUNICA, 2012) have resulted in reduced annual productivity (total and partial crop losses). A study by Gourджи et. al., (2015) analyzing historical climate data found that there is a strong warming trend across the country, manifest through diurnal temperature increases (~0.40 °C per decade) in deforested areas. These rates are more than 50% higher than average temperature change rates in tropical areas. The impact of the drought has been felt in the economy and the food security of a large part of this country’s population of 6.2



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million people, 2.5 million of whom live on less than two dollars a day and 20 percent of whom are undernourished, according to statistics from international bodies.

Deforestation in Nicaragua

Nicaragua has the second highest rate of deforestation in Central America after Honduras (120,000 ha/year) (FAO, 2010). According to the CSA report (World Bank, CIAT, 2015), the main factors contributing to forest land change are: farmer migration; resettlement of people displaced by war; policies and development programs that prioritize basic grains; and extensive livestock systems (in: INAFOR, 2011). Protected areas account for approximately 2 million hectares, of which 50% is devoid of forests and threatened by the expansion of the agricultural frontier (INAFOR, 2011).

Rural women in Nicaragua

Generally and traditionally, a woman in the central and northern regions of Nicaragua takes on the role of wife and mother between the ages of 14 and 19. Of registered unions, 54 percent are common-law marriages. Land traditionally belongs to the man, as do the assets of the farm family production unit. In the case of separation, the woman is usually deprived of access to the means of production,

especially land. An estimated 34 percent of rural households are headed by women - and this proportion is higher among the poor. The phenomenon of women-led households in Nicaragua grew during the years of armed conflict in the 1980s.

Agricultural knowledge sharing in Nicaragua

The transfer of knowledge is one of the main challenges, and at the same time one of the main opportunities, for Nicaragua's agricultural sector. The sector faces many challenges in terms of productivity, knowledge transfer, vulnerability, and market access. Strengthening the agricultural technology transfer system could therefore improve the uptake of new practices and technologies with the potential to increase yields and improve livelihoods for smallholders. The main problem is that many farmers have limited access to consistent, targeted technical assistance (in general, women even more so than men) and state efforts to provide training and capacity building are fragmented or limited in scope. Particularly amongst smallholders, the adoption of new technologies is low, which affects not only productivity and food security, but also the ability to respond and adapt to severe weather and climate conditions (World Bank, CIAT, 2015).

2.1 Site specific context of the PV pilot-projects

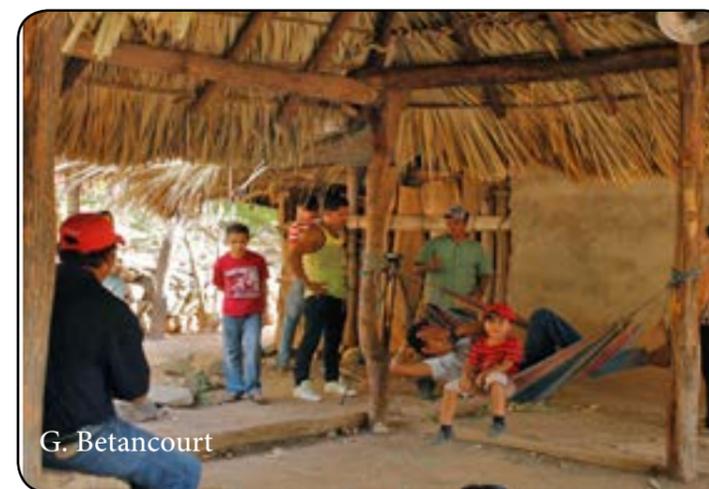
Participants in this PV experience were largely smallholder farming communities in rural Nicaragua, experiencing the consequences of climate change in their farming practices. Both projects followed a successful Quesungual intervention which involved exchanges between researchers, farmers, women, and young people from the communities. These previous experiences revealed that rural farm families held great value in continuous, lifelong learning to improve their standard of living, emphasizing the importance of sharing their knowledge to create a more efficient work distribution among family members in the farm. This way, each person observes how their family's farm management practices apply to them within their daily context. For instance, women in the community were especially interested in the improvement of crop productivity and its resulting improvements in household nutrition.

This kind of interaction is crucial, not only in introducing project interventions to farmers, but also in helping them feel capable of continuing techniques on their own, participating in creative and innovative problem-solving, and sharing their knowledge and experiences with other communities. Taking Quesungual's

initial exchange with small farmers, women, and youth in the community of Condega, the PV project can count on the trust of the people and the experience of local partners to enhance participation and generate reliable results within the short time-frame and limited resources proposed.

In both contexts, PV was regarded as a suitable tool to examine rural livelihoods, particularly from a gender and youth perspective, to allow local populations to share their stories and voice their opinions about their community's way of life, how this is linked to their resource management practices, and the positive changes they are capable of generating through the improvement of their farm practices, both on an individual and community levels. This pilot project has been designed to, through the use of PV, understand, document and analyze the marginalization of women and youth in rural Nicaragua. As a new tool for both men and women, PV engaged participants in fun, creative exercises that encourage ease and spontaneity of expression regarding often sensitive topics, allowing for a deeper understanding of the marginalization of these groups.

