

A Rights-Based Approach to Participatory Video: toolkit



Author:	Gareth Benest
Editors:	Nick Lunch Chris Lunch
Contributors:	Emilie Flower Anna Morton Soledad Muniz Jean-Luc Blakey Sara Asadullah Maja Tillman Marie-Ève Leduc Dr Kavita Abraham
Design & Layout:	m!k (www.seriouslydesign.com)
Illustrations:	Stig (www.shtig.net)



This publication was supported by funds from the UNDP Global Human Rights Strengthening Programme (GHRSP) programmed through the GEF Small Grants Programme (SGP) implemented by the UNDP on behalf of the GEF partnership of agencies.




GLOBAL ENVIRONMENT FACILITY
INVESTING IN OUR PLANET




This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 2.0 UK: England & Wales Licence

You are free:




to Share
to copy, distribute and transmit the work




to Remix
to adapt the work


Under the following conditions:



Attribution
You must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work).



Non-commercial
You may not use this work for commercial purposes.




Share Alike
If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

Waiver - Any of the above conditions can be waived if you get permission from the copyright holder.

Other Rights - In no way are any of the following rights affected by the licence:

- ✓ Your fair dealing or fair use rights, or other applicable copyright exceptions and limitations;
- ✓ The author’s moral rights;
- ✓ Rights other persons may have either in the work itself or in how the work is used, such as publicity or privacy rights.

 [Click here to view more details about this licence](#)

CONTENT

1	INTRODUCTION & ORIENTATION	1
1.1	Introduction	3
1.2	Acronyms	4
1.3	Glossary	6
2	ORIENTATION TO A RIGHTS-BASED APPROACH	8
2.1	What is a rights-based approach?	10
2.2	Key human rights instruments	12
2.3	Rights-based approach in a nutshell	13
3	PARTICIPATORY VIDEO & THE RIGHTS-BASED APPROACH	14
3.1	Participatory video process	16
	Participatory video ‘cornerstones’	17
	Process Vs Product?	17
	A pre-determined focus	18
3.2	A rights-based approach to PV	19
3.3	Home-known rights	21
3.4	Overt <i>not</i> covert	22
3.5	Characteristics of rights-based approach to PV	23
4	THE PROCESS	24
4.1	Key stages in a rights-based PV process	27
4.2	Stage 1: Group development, bonding & sharing	28
4.3	Stage 2: Capacity building & skills development	29
4.4	Stage 3: Problem identification & analysis	30
4.5	Stage 4: Rights identification	31
	Identifying rights	31
	Step-by-step guide to researching human rights	32



CONTENT

4.6	Stage 5: Duty-bearer identification	34
4.7	Stage 6: Message & strategy development	35
4.8	Stage 7: Video production	36
4.9	Stage 8: Community screening & consultation I	37
	Tips for organising a community screening	38
4.10	Stage 9: Participatory editing	40
	Option A - edited by participants	41
	Option B - edited by facilitator	42
	Option C - edited by a third party	44
4.11	Stage 10: Community screening & consultation II	45
	Tips for facilitating a community screening:	45
4.12	Stage 11: Refining rights-based messages	47
4.13	Stage 12: Advocacy & dissemination	48
	Targeted screenings	48
	A right to reply	49
	Wider screenings & dissemination	50
	Copies for participants & communities	51
	Intellectual property rights	51
4.14	Next steps...	53
4.15	Checklist for facilitators	54

5 TOOLS

55

5.1	Logging footage	59
5.2	The Paper Edit process	61
5.3	Teaching participants to edit	64
5.4	Methods for informed consent	68
	Recording consent	68
	Multiple consent	69
	Consent stage one - before filming	69



CONTENT

Consent stage two - after filming	70
Consent stage three - after editing	70
5.5 Games & exercises	71
Video Statements	71
Devil's Advocate	73
Telling Tales	75
Video Letters	76
Role Playing Exercise One: Conversations	78
Role Playing Exercise Two: Storytelling	79
Walking Opinions	81
The Knotty Problem	82
Listen & Share	83
Telegrams	85
Questions In a Row	86
Vox Populi (Voice of the People)	88
Audience Pathways	89
Energy Graph	90
Group Agreement	91
5.6 Adaptations	93
Show & Tell	93
Name Game	93
Interviews	94
Storyboard Technique (revised)	95
5.7 Selected PLA techniques	97
Problem Tree	97
River of Life	98
Venn (or Chapati) Diagrams	100
Matrices	102
Participatory mapping tools	103



