

# IMPACT PROJECT

video4change

## ► **Method: Assessing Participation in the Video Making Process**

### **When is this method useful?**

- If your initiative aims to build capacities.
- If your initiative focuses on supporting the participation and inclusion of different groups.
- If there are no risks associated with contributors offering feedback about their experiences.

### **How do I use this method?**

The following worksheet offers tips and examples that will help you use this method.

## Assessing Participation in the Video Making Process

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### ▶ Quick Summary

**Time:** 20 mins - 40 mins

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**Facilitators:** 1 per 5 people

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**Offline option:** yes

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**Online option:** yes

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**Participant consent:** yes

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**Scope for creativity:** high

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### ▶ Introduction

This method helps ensure the experiences of people who have engaged in your project are counted and considered. It also creates a space to question whether the project will have the desired social change impact.

It can be a fun and engaging method, and you don't have to use numbers, or the words 'YES' and 'NO' as responses to questions. By making the process engaging for the participant you are prioritizing keeping them at the centre of your data gathering process.

### ▶ Considerations

- 1** Participants might feel like they cannot be truthful if they have had a negative experience. They might be reluctant to participate if they are worried about how you will use their responses.
- 2** Reinforce that participant responses will remain anonymous.
- 3** Check the privacy policies of online platforms before using them as tools to communicate with participants about their experiences.

■ This resource is for video makers to gather evidence of their impact. More tools can be found at <http://www.v4c.org/cookbook>

## METHODS

## Assessing Participation in the Video Making Process

### ► Steps

1. If you can access a blackboard, give people some chalk and ask them to rate their experiences by drawing stars or arrows or other shapes. If they draw a big shape, this signals a strong response to a question.
2. These symbols can be drawn as responses to questions, or could be used to illustrate connections between ideas. For example, you could write 10 different ideas on the blackboard, and ask people to make connections between them.
3. Photograph your blackboard and turn your data gathering process in to a visual. This illustration of impact can be used in your impact stories.

### ► Questions

1. What moments will you remember most about your experience with this project? Describe/draw in detail.
2. Was your experience of the project what you were expecting? Why/why not?
3. Has this project created positive changes for you on a personal level? If so, can you explain how? Remember to ask about negative changes.
4. Do you think this video project will contribute to the change it was working toward? If so, how and why? If not, why not?
5. Did you learn something about video-making as a participant in this project? Can you explain what was most useful and how you think you may use this knowledge?
6. Would you become involved in another Video for Change project?

#### ► TIP

Keep questions simple and make it clear to participants that honest feedback is more useful than positive feedback.

#### ► TRY

Try asking different questions to people who have been involved in different stages of your video making process.

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