Various issues converge in the context in which the PV pilot took place, creating an environment that disempowers and discourages innovative and creative problem solving. The causes of these issues are, amongst others, inequitable social power structures; poverty and its impact on individual and collective access to resources, knowledge, and information; and gender differences due to political and social traditions. Various aspects must be considered when tackling these issues. For instance, the strong presence of local organizations and NGO's working on community awareness of gender equity issues often has a positive impact on these activities, whereas traditional machista culture and higher social regard



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of men over women is a common limitation that must be taken into consideration when designing interventions.

Somotillo

The specific site of La Danta was chosen, following the successful implementation of the Quesungual Agroforestry System in the same community in the municipality of Somotillo (department of Chinandega, Nicaragua), which contributed to the mitigation of climate change vulnerability through the reduction of deforestation. After the Quesungual project worked with farm families in the region to replace traditional slash- and-burn farming with more sustainable resource management practices. The municipality of Somotillo is located in the northern part of the department of Chinandega, in north Nicaragua.

According to the Instituto Nicaragüense de Estudios Territoriales (INETER), the municipality of Somotillo measures 724.71 km² and lies approximately 41 meters above sea level. Water is of main importance in the area, for it is located on the northern bank of



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the Rio Gallo, also known as the Rio Grande. A seasonal stream known as the Tecomapa runs north of the town. The climate is a dry, tropical one, with strongly pronounced rainy and dry seasons. Soils are of volcanic origin and are deep and fertile. The area is largely agricultural with some cattle ranching. Common crops in the area are maize, cotton, sesame, and wheat, mainly grown by smallholders and tenant farmers. The economy is also influenced by the long border with Honduras. A major highway passes through the town of Somotillo to the border crossing at Guasaule, creating customs and immigration jobs in Somotillo, as well as opportunities for smuggling. The most current census figures suggest a population of approximately 33,000.

The group of PV participants consisted of 15 participants: 7 men and 8 women. Most of them are between 19 and 23 years old. One man is 32 years old, and two are 38 years old. All of the participants were from the same community of La Danta. This community is part of the municipality of Somotillo, and is a purely agricultural community. The participants are all involved in agricultural activities. The two older men are married, have children and live independently. The rest of the participants live with their families. In general, families are numerous, with around six to ten children. When young people get married, they tend to stay and live in the community. Public transport to and from the community is scarce. Two daily buses leave for Somotillo, one at 6.20am and one at 15.20. From Somotillo, the bus leaves at 17.40. The trip takes 1 hour. The community is 6km away from 'la entrada', which is where the paved road becomes an unpaved path, and marks the entrance to 6km of unpaved hills before reaching La Danta. Most of the inhabitants walk or bicycle these 6km to get to the main road and get to Somotillo. Some of the participants have a bicycle or a horse.

Estelí

The second pilot took place in the rural municipality of Condega (department of Estelí). 69.52% of Condega's population lives in rural areas, where the main productive activity is smallholder mixed crop-livestock farming. 48.87% of the community's total population is under 17 years old, and faces a 13.39% school dropout rate due to poverty forcing young people to participate in their family's productive activities at an early age.

This region presents widespread poverty despite its richness in natural resources, a situation which is worsened by inadequate farm management practices, such as deforestation and slash-and-burn cropping systems which lead to soil erosion and further degrades the vulnerable hillsides that make up most of the landscape. Communities are experiencing an unprecedented loss of indigenous knowledge as traditional farming systems are met with

the effects of climate change, exacerbating the issues faced by the communities in an already fragile area afflicted by extreme phenomena such as heavy rainstorms, landslides, and floods during the rainy season, and drought during the dry season.

Furthermore, the region is being affected by the horizontal expansion of the agricultural frontier, and presents conflicts regarding land use and tenure. Indigenous communal land tenure, which takes into account different types of land uses (including conservation of forest areas for hunting, rivers for fishing, and allocating plots for crop production), is being displaced by farmers from the North and Pacific regions of Nicaragua, who are forced to migrate due to land degradation and continue to place severe pressure on forestland by repeating slash-and-burn cropping systems and extensive livestock production practices.



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Resource governance is carried out at a municipal level, although weak policy structures and fragmented institutions tend to debilitate interventions that could benefit smallholders. More often than not, the participation of women and youth in the decision-making process is limited.

CIAT and its partners have been working on the Qesungual project, titled 'Eco-efficient crop and livestock production for poor farmers in the sub-humid hillside areas of Nicaragua'. The goal of this research for development project is to improve the livelihoods of the rural poor in the sub-humid hillsides of Nicaragua by enhancing eco-efficiency in rural landscapes. This project has been ongoing since July 2010, and is an example of a successful project intervention in the region. Aside from strengthening capacities in rural farm communities to ensure sustainable production intensification, Qesungual has also worked hand in hand with the communities, seeking to understand the socio-cultural background in relation to eco-efficient agriculture and integrating small farmers, women, and youth in the process. It is therefore a valuable platform for developing the PV experience with the rural farm families of Condega.