CONTENT

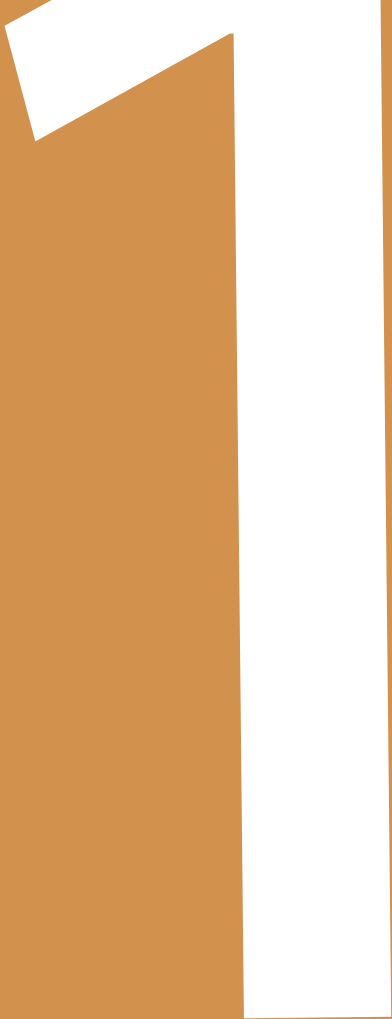
6	RESOURCES	104
6.1	Case studies from InsightShare projects	106
	1. Forced displacement, discrimination & extreme poverty	106
	2. Campaigning for safe motherhood	108
	3. Housing and basic service provision in the townships	109
	4. Environmental disaster in Eastern Java	112
	5. Climate change & Indigenous lifestyles	115
	6. A grassroots campaign for increased midwives	118
6.2	External resources & further reading	120
	Toolkits	120
	Websites	121
	Handbooks	125
	Other resources	126
6.3	Human rights instruments	128
	Universal Declaration of Human Rights 1948	128
	International Covenant on Economic, Social and Cultural Rights 1966	131
	International Covenant on Civil and Political Rights 1966	137
	United Nations Declaration on the Rights of Indigenous Peoples	147
6.4	Logging sheet template	155



1

INTRODUCTION & ORIENTATION





Content

1.1	INTRODUCTION	3
1.2	ACRONYMS	4
1.3	GLOSSARY	6



INTRODUCTION

This toolkit has been assembled to provide the first few stepping stones for practitioners of participatory video to begin introducing a rights-based approach into their practice.

We intend this toolkit to be particularly useful for those already undertaking participatory video work in all its guises. However, we hope the methods, ideas, tools, checklists and additional resources cited will mean its contents are useful and relevant to a broad community of practitioners of participatory communications and media.

We are not experts in the field of rights, and we would like to point out that this toolkit has been written based on our experiences of applying a rights-based approach to a range of different participatory video projects over the last few years. The methods developed to date have not yet benefitted from input by legal experts and we would welcome suggestions from those in these field. It is fair to say the application of rights-based approaches to our work is still evolving.

We believe in sharing our learning as a way of evolving participatory video methodology. We invite and encourage practitioners to send us feedback and experiences and suggest ways to improve this resource. Along with the on-going learning and practise of our global team of trainers we expect this process will enable us to update the toolkit from time-to-time. Nevertheless we hope the techniques described here will be useful to participatory video practitioners keen to adopt a rights-based approach to their projects in its current form. Please do let us know what you think.

Nick and Chris Lunch
Editors
June 2010

ACRONYMS

PV

Partipatory video

RBA

Rights-Based Approach

HRBA

Human Rights-Based Approach

PLA

Participatory Learning & Action

NGO

Non-Governmental Organisation

UN

United Nations

OHCHR

Office of the High Commissioner for Human Rights

UNDP

United Nations Development Programme

UNDRIP

United Nations Declaration on the Rights of Indigenous Peoples

UNESCO

United Nations Educational, Scientific and Cultural Organisation

CWE

Conversations With the Earth – a project involving InsightShare

ACRONYMS

IP

Indigenous Peoples

UDHR

Universal Declaration of Human Rights

GLOSSARY

HUMAN RIGHTS

Basic rights and freedoms afforded to all human beings without exception and guaranteed by international law.

RIGHTS-HOLDER

Those people to whom a right, or group of rights, relate (e.g. every human being is a human rights-holder)

DUTY-BEARER (LEGAL)

Those holding the obligations to respect, protect and fulfil the rights of others (typically the state and its mechanisms)

DUTY-BEARER (MORAL)

Those with the power to fulfil, protect and otherwise impact upon the rights of others (typically local leaders, civil-society organisations, private companies etc.)

RIGHTS-BASED APPROACH

Recognising people's needs as rights (i.e. not only do people have a need for clean drinking water but they also have a right to it).

DECLARATION

A term given to various international instruments that are not legally binding but are a declaration of intent and therefore carry some moral weight. Many of the provisions within the Universal Declaration of Human Rights has become binding through customary law.

COVENANT / CONVENTION / TREATY

Legally binding instruments of international law to which states may become party.

INTERNATIONAL CUSTOMARY LAW

International law that is not codified in an international instrument but is believed to be law by states and is thus treated as such.

RATIFICATION

Whereby a state officially approves an international instrument and begins to incorporate it into their national legislation. An International instrument must be ratified by the State for it to provide protection to the citizens of that state.

GLOSSARY

BINDING

A legal obligation that cannot be broken or avoided.

OBLIGATION

A duty that you are legally or morally required to fulfill.

EMPOWERMENT

Increase capacity of individuals or groups to act.

PARTICIPATION

To take part and actively engage.

CRITICAL CONSCIOUSNESS

Understanding and recognition of social and political realities and forces of oppression, as conceptualised by Paulo Freire (see 'Pedagogy for the Oppressed', 1970).