3. PV Intervention

Participatory Video (PV) is a participatory research tool that involves members of a community in creating their own video message. The community learns to use video technology, write their own story, interview leaders and neighbors, and tell their own story. The PV methodology collects indigenous knowledge on factors that impact the effectiveness of sustainable development interventions based on local needs. It is an ideal method for

sharing ideas and learning, and through this, encouraging groups that are often marginalized to identify their own needs and implement their own forms of sustainable development.

Whether implemented as a standalone project or as a tool to support ongoing integrated agricultural research interventions, PV helps to identify important overarching development themes, including:

- Community Leadership and Participation
- Knowledge, Learning and Innovation
- Gender and Inter-Generational Dynamics
- Natural Resources and Income Generation

PV is simple to replicate, disseminate, and track. Therefore, it can also serve as a versatile M&E tool throughout the various phases of research interventions, generating insights and feedback from specific target groups. This creates a strong sense of project ownership within the community and a more fertile ground for technology adoption and social change.

3.1 Why PV?

This project experience showed that the cross-cutting nature of the PV methodology contributes to the Humidtropics Enabling Intermediate Development Outcomes (IDOs), ensuring that elements of Innovation and Gender and Youth are effectively mainstreamed in the design and implementation of interventions across the Program's Action Areas and beyond. Contributions to the Gender and Youth IDO stem from empowering rural women and youth to engage in learning activities and voice their stories and opinions while gaining confidence in their abilities to acquire new skills and think creatively in regards to innovative problem-solving. Meanwhile, the Program's Innovation IDO has been strengthened by the proposed PV methodology as it created conditions for small farmers, women, and youth to gain confidence

in their ability to succeed at new activities and improve existing local knowledge and practices. Overall, this provides a non-threatening mechanism through which to improve gender and inter-generational relationships.

The engagement of rural communities in ICTs, paying particular attention to women and youth, is a powerful channel to foster the leap from individual and collective learning to sustainable livelihood impacts through an integrated capacity development approach. Enhancing the participation of marginalized groups in policy-making debates, it provides a valuable resource to stimulate equitable and fair levels of consultation when it comes to the design of policies that affect rural populations. The PV initiative showed great potential to develop an effective methodology that can be adapted to the various Action Sites across the Humidtropics Flagship projects on a global scale, generate a broad range of powerful

training tools and audiovisual materials illustrating the qualitative side of statistics to enhance impact on decision-making processes, and empower rural communities to examine their livelihoods, share their stories and voice their opinions regarding their way of life, how this is connected to the way they manage their resources, and how this gives them the power to be their own agents of development and transformation.

4. Objectives of the pilot projects

The general objective of this project was to generate a dynamic PV methodology that empowers young adults and women in rural communities to partake in learning experiences by sharing their perspectives on their livelihoods and natural resource management strategies. This included:

- To develop a PV methodology to collect



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indigenous knowledge on factors that impact the effectiveness of sustainable development strategies based on local needs, including the differentiation of these impacts by gender.

- To implement a pilot PV workshop in the Humidtropics Nicanorte Action Site to test the effectiveness of the proposed PV methodology in engaging rural women and youth in a process of analysis and response that stimulates innovative problem-solving at farm- and community-level.
- To generate an adaptable PV methodology and cross-cutting training tools to be used across Humidtropics Action Sites and beyond.

5. The PV methodology used

PV is a methodology premised on particular attitudes and behaviors that value collective and consensual decision-making and equalized power relations, seeking local solutions to local problems through coming together, reflecting, communicating, and taking positive action. The methodology chosen is therefore participant-centered and participant-led at every opportunity, to engage local people, enable them to determine local needs and opportunities, and adjust the PV process to be an effective tool for them.

- Demystifying technology: Participants had little to no previous exposure to using video technology. Thus, PV games and exercises were adapted to make participants feel comfortable with the camera and make the video production process simple and accessible. In this way, participants build confidence in their ability to try and succeed at new things, discovering their own capacity.
- Learning through doing: One of the key points of PV is involving all participants through hands-on activities. The basic camera skills are learned through games and

exercises in which the participants practiced and played with the equipment. It is through this learning that new skillsets are being taught and discovered, taking away existing hierarchical barriers in the process, for this is a new methodology for all.

- Local knowledge and new perspectives: Exercises such as community mapping, timelines, and the recording of local areas by local people give the participants (and their community members) an opportunity to reflect on and appreciate their local environment, history and knowledge. This local appreciation is useful and even crucial to predict climate change vulnerability, as well as guiding farming decisions. Furthermore, it helps the facilitators to understand the local context, seen from a local perspective, which will help adapt further research strategies.
- Team work: The methodology's participatory nature provides opportunities for working collectively whilst providing space and opportunity for each individual to step up, try new things, and explore their capacity. This can be done in various ways (such as through using the equipment, through sharing knowledge and ideas, in finding consensus, and collaborating in every step involved in making a video together), allowing for each participant to explore their strengths.
- Gender and equalizing relationships: Because video production is a new tool and skillset which most (or all) participants have not had previous exposure to, the methodology creates a space where women can show themselves as capable as men, impacting on assumptions about the capacity of the different genders, and providing a non-threatening mechanism for women to speak out.
- Triangulation: Participatory video renders information immediately accessible and usable by many through regular screenings.

These screenings function as a crucial triangulation process whereby other stakeholders can watch and give comment to contest, validate or expand on what they have seen, and they can do so by adding to the video in a quick and easy way. This encourages a process of inquiry and critical thinking, allowing people to experience how to investigate and learn about their situation, and draw key conclusions.

- Advocacy and awareness tools: The process helped the community to define their own capacity to change, and above all, to identify and articulate where and from whom assistance is required.
- Break from daily life: Participants often mentioned that the concentrated time participating in the PV workshop became a reflective space held by the process. Being surrounded by relatively new people, in a new environment, and creating new ideas, a brainstorming process was created

with a tendency towards focusing on improvement for the future. This provided a rare opportunity for participants to stop and think, to assess themselves and their community, to re-imagine their future, their aspirations, their connection to their community, and to take part in positive actions within and for that community.

- Creative stimulation: Drawing, drama, and improvising skills had not been practiced by most, if not all, of the participants. These creative processes allow people to come together to express themselves around issues by enacting typical situations in all their complexity, with the relative anonymity of fiction, as well as the opportunity to act out and demonstrate potential solutions.

(Based upon the methodology by Insightshare, Nick Lunch, 2005; and M. Koningstein and S. Azadegan, 2014)



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6. Activities of the PV methodology

Below, a timeline of the activities is presented, as well as the main function of the exercise. Those marked with ‘critical analysis of community livelihoods’ are exercises that provide both the group of participants, as well as the facilitators, with useful background and inside information for a deeper understanding of the context of the community and the PV. Though of high importance for both the community and the facilitators, these tend to be the exercises that needs most careful attention, for they can treat vulnerable topics.

Day:	Activity:	Use of the activity:
Day 1	Explaining the agenda Draw group members Group agreement Question tree Informed consent Name game	Strengthening team work Strengthening team work Strengthening team work Basic camera skills Interview skills Basic camera skills/ interview skills
Day 2	Show and Tell Disappearing Game Information Flow Map Shot type Challenge	Basic camera skills Strengthening team work Story development Basic camera skills
Day 3	Questions in a row Visioning Video Comic Strip Devil’s Advocate	Basic camera skills/ interview skills Critical analysis of community livelihoods Basic camera skills Critical analysis of community livelihoods
Day 4	Twist in Frame Body Mapping Informed Consent (Cont’d) Vox Populi	Basic camera skills/Strengthening team work Critical analysis of community livelihoods Filming and editing Basic camera skills/ interview skills
Day 5	Village resource and use map Wealth and Vulnerability Ranking Audience Pathways Role play	Critical analysis of community livelihoods Critical analysis of community livelihoods Critical analysis of community livelihoods Story development Filming and editing

Day 6	Storyboard technique Energy graphs Knotty Problem Final Storyboard	Story development Story development Strengthening team work Story development
Day 7	Filming the final story board Screening	filming and editing Screening
Day 8	Simplified editing structure Logging the footage Paper edit	Filming and editing Filming and editing Filming and editing
Day 9	Editing and rough screening Final consent	filming and editing/ screening Screening
Day 10	Finalize video editing Community screening and celebration	Filming and editing Screening

6.2 Challenges faced by participants versus facilitators

Working with youth, we noticed that the most dynamic exercises are the ones that are capable of breaking down any pre-existing hierarchies in the group (such as gender hierarchies). Also, letting them move around and use different materials inspired their participation. However, an obstacle noted was that general education in Nicaragua does not encourage creativity and using problem solving methodologies. Furthermore, people are trained to learn reading and writing, and therefore use only words in descriptions. It was therefore challenging for the participants to make a shift from words to drawings. Below, the main challenges for participants versus facilitators are described.

Technical skills

Facilitators

Since film equipment was limited and most participants had difficulty coordinating shared resources and time use, a group rotation system was developed for conducting interviews and

filming the backup footage.

In some cases, it might be impossible for the entire group to take part in the actual editing process, for this would mean 15 people surrounding one computer, taking turns in handling the editing program, losing concentration, increased boredom, etc. For this reason, the editing process started with a paper edit with the entire group, in which we split the group into subgroups. In the end, due to logistical issues, the facilitator did the final editing of the movie strictly following the paper edit created by the group. Furthermore, it is important to show the final video to the group for a last screening, before showing it at the community screening.

Abstract concepts

Participants:

It appeared that although the video structure matrix presents the video through a structure similar to the basic literary “storyline” structure taught in schools, participants have a very difficult time understanding how to introduce a topic and slowly develop different facets of the topic before stating their conclusion. However,

all of the groups added that using only images and drawings wasn't clear for them; they needed to add some words.

Facilitators:

It is important to stress that the participants can be flexible with the storyboard (it appeared that, for instance, if something was drawn a certain way, they felt obligated to film it in the exact same way, even if an obstacle emerged in the real life shot).

We elaborated a video structure matrix to help better visualize the way a topic is introduced, developed, and supported throughout a video. Considering different ways of supporting an idea, it was concluded that an interviewee's negative experience could be used to enhance the participants' point; however, it is the facilitator's role to ensure the source is not portrayed negatively, as this may go against what they were originally told to motivate them to participate, and may affect the interviewee's consent of the use of their interview in the final video product.