COMMUNITY

The term 'community' is used within this document to describe any group of people, representing anything from a geographic community (such as a town or village) to a vocational community (e.g. midwives and healthcare workers).

INSTRUMENT

A term to describe a written legal devise used here to describe the declarations, covenants, conventions and treaties that set forth human and other rights.

2

ORIENTATION TO A RIGHTS-BASED APPROACH



2

Content

2.1	WHAT IS A RIGHTS-BASED APPROACH?	10
2.2	KEY HUMAN RIGHTS INSTRUMENTS	12
2.3	RIGHTS-BASED APPROACH IN A NUTSHELL	13



WHAT IS A RIGHTS-BASED APPROACH?

Every woman, man and child is entitled to the human rights prescribed in the Universal Declaration of Human Rights and the other agreements that make up the International Bill of Rights. These human rights include the right to life, liberty and security of person; the right to equality before the law; the right to an adequate standard of living including food, clothing, housing, medical care and social services; the right to free primary education; the right to work and equal pay; the right to freedom of movement, residency and nationality; to freedom of thought, conscience, belief, religion and the right to hold and express opinions without interference.

Nation states that have agreed to these basic human rights have a legal and moral obligation to guarantee and realise these rights for all people. They are the legal 'duty-bearers' of these rights and must honour their obligations to their citizens. Likewise all people are 'rights-holders' who are entitled to the freedom and security set out in the human rights agreements. A nation state is not necessarily the only duty-bearer for there are also 'moral duty bearers' such as private companies, non-governmental organisations, institutions, community leaders, etc. with responsibilities towards safeguarding and ensuring the rights of individuals or whole communities are upheld.

**“To deny any person their human rights is to
challenge their very humanity”**

Nelson Mandela

Speech to Joint Meeting of Congress (USA)

June 26th 1990

WHAT IS A RIGHTS-BASED APPROACH?

A rights-based approach to community development projects situates human rights at the very centre of its processes and focuses attention on how the realisation of all human rights to all people all of the time is essential to combating issues of poverty, injustice, conflict, marginalisation, etc. It is a deliberate and mindful move away from giving charity based upon peoples' needs. Instead it is a move towards developing the capacity of communities and individuals to realise their rights. Furthermore, rights-based approaches aim to strengthen the ability of states to fulfill their obligations as duty-bearers and increase the opportunities for constructive dialogues with rights-holders.

A human rights-based approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyse inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress. Mere charity is not enough from a human

rights perspective. Under a human rights-based approach, the plans, policies and processes of development are anchored in a system of rights and corresponding obligations established by international law. This helps to promote the sustainability of development work, empowering people themselves - especially the most marginalised - to participate in policy formulation and hold accountable those who have a duty to act.

Source: Frequently Asked Questions on a Human Rights-Based Approach to Development Cooperation', United Nations Office of the High Commissioner for Human Rights (OHCHR)

Link: www.ohchr.org/Documents/Publications/FAQen.pdf

Quite simply, a rights-based approach recognises that the cause of poverty, suffering and injustice lies with violations of peoples' human rights, and that those to whom the basic human rights are denied have a legally enforceable position from which to advocate for change. The paradigm is transformed from one where people are in need to one where people are being denied what is fundamentally and legally their right.

Hence the role of anyone adopting a rights-based approach to community development work is (therefore) to determine how the issues identified by a community correspond with the basic human rights, and to explore how best to realise these rights within the local, national or international scenario.

A brief history of the rights-based approach:

- ✓ This is a UN driven approach to link development initiatives to rights legislation.
- ✓ It has been created to unify the approach and draw attention to rights.
- ✓ It answers developments critics by considering political context.
- ✓ Many development initiatives have trialled the approach and there is a growing body of research, tools and methods for using the approach.
- ✓ It is a move away from need and charity towards rights, responsibilities and obligations.

Source: CARE. 'Basic Introduction to Human Rights and Rights-Based Programming – Facilitator's Guidebook and Participant's Workbook'.

Link: http://www.crin.org/docs/resources/publications/hrbap/CARE_intro_HRA.pdf

KEY HUMAN RIGHTS INSTRUMENTS

The Declaration of Human Rights was drawn up by the UN in 1948 following the devastation of the Second World War. The declaration outlines a series of basic principles that were designed and agreed upon in an effort to foster peace and respect for human dignity. A series of legally binding covenants were also drawn up in response to the declaration, obliging governments to commit to and enforce these principles.

Two major covenants were drawn up to reflect the different political emphasis of the then communist and democratic countries. These were the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights. The covenants consist of a list of articles that outline clear rights to which everyone is entitled, so long as the covenant has been signed and ratified by that state.

Together the Declaration of Human Rights, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights are referred to as The International Bill of Rights.