Use creative ways to express verbal language

Participants:

Participants struggled thinking through creative ways to introduce the recap exercise. Most of them returned to standing up and giving a two-minute oral presentation of the previous day's activities.

In the visioning exercise, participants seemed to have difficulty becoming immersed in the exercise. Furthermore, drawing their visions on paper afterwards seemed to be very difficult.

Facilitators:

To ensure the recap exercise is done in a more interactive way, facilitators can act as recap volunteers on the first day, demonstrating how to be creative with the exercise.

Equal division of tasks within the group

Participants:

Women were more at ease than men in working with elements of storytelling and conveying the details of the story. It might therefore be useful to mix the groups in gender.

Facilitators:

In many exercises it is important to stress the equal division of tasks and time by the group. This is the main task of the facilitator.

The Twist and Frame exercise may not be appropriate for all cultures and/or age groups, due to the physical closeness required to fit the correct number of eyes, hands, and feet in each frame.

Making mistakes

Participants

Although it is stressed on the first day that mistakes are part of the process, this is a sensitive topic. Depending on the group, this might 'spoil' self-confidence and group spirit (This happened in the disappearing game,

where participants were told not to move; by doing so, the final visual effect sought through the exercise was affected.

Facilitators:

Facilitators need to analyze the group and carefully redirect participants when they notice mistakes might be near.

When going out on the street for the first time, it is important to prepare the participants for unwilling or inexperienced interviewees. Especially those that are feeling nervous and/or unsure, this reaction from their community members on the street might be demotivating

7. Results of the PV Intervention

The PV intervention has had various results and outputs. Important site-specific themes that surfaced during the process to strengthen ongoing research were community leadership (including leadership roles of young women in community initiatives), the value of knowledge

and learning, natural resource management as a catalyst for development, and the role of rural youth in the future of agriculture, as perceived by themselves and by older generations. The impact of the PV intervention can therefore be measured around the themes of Empowerment of Marginalized Groups; and Identifying Challenges for Sustainable Livelihoods.

The impact will be described through the following elements.

- a) Gender and inter-generational dynamics
- b) Natural resource management and income generation
- c) Participation
- d) Learning and Innovation

7.1 Gender and inter-generational dynamics

Participatory video allows for female empowerment in various ways. One of these is defined by Papa et al. (2000) who found that women's empowerment is linked to sharing emotions (connectedness), evaluating personal actions for relations and environmental impact (integrative thinking) and helping one another through collective action (cooperative enactment). PV links to this through the highly participatory and integrative methodology in which emotions are shared and possible personal actions are continuously evaluated (Papa et al. 2000). It is therefore that gender and participation are highly linked. In the PV experience in Estelí, it was noted that the single fact of being able to share experiences between the participants, and that they noticed they are all in similar situations, the girls felt more empowered, felt more organized and felt more connected to each other.

Gender dynamics is a topic often mentioned in the pilots. Women in particular are the ones to mention this, explaining that, for an entire family to grow and prosper, women need



to have the same rights as men. This often translates in land titles, starting independent businesses, recognition of the work they do on the field and in the household and equal access to information resources. Men tend to agree with these statements. For example, in Estelí, it was said that men can also take care of the household, cook, clean, etc. Women mentioned that men also deserve to spend time with their children, and that an equal division would be best.

Rural feminism is an aspect mentioned during the experience in Estelí. Rural feminism is explained as the organization of rural women, considering their unique circumstances in contrast with women in urban areas, to become stronger and more empowered. This feminism is possible through the sharing of the same roots, through which they are trying to live in equity with the men in their society. Being independent is mentioned as another point of empowerment, being able to take care of themselves, without having to depend upon a husband or family. This way, having land titles, owning a house, etc. are mentioned as pillars to this independence. Being aware of their rights was also mentioned during the PV experience in Estelí as a definite point of empowerment. PV contributes to this through the inclusion of both men and women, and through its being an easy tool to disseminate messages, such as the explanation of women's rights.

Generational difference is a topic often mentioned. Especially in the more traditional communities, there is friction between the traditional respect for the knowledge of elder community members, and the fact that young farmers feel they are not listened to. In general, it is said that there should be collaboration between the two: respect for the knowledge and experiences of the elders, but also respect for the new and 'modern' knowledge and drive

to innovate of the younger generations.

An issue often mentioned is that agriculture is not seen as a profitable enterprise by young farmers. When they have the opportunity, they migrate to the cities, or even to foreign countries, such as Costa Rica. When the younger generation moves away from the rural areas, the problem will only be exacerbated. By using a tool such as PV, different generations can be brought together. Where usually they might not sit together and listen to each other, using a different tool as a so-called mirror, as well as the obligation to work together towards a specific end product can bridge this gap.

The PV experience in Somotillo showed that the interviewing technique can be very empowering for both generations. Young people were conducting interviews, which made them feel a part of the process, and the elder generations were sharing their stories, which made them feel listened to. Furthermore, due to community screenings where all are invited, people from different age groups attended and expected to give feedback and be listened to.

Young participants all contributed in the family farm, but none of them defined themselves through agriculture, the way their parents' generation does. They all have a wide range of interests outside of agriculture, and this inherited livelihood is seen as both a blessing and a curse; it is a livelihood, but one that demands a lot of time and work, and any activities and interests they can develop outside of the farm is done "in spite" of agriculture.

7.2 Natural resource management and income generation

A recurring aspect in both projects is the use of natural resources for income generation, such as agriculture and livestock keeping, and

the way these natural resources should be conserved to ensure a more sustainable future for current and next generations. There tends to be a consensus that the use of more sustainable practices, such as planting trees, avoiding slash-and-burn practices, rejecting the use of chemicals in favor of organic farming, are practices that should be used now and in the future. There is also a consensus that there is too little information about these practices, and that these messages should be spread more widely.

Another recurring topic is farmer organization. To be stronger against the changes they

experience in their daily lives and continue to prosper, certain community organization structures are needed. Furthermore, through trainings such as PV, farm families felt more organized and structured, thinking through their problems in a collective manner. Often, communities were found to be quite individualistic and not always open to other people's opinions, recommendations, and ways of life. This issue also ties to the aforementioned generational differences.

7.3 Equal participation

Participatory video is said to support a process of

Case study from Juliet Braslow in Ghana

An example of the replication of the PV methodology is the PV intervention conducted by CIAT's Juliet Braslow. She based her methodology on the manual created as an outcome of this PV intervention. However, she adapted some of the exercises to better match the cultural context of the PV intervention: The International Center for Tropical Agriculture and its partners, the International Union for Conservation of Nature, University for Development Studies and The Association of Church-based Development NGOs have been carrying out a funded project by the CGIAR Research Program on Water, Land and Ecosystems on farmer-led ecosystem management for improved livelihoods, using participatory video as a way to capture the views and voices of local community members about their landscapes. With the title "We Can", the video team from the two communities of Damolgo and Sekoti produced a short video on the practices they feel are critical for maintaining their environment, improving their soils, and supporting their livelihoods. The video, filmed in the local Frafra (Nabit) language, features farmers describing the importance of trees, stone bunds, contour planting and vetiver grass strips, mulching and manuring and the negative effects of bush burning. The video team discussed the issues affecting their farms, landscapes and communities at length. Ultimately, their film showed how farmers themselves could manage their environment and improve their lives. Indeed, they saw these practices as essential ways to improve their crop yields and thus reduce poverty in the area. One woman added: "NGOs and others come into your community to tell us how they can help with poverty but we can also do this on our own through these efforts".

See more at: <http://ciatblogs.cgiar.org/soils/farmers-film-their-homegrown-solutions/#sthash.LKFhmoki.dpuf>



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empowerment in which community members create narratives through which those who participate in the process can communicate what they really want to communicate, in a way they think is appropriate (Kindon, 2003). Directly linking to the inclusion of marginalized communities and groups is the equal participation of all in the intervention. Both the methodology and the selection of the participants were directed with the aim to create the most equal participation possible. This equal participation links with the learning and innovation aspect of the methodology: because the camera is a tool that is new to all participants, traditional hierarchical structures will be broken down and a way for more equal participation will be made.

7.4 Learning and Innovation

Supporting marginalized or disadvantaged communities to witness, document and to tell their own stories is a core aspiration of this PV intervention. Through this process, the impact the PV project intends to have on learning and

innovation attitudes is twofold. In the long term, it seeks to create an environment in which both men and women feel comfortable participating, sharing their opinions, giving a voice to those lesser heard, and encouraging women and youth from local communities to acquire a new skillset, including learning about employing a transformative thinking approach when tackling community issues.

8. Outcomes of the PV intervention

The outcomes of the PV intervention can be divided into short term/immediate outcomes, including outcomes that were a direct results of the intervention and could be measured during or directly after the PV workshop; The medium term outcomes, which are related to the consequences of the learning outcomes on actions of beneficiaries and have taken between 1 and 1.5 years to be realized; and the long-term impacts and ultimate benefits. The long-term impact of the project can be seen as the result

of the scaling up and out of the methodology, the adoption of the methodology and the effect and size.

8.1 Short term/immediate outcomes:

Participants learned both technical skills and self-reflection skills

Both PV interventions have taught a specific group new skills, as well as teaching them how to use these skills for the good of their community. As mentioned by the participants in interviews with both groups, learning these new skills made them feel empowered, and that they had something important and innovate to add to the community. As mentioned before, the short term impact of the PV intervention in Estelí had an increased feeling of empowerment of the group of women as a consequence, as well as a feeling of being connected and not standing alone in the situation. The women felt inspired to create bigger groups of rural women, and start working together, beyond the boundaries of their direct community, to bring this feeling of empowerment to all women in their area. In Somotillo, the youth mentioned that they now had their own way of having their voice heard, and that the elders of the community were willing to sit down and listen to them.

Participants were empowered by learning how to employ a transformative thinking approach to community issues

The objective of this PV project was to create an inclusive methodology and working environment that promotes equal participation of both men and women, ethnicities and educational backgrounds while collecting both indigenous knowledge and innovative problem-solving initiatives. The PV experience increased self-esteem within these often underestimated groups, succeeding in bridging the gap between those groups and the international debate on climate change and agriculture and it has managed to give women

in the rural communities around Estelí more voice in their local debates.