WATCH our animation on Human Rights

THE BASIC PRINCIPLES OF THE HUMAN RIGHTS SET OUT IN THE INTERNATIONAL BILL OF RIGHTS ARE:

- ✓ Universality and inalienability
- ✓ Indivisibility
- ✓ Interdependence and interrelatedness
- ✓ Equality and non-discrimination
- ✓ Participation and inclusion
- ✓ Accountability and the rule of law

In addition to the International Bill of Rights, the United Nations has formulated various treaties, declarations and international conventions to protect the civil, political, economic, and social rights of people. These are then ratified by individual nation states and incorporated into national law, or not as the case may be. Some key examples of such international instruments include:



UN Declaration on the Rights of Indigenous Peoples



International Convention on the Elimination of All Forms of Racial Discrimination

Monitoring body: Committee on the Elimination of Racial Discrimination (CERD)



Convention on the Elimination of all forms of Discrimination against Women

Monitoring body: Committee on the Elimination of Discrimination against Women (CEDAW)



Convention on the Rights of the Child

Monitoring body: Committee on the Rights of the Child (CRC)



Geneva Convention relative to the Treatment of Prisoners of War



Geneva Convention relative to the Protection of Civilian Persons in Time of War



Geneva Convention relative to the Treatment of Prisoners of War



For information about human rights treaty bodies see this list from the OHCHR

RIGHTS-BASED APPROACH IN A NUTSHELL

- ✓ Shifts focus of development from servicing needs to building capacity of individuals and communities to understand, claim and fulfil their rights.
- ✓ Conscious and systematic integration of rights and principles into development work.
- ✓ Emphasises and deepens participation.
- ✓ Empowers marginalised communities.
- ✓ Encourages local ownership of development programmes.
- ✓ Leads to greater accountability from all actors at all levels.
- ✓ Provides tools for dialogue and engagement with duty-bearers



3

PARTICIPATORY VIDEO & THE RIGHTS-BASED APPROACH

3

Content

3.1	PARTICIPATORY VIDEO PROCESS	16
	Participatory video ‘cornerstones’	17
	Process Vs Product?	17
	A pre-determined focus	18
3.2	A RIGHTS-BASED APPROACH TO PV	19
3.3	HOME-KNOWN RIGHTS	21
3.4	OVERT <i>NOT</i> COVERT	22
3.5	CHARACTERISTICS OF RIGHTS-BASED APPROACH TO PV	23



PARTICIPATORY VIDEO PROCESS

The emphasis of participatory video practice is placed on process rather than product. The process that has emerged and evolved over more than forty years (an early example being the renowned Fogo Process in 1967) is today widely recognised as a dynamic and effective method of working with marginalised, disadvantaged or otherwise vulnerable groups for a wide range of purposes.

The process aims to:

- ✓ Build confidence of participating individuals & communities
- ✓ Increase participation of marginalised groups & individuals
- ✓ Develop critical consciousness amongst participants
- ✓ Increase capacity for advocacy
- ✓ Foster understanding and awareness within participating communities
- ✓ Value, support and disseminate local knowledge and solutions
- ✓ Enable participants to clearly communicate with its target audience(s)
- ✓ Empower communities to continue processes of change and development
- ✓ Challenge injustice and inequity

Common side effects for participants may include:

- ✓ Uncontrollable bouts of fun!
- ✓ Sudden growths in self-esteem and confidence
- ✓ Increased appetite for positive change
- ✓ Development of strong relationships & sense of solidarity



Practising basic camera skills (Peru, 2010)



Having fun whilst learning (Philippines, 2009)

PARTICIPATORY VIDEO PROCESS

PARTICIPATORY VIDEO 'CORNERSTONES'

The following can be considered as 'cornerstones' of the participatory video process, without any of which everything else may collapse:

Participation

It is possible at each stage in the participatory video process for everyone to participate equally. The process invites the widest possible range of stakeholders to engage constructively.

Reflection

Reflection is central to the experiential learning process within participatory video. Groups learn more about issues and the causes and devise homegrown solutions through investigation, reflection and discussion. Individual participants learn about themselves and their abilities through the introspection and reflection built into the process. Communities and the wider society see themselves, their peers and neighbours reflected back through the perspectives of others.

Empowerment

Participatory video helps to release hidden resources, potential and passions within the individuals and communities taking part. It values the knowledge and perspectives of its participants and places these as paramount in the participatory video process amongst all others.

Positive Action

The process of participatory video can open channels of communication, create powerful messages for direct advocacy, ignite movements of solidarity, inform multiple audiences, influence decision-makers and provide a vehicle for the preservation and transmission of knowledge across generations and cultures. All through a constructive, positive and peaceful process.



Even the youngest want to get their hands on the camera!
(South Africa, 2010)

PROCESS VS PRODUCT?

A tension continues to exist within some participatory video practice; between the inherent primacy of process versus the expectation of a finished video product. The need for an end product often comes from other stakeholders in the process, such as funders or partners who see a finished video as being the successful and desirable outcome of a participatory video. This is most likely to be the case where confidence in the process is low, commitment to genuine participation weak, and fear of the unknown high. Such tensions may also come to play where a video 'product' is the sole or overriding reason for undertaking the process in the first place.