Through its creative exercises, the PV methodology has helped to analyze the problems mentioned by community members. Often, recognition and analysis of the problem is a first step in the process towards solving it. Furthermore, through the PV experience, the storyline, and the diffusion of the PV, community members can express their knowledge, show this knowledge in a visual matter, and, above all, ask for new information and show the gaps and needs in their knowledge. Through PV dissemination to local governments and research institutions, this need for knowledge has been voiced and areas where support from experts is needed have been shared.

During the feedback interviews conducted after the community screening in Somotillo, many community members mentioned that seeing the PV had made them, once more, understand the importance of using sustainable practices, as well as given them some hands-on methods of easy practices they could implement themselves.

Partnerships established

Through this project, we have been able to establish long-term partnerships in the region. For the project in Estelí, we collaborated with the local partners of Fundacion Entre Mujeres



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(FEM). Due to the success of the collaboration and a mutual understanding and agreement of the project and methodology, a long-term partnership has now been established.

Also, through the short-term presentation of the project at bigger events, such as COP20 and the Global Landscapes Forum, we have managed to reach out to other organizations, both within Latin America and beyond. Follow-up conversations, mutual proposals and exploratory meetings have been held to discuss further project scaling possibilities.

PV method promoted to other regions

One of the objectives of the pilot projects was to promote the replication of the PV methodology implemented by other Program Flagships, creating a bigger impact across rural communities and taking into account region-specific cultural knowledge. Initially, the project intended to implement the methodology in other Humidtropics regions. However, other CGIAR centers have begun implementing their own PV projects, based on the methodology that was produced as an output of this project. Examples are found within CIAT Asia, undertaking projects in Vietnam and Laos, and with the Soils team and CIAT Africa, undertaking project in various countries in East Africa. These implementations provide opportunities to create cross-CRP partnerships, as well as the possibility to create Communities of Practice and exchange lessons learnt.

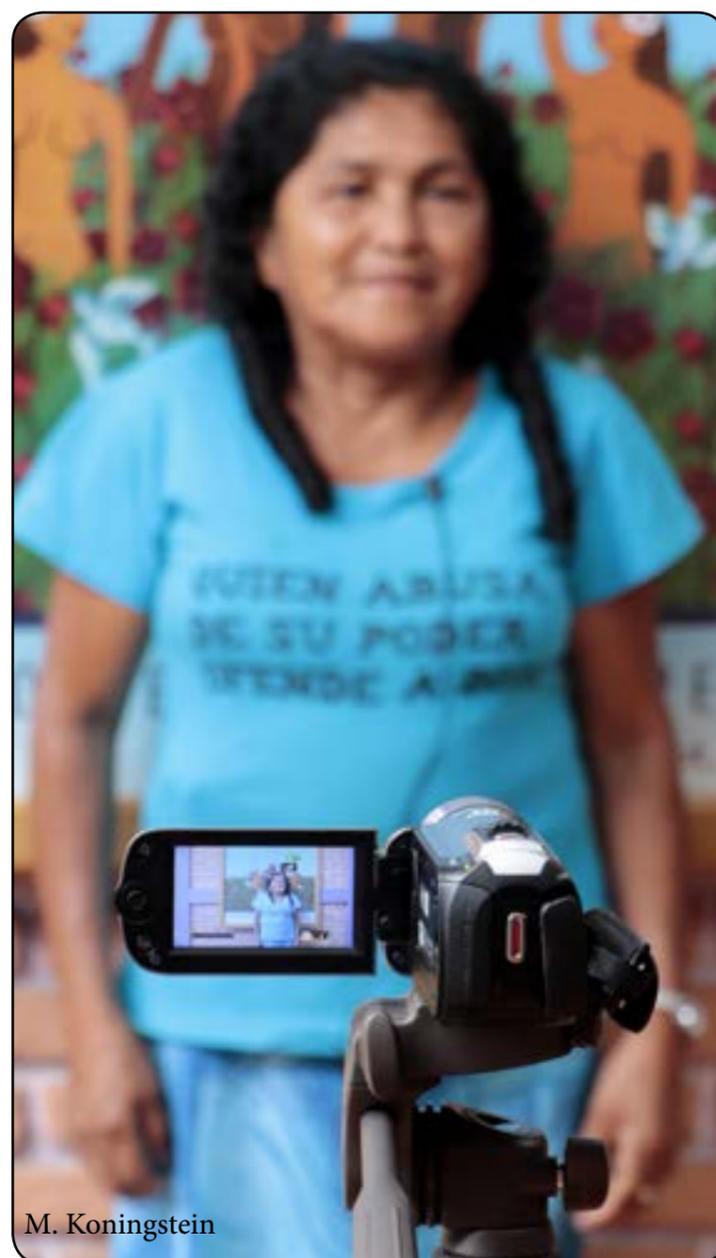
8.2 Medium term outcomes

PV methodology has been replicated

The methodology has been used by the Soils Program in West Africa and the feedback has been taken back and discussed. Receiving this type of cultural information, the methodology can be more appropriately adapted toward cultural differences.