In this sense, it is fair to say that the central tool – video – is the greatest enemy of the process, in that it represents a common means of mass communication first and foremost in peoples' minds. Let's be frank: when most people

PARTICIPATORY VIDEO PROCESS

hear the word 'video' they think promotion, communication, publicity, rich multimedia for our website and so on. What most people will not automatically think is empowerment, personal development, enlightenment, reflection, knowledge retention and sharing, horizontal communication, cultural resilience, etc. These are the kind of preconceived notions that the use of video produces and that can often present real challenges to authentic participatory video processes.


In participatory video it is possible to have a successful process without a product. That's right, without a finished video at the end. No video. Nothing.

A project may not result in a finished video at all, yet it will have successfully fulfilled the aims and needs of the process, its facilitator and participants. A thorough process is the best means of arriving at a successful set of outcomes, which will more-often-than-not include a finished video 'product'...but not necessarily!



Young Indigenous activists teaching peers the Storyboard Technique (Philippines 2009)

Half-hearted efforts to develop a product without a robust process whilst feigning commitment to community participation and empowerment is likely to result in disillusionment and alienation amongst participating communities. It is also most likely that whatever video 'products' are created simply repeat and reaffirm existing paradigms rather than revealing new realities and igniting movements for change. If the intention is to create video that presents the perspectives, beliefs and approaches of an organisation – like an annual report set to video – then participatory video is not the best method. Hire a film production unit. It's probably cheaper, the outcomes are guaranteed, and it's fairer to everyone involved.

At InsightShare we have developed a Core Charter that helps us decide whether or not participatory video will be the most appropriate tool for the groups and organisations we work with. It is a useful set of principles to apply to all participatory video work ([To read our Core Charter](#)  [click here](#))

A PRE-DETERMINED FOCUS

Having a pre-determined theme or focus is often the starting point for any participatory video process, and should be seen as quite different to the manipulation of participants and process to guarantee a desired product/outcome, as discussed above. If the exploration of a specific issue (e.g. climate justice) is central to the project, then this should simply be communicated and discussed with participants from the outset.



WATCH our 'What is Participatory Video?' animation



A RIGHTS-BASED APPROACH TO PV

**‘All people(s) have the right to self determination.
By virtue of that right they freely determine their
political status and freely pursue their economic,
social and cultural development’**

Article 1

International Covenant on Civil and Political Rights 1966

Rights-based approaches are built upon core values of accountability, empowerment and participation; values that are also central to the practice of participatory video. By adopting a rights-based approach to participatory video the process may increase its potential to empower marginalised communities to fight for positive change.

Subtle but deliberate adaptations to the planning of participatory video projects, influenced and informed by the rights-based approach, can transform the process and its outcomes. This is particularly the case when using participatory video as a tool for advocacy, the outcomes of which may be significantly enhanced by this recalibration of perspective from needs to rights. In such instances, the rights-based approach strengthens the voice of groups advocating for change by incorporating the authority and credibility of internationally agreed human rights standards into the video messages produced.

Shifting towards a rights-based approach to participatory video recognises the need for the process to:

- ✓ Realise positive and sustainable change for participating communities.
- ✓ Empower participating groups with appropriate skills, tools and knowledge to undertake effective advocacy.
- ✓ Ensure accountability of all partners.



Diverse groups working together (Nigeria 2006)

A rights-based approach helps guide the process by providing a framework within which to develop constructive and empowering messages.

It equips participants with the tools and instruments necessary to develop clear, positive and powerful videos that demonstrate awareness of, and the intent to realise for themselves, the inalienable rights of all human beings.

Participation is an objective, as well as a means, of development. From a human rights perspective, participation goes well beyond mere consultation or a technical add-on to project design. Rather, participation should be viewed as fostering critical consciousness

and decision-making as the basis for active citizenship. Development strategies should empower citizens, especially the most marginalized, to articulate their expectations towards the State and other duty-bearers, and take charge of their own development.

Source: Office of the United Nations High Commissioner for Human Rights. ‘Frequently Asked Questions on a Human Rights-Based Approach to Development Cooperation’.

Link: www.un.org/depts/dhl/humanrights/toc/toc9.pdf

A RIGHTS-BASED APPROACH TO PV

A rights-based approach to participatory video should:

- ✓ Enable participating groups to move beyond perceiving needs towards recognising rights.
- ✓ Inform, motivate and strengthen the capacity of duty-bearers to meet their legal/moral obligations.
- ✓ Encourage and enable groups to hold duty-bearers accountable.
- ✓ Support groups in identifying and harnessing opportunities to share video messages, both horizontally (to similar individuals, groups, communities) and vertically (with local, national, international duty-bearers).
- ✓ Strengthen awareness of human rights amongst communities denied the protection they afford.
- ✓ Be embedded within, contribute to or initiate a longer-term grassroots movement for positive change.
- ✓ Pay attention to inequalities and ensure the inclusion of the most marginalised and vulnerable groups.
- ✓ Realise opportunities to bring together and initiate equitable dialogue between rights-holders and legal or moral duty-bearers.
- ✓ Contextualise local problems within their local, regional, national or international context.
- ✓ Promote free, active, meaningful and inclusive participation.

The rights-based approach principles compliment those of participatory video in their common aim to help people achieve their right to self-determination. Many of its characteristics are implicit to the participatory video methodology such as its emphasis on participation, empowerment and accountability.

Participating groups in a rights-based approach to participatory video are supported to:

- ✓ Identify, understand and articulate root causes of specific problems.
- ✓ Identify and understand associated legally-guaranteed rights.
- ✓ Identify and target relevant legal and moral duty-bearers.
- ✓ Devise and produce targeted video messages advocating for positive change.
- ✓ Hold duty-bearers accountable.
- ✓ Take part in ongoing campaign and advocacy process.



HOME-KNOWN RIGHTS

Introducing the often quite abstract concept of legally guaranteed rights into a participatory video process, that otherwise focuses attention on recognising locally identified issues and solutions, presents some significant challenges. Approaching a community with a list of rights that they are being denied could easily be exploited for specific agendas. In this light, the community may feel the rights being introduced are irrelevant and their introduction perceived as agitating.

The human rights outlined through internationally recognised declarations and covenants were an attempt to reflect values that are found universally. In most cases they do not need to be taught but are likely to exist within a community already, albeit perhaps without being understood or recognised as 'rights' in the legal sense. Some rights are instinctive to all people and are present in values that can be easily identified within a community's beliefs, values, structures and behaviours. We refer to these as 'home-known rights'.




Forgotten communities demanding their rights to basic services (South Africa, 2010)

We believe that valuing and recognising 'home-known' rights first and foremost is an important stage in developing a grassroots movement for rights-based change, as opposed to agitating for action based upon alien concepts. Our approach allows communities to decide what stories they need to tell, prioritise these and show how this knowledge relates to specific rights they have and can research themselves. In this way participants can be helped to realise that they know and feel their rights without needing to be told them by outsiders. Outsiders and other networks are useful for guiding and linking them to information about what specific rights they do hold by law and enabling them to reach specific decisions and decision making arenas.

OVERT *NOT* COVERT

The rights-based approach invites facilitators and participants to engage with power inequalities and make steps towards securing previously unrecognised or deliberately violated rights. It is the responsibility of the facilitator to draw attention to any possible negative repercussions and risks, from participation in the process or dissemination of any messages produced, and to ensure that the safety and wellbeing of participating individuals and communities is paramount at all times.

However, it is worth bearing in mind that the explicitly overt nature of participatory video and its emphasis on dialogue and positive engagement will often serve to eliminate many potential risks. Participatory video does not lend itself to covert filming and is by its very nature explicitly overt. It is likely, and very much desirable, that everyone for miles around will be aware of the process and, hopefully, its aims.


If participation presents significant risks to those involved, serious consideration should be given to whether such an obviously overt process should take place at all. More information about safety issues relating to conducting video work for human rights advocacy can be found in the excellent book  **'Video for Change: a guide for advocacy and activism'** produced by WITNESS.



Conducting interviews on the street (Indonesia, 2008)

CHARACTERISTICS OF RBA TO PV

Participatory video characteristics*	Characteristics of a rights-based approach to participatory video
Participants rapidly learn video skills though games and exercises	<p>Games and exercises emphasise using video as a tool for dialogue with key audiences such decision-makers and duty-bearers.</p> <p>Particular attention is paid to developing participants’ abilities to record interviews, testimonies and specific messages.</p>
Facilitators help groups identify and analyse their important issues	<p>Activities are chosen that help participants go beyond recognising and exploring important issues towards identifying rights and associated duty-bearers.</p> <p>Adaptations to the participatory video process supports the recognition of values, beliefs and basic principles of rights inherent to all communities, what we refer to as ‘home-known’ rights.</p>
Short videos and messages are directed and filmed by participants	<p>Videos created may include references to specific rights as being central to issues identified and therefore pivotal to the solutions proposed by participants.</p> <p>Messages created may be just the first stage in the development of a dialogue that invites engagement and direct response from specific audiences such as legal or moral duty-bearers.</p> <p>Oral testimonies and histories may be documented that contribute to a heightened awareness of ‘home-known’ rights and values.</p>
Footage is shared with the wider community at daily screenings	<p>Screenings provide opportunities to identify and discuss ‘home-known’ rights and raise awareness of legally-recognised rights and the national /local status.</p> <p>Community screenings support consensus-building and reflection on messages and approach, as well as a valuable opportunity to explore issues of safety and risk assessment.</p> <p>Targeted screenings with duty-bearers help to inform, inspire and initiate dialogue with rights-holders.</p>
Participants always have full editorial control	<p>The facilitator plays key role in supporting participants to shape videos capable of reaching and communicating key audiences.</p> <p>Editing process central to integrating outputs into wider advocacy programme and campaign.</p>

* Adapted from the ‘How does PV work?’ section of our book ‘Insights into Participatory Video: a handbook for the field’ available to download free from our website  [www.insightshare.org /resources/pv-handbook](http://www.insightshare.org/resources/pv-handbook)