The methodology used can be quite culture

specific; it is therefore recommended that some of the exercises mentioned before are carefully facilitated or adapted: In the case of working with elderly people, it is very important to take into account the limitations and restrictions that are being created by their duties at their income generating activities, households etc. When the PV intervention is being planned (i.e., during which months, but also during the week compared to during the weekend, which part of the day, etc. are key factors to take into account). Furthermore, some of the activities might require special considerations in 'low-contact' cultures, such as the 'Twist in Frame'; in particular, men and women might not be allowed



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to be in close contact with each other.

8.3 Long-term impact and ultimate benefits

Transfer of skills to new groups

To measure the long term impact of the PV experience on learning and innovation and gender and youth empowerment, PV needs to be implemented as a tool within a broader framework of parallel and follow up activities aimed towards achieving specific long-term goals (i.e. adoption of improved technologies and practices, influencing policy and decision-making processes, etc.).

One of the ways this manifests is through the implementation of the PV methodology by partner organizations within their own project frameworks. This suggests the PV experience creates a fertile space for project initiatives to flourish, while generating outputs that can feed into efforts towards a variety of end goals. Ways of assessing this impact includes identifying project activities for which the creation of an open learning and innovation space is a prerequisite (i.e. introducing new technologies or practices, farmer and/or field technician capacity development, setting the stage for a conversation on policy issues, etc.), as well as follow up activities that are enhanced by PV outputs (i.e. territorial analyses which include the community's inputs, the development of policy briefs including community perspectives, outreach strategies that use the information and audiovisual resources generated by the PV participants, etc.).

Finally, by observing the changes the partner organizations have made to the initial methodology, the facilitators can better understand how the method adapts to various project contexts and objectives. Furthermore, in cases where hands-on techniques are shared and explained in the final PV, it is helpful to determine if more members of the community,

or members of nearby communities, have watched the PV, and to what degree it has influenced the adoption of new or improved practices.

Increased empowerment

The PV experience empowers communities to consider challenges for sustainable livelihoods through a transformative lens, while encouraging equitable participation in all facets of life within the community. The long term impact of PV on participation equality can be evaluated by monitoring the number of men, women, and youth participating in various social, learning, and decision-making spaces within the community, as well as generating age- and gender-disaggregated data on the groups fulfilling various leadership roles, both within their families and within their community. Changes in decision-making platforms and processes to become more inclusive are another factor worth considering, as well as how these changes have manifested in each community member's daily life.

Following up the PV experience

- Conducting the appropriate follow up after a PV intervention may be the most important - and potentially challenging - step of the process. Although communities may show great enthusiasm and motivation for new practices to be implemented, social and behavior change is a slow process that demands time and patience, involves a complex web of factors, can create resistance, and must be managed carefully. Adequate follow up is key to facilitating the process started through the PV experience. Go back to the community: The first step in the follow up process is to return to the community after 6 to 12 months and arrange for a focus group with participants and external community members. Have their actions and practices changed since the PV intervention? How? What have they done with the movie? Who have they shared it with? How did they

define their audiences? Who do they still want to share it with? What is keeping them from sharing? (i.e. technological issues, lack of time, lack of logistical organization, lack of motivation, etc.).

- Follow up with neighboring communities: After 12 to 24 months, it is important to follow up with neighboring communities and/or the persons that the participants mentioned to have shared the PV with. Did these external communities change their practices as a direct consequence of the PV? Have they implemented any of the knowledge?
- Follow up with decision makers: When the project has policy and decision-making objectives, it is important to follow up with local and national decision makers to understand and measure how the PV outputs were presented to them, how effective these outputs were as supporting content, whether further contact was sought with participants, and in what ways they have referred to these outputs in the decision-making process
- Follow up with local organizations and/or research institutes: The facilitators, through the dissemination of the PV, will have reached out to interested external parties, local and national organizations, research institutes, etc. 12 months after the PV intervention, a follow up with these external parties is of importance to assess if the methodology has been adapted, what was done with the information shared, and whether changes were made in their outreach as a direct consequence of the PV screening.

that make up the methodology to encourage innovation and eliminate instances that may highlight limitations or bring forth feelings of shame for participants. The experience was successful in creating trust and stimulating outside-the-box thinking from the first day.

Another powerful element of the experience is the combination of technical exercises aimed at teaching participants to use video equipment, alongside exercises aimed at understanding the community's dynamics and dilemmas, which ensures important information is collected at the same time that skills and capacities are being developed.

Flexibility with time requirements for more challenging exercises, such as the creation of the storyboard, is important to create an environment that fosters ease and eliminates stressful pressures from participants that may negatively impact the successful completion of the exercise.

What would we do differently?

During both PV pilot projects, the initial 10-day timeframe proved to be too long for the participants. With correct time management, the entire PV experience can be covered in 8 days, retaining the group's focus and avoiding part-time presence of some participants who may have to tend to other responsibilities. Furthermore, the PV experience conducted in Africa by Juliet Braslow proposes a shorter PV experience that spans only 6 days while remaining effective.

Furthermore, as a direct result of this systematization and sharing of experiences with Africa and Asia, a new and improved PV manual will be proposed, presenting the "bare bones" 6-day methodology, and providing the rest of the exercises as extras the facilitator can choose from to enhance their workshop as needed.

9. Lessons learned

What would we do the same?

The PV methodology's dynamism and creativity are its main strengths, aligning the tools

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