4

THE PROCESS

4

Content

4.1	KEY STAGES IN A RIGHTS-BASED PV PROCESS	27
4.2	STAGE 1: GROUP DEVELOPMENT, BONDING & SHARING	28
4.3	STAGE 2: CAPACITY BUILDING & SKILLS DEVELOPMENT	29
4.4	STAGE 3: PROBLEM IDENTIFICATION & ANALYSIS	30
4.5	STAGE 4: RIGHTS IDENTIFICATION	31
	Identifying rights	31
	Step-by-step guide to researching human rights	32
4.6	STAGE 5: DUTY-BEARER IDENTIFICATION	34
4.7	STAGE 6: MESSAGE & STRATEGY DEVELOPMENT	35
4.8	STAGE 7: VIDEO PRODUCTION	36
4.9	STAGE 8: COMMUNITY SCREENING & CONSULTATION I	37
	Tips for organising a community screening	38



4

4.10	STAGE 9: PARTICIPATORY EDITING	40
	Option A - edited by participants	41
	Option B - edited by facilitator	42
	Option C - edited by a third party	44
4.11	STAGE 10: COMMUNITY SCREENING & CONSULTATION II	45
	Tips for facilitating a community screening:	45
4.12	STAGE 11: REFINING RIGHTS-BASED MESSAGES	47
4.13	STAGE 12: ADVOCACY & DISSEMINATION	48
	Targeted screenings	48
	A right to reply	49
	Wider screenings & dissemination	50
	Copies for participants & communities	51
	Intellectual property rights	51
4.14	NEXT STEPS...	53
4.15	CHECKLIST FOR FACILITATORS	54

4 KEY STAGES IN A RIGHTS-BASED PV PROCESS

The following describes the key stages in a participatory video process with the addition of various key stages and considerations that adopting a rights-based approach may entail. It is based on our experiences of devising and delivering a wide range of projects to which a rights-based approach has been applied in varying degrees. This is just one way to structure the process. Please experiment, adapt and share your own ideas and findings.

As with all participatory video, a rights-based approach demands a rigorous process from start to finish:

1. Group development, bonding & sharing
2. Capacity building & skills development
3. Problem identification & analysis
4. Rights identification
5. Duty-bearer / audience identification
6. Message & strategy development
7. Video production
8. Community screening & consultation I
9. Participatory editing
10. Community screening & consultation II
11. Refining rights-based messages
12. Advocacy & dissemination



Participants learning and sharing skills together (UK, 2007)

For a thorough description of the participatory video process, including some examples of projects undertaken by InsightShare over the years, try watching this short video...



WATCH our video 'INSIGHTS INTO PARTICIPATORY VIDEO'

4

2

GROUP DEVELOPMENT, BONDING & SHARING

The key to any successful participatory video project is group development. Building bonds of trust, respect and understanding between participants is the first stage in the process and will influence everything that follows. A lot will be influenced by the project set up and the atmosphere created during the initial workshop stages.

The following are some tips for increasing group-development during participatory video workshops:

- ✓ Commit time early in the process to activities that focus on getting to know one another such as 'Listen & Share' or the 'Name Game' (see Games & Exercises section of Tools chapter).
- ✓ Use exercises that value and encourage group activities and collective decision-making such as 'Telling Tales' and 'Storyboard Technique' (see Games & Exercises section of Tools chapter).
- ✓ Choose a workshop location and structure the format in ways that helps create a 'safe space' where participants feel comfortable and at ease.
- ✓ Take care to value and recognise contributions from all participants equally.
- ✓ Consider having a motto for the project such as InsightShare's favourite: 'Mistakes are Great!' which encourages participants to value the mistakes of others as a learning opportunity for everyone.
- ✓ Look for opportunities to share time together away from the project. Even taking a walk, swim or drive together can make a huge difference to group bonding. Eating meals together is another really important space and time to share together.
- ✓ Try creating a 'Group Agreement' (see Games & Exercises section of Tools chapter) early on in the process for participants to collectively devise and agree on a set of ground rules to follow.
- ✓ Remember facilitators are part of the group too and should always participate fully and make extra effort to find time for getting to know participants.



4

CAPACITY BUILDING & SKILLS DEVELOPMENT

The games and exercises used during participatory video projects have been developed and selected to rapidly develop participants skills and increase their capacity to make and communicate decisions as a group. You will find detailed explanations of such tools in the [Games & Exercises](#) section of Tools chapter.

A facilitator of a rights-based approach to participatory video should:

- ✓ Create a supportive and safe environment for participants to explore and share personal experiences and viewpoints on sensitive issues.
- ✓ Be aware and seek to eliminate or significantly minimise any risks posed to individuals, communities and organisations participating in rights-based participatory video projects. Let participants lead in this respect and take advice wherever possible from others around you.
- ✓ Recognise and pay attention to local power structures and cultural practices.
- ✓ Understand and define key rights (human rights or otherwise) related to problems articulated by participating groups and identify which (if any) rights are being violated and appropriate opportunities and means for realising them.

Our book ('Insights into Participatory Video: a handbook for the field') includes many more core exercises and is available as a free download from our website www.insightshare.org



Working together to identify issues and develop messages
(South Africa, 2010)



Indigeneous activists learn how to use video to document their struggle
(Philippines, 2009)

4 PROBLEM IDENTIFICATION & ANALYSIS

Many of the same exercises used to develop participants' skills with the video equipment have a dual role of enabling groups to clearly identify, prioritise and analyse key problems and issues.

The Games & Exercises section of Tools chapter provides detailed explanations of various processes developed for helping groups recognise and analysis key issues.

Also included are descriptions of some useful PLA techniques that can strengthen the process and further enable groups to clearly identify their issues and nurture homegrown solutions.



4

RIGHTS IDENTIFICATION

Once participants have identified their issues, prioritised them and finally chosen which issues to focus on, the next step may be to begin linking issues with rights. One of the tasks for a facilitator would therefore be to help participants determine what values they hold and the rights they instinctively feel – their ‘home-known’ rights – and to correspond these with existing and legally enforceable human rights.

For instance, we all naturally feel free to move within the borders of our country of residence, or even beyond. People move for a variety of reasons and do so instinctively because we feel it is our right. Well it is, in fact, a basic human right as set out in Article 13 of the Universal Declaration of Human Rights: *‘Everyone has the right to freedom of movement and residence within the borders of each State’ and ‘Everyone has the right to leave any country, including his own, and to return to his country’.*



Mapping issues within the community (Bolivia, 2010)

By first recognising what participating communities feel their rights to be and then corresponding these with legally guaranteed rights, the process is able to value ‘home-known’ rights and strengthen the capacity of the group to realise these rights legally and sustainably.

The decision for facilitators to introduce and discuss legal rights at this stage will depend on the specific situation and group. The concept of legally enforceable human rights could be considered an over-complication or distracting at this stage. If so, consider recording the ‘home-known’ rights identified by the group for reference at a later stage.

IDENTIFYING RIGHTS

The process of identifying ‘home-known’ rights with a group can begin from the early stages of problem identification and discussion. In our experience, many of the games, exercises and PLA techniques described in the Games & Exercises section of Tools chapter are well suited to helping groups identify their beliefs, values and solutions in relation to their shared problems, which can in turn be agreed upon and recorded as the ‘home-known’ rights of the participants and possibly the wider community.

“In each situation we confront a rights-based approach requires us to ask: What is the content of the right? Who are the rights claim-holders? Who are the corresponding duty-bearers? Are claim holders and duty bearers able to claim their rights and fulfil them? If not how can we help them to do so? This is the heart of a human rights based approach.”

Mary Robinson
Former UN High Commissioner for Human Rights

For a rights-based participatory video approach to fully realise its potential to effect change, however, any subsequent advocacy may need to link the issues identified with specific legal rights and the corresponding duty-bearers. Therefore the first step is to develop a bridge between ‘home-known’ rights and the legally enforceable rights (e.g. human rights) that could give the participants’ messages greater impact and unlock opportunities to hold duty-bearers to account.

For an example of identifying and harnessing human rights standards during the participatory video process, see the ‘Environmental disaster in Eastern Java’ case study in the Resources chapter.

RIGHTS IDENTIFICATION

Both Rights and Obligations

Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfill human rights.

The obligation to **respect** means that States must refrain from interfering with or curtailing the enjoyment of human rights.

The obligation to **protect** requires States to protect individuals and groups against human rights abuses.

The obligation to **fulfill** means that States must take positive action to facilitate the enjoyment of basic human rights.
(emphasis added)

Source: OHCHR. 'What are human rights?'

STEP-BY-STEP GUIDE TO RESEARCHING HUMAN RIGHTS

Universal human rights are often expressed and guaranteed by law in the forms of treaties, conventions, customary international law, general principles and other sources of international law. International human rights law lays down obligations of governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.


As the facilitator you will need to be aware of the relevant legal rights pertaining to the issues to be explored during the participatory video process. The theme may have already been established as part of the project objectives, in which case undertaking research before the process begins will be possible. Where the agenda and focus is entirely left to participants to decide, however, a break in the process may be required in order for associated rights to be researched. Here is a simple guide to researching human rights:

STEP 1

Identify the rights that correspond to the issues being explored by the participants (e.g. the right to education).

STEP 2

Identify the source of this right (e.g. Universal Declaration of Human Rights). This can be done by looking at international human rights treaties and declarations - some are provided in the [Resources chapter of this toolkit](#) or can be accessed here:

 <http://www2.ohchr.org/english/law/index.htm>

STEP 3

Check the ratification status of the instrument in the relevant country (whether or not it has signed up and committed itself to recognising this right nationally) on the same website as above.

STEP 4


Research into the treatment of the right(s) by the state in recent years. The main source of such information are the state reports to UN monitoring bodies for the treaties they have ratified and the bodies recommendations. These are available from the OHCHR website :

 <http://www.ohchr.org/EN/Countries/Pages/HumanRightsintheWorld.aspx>

Click on the country followed by the 'reporting status' option - here you will find all information on the reporting status of this country for all instruments the state has ratified.

STEP 5

Now it is important to look at the contents of the rights (i.e. what they mean and what they protect). This can be done to a certain extent through the reading of the relevant instrument. However, this is not always enough and it is useful to look at past case law and articles concerning the right. As there has been limited application of many economic, social and cultural rights, guidelines have been written to help with this, these are the Maastricht Guidelines :

 http://www1.umn.edu/humanrts/instree/Maastrichtguidelines_.html

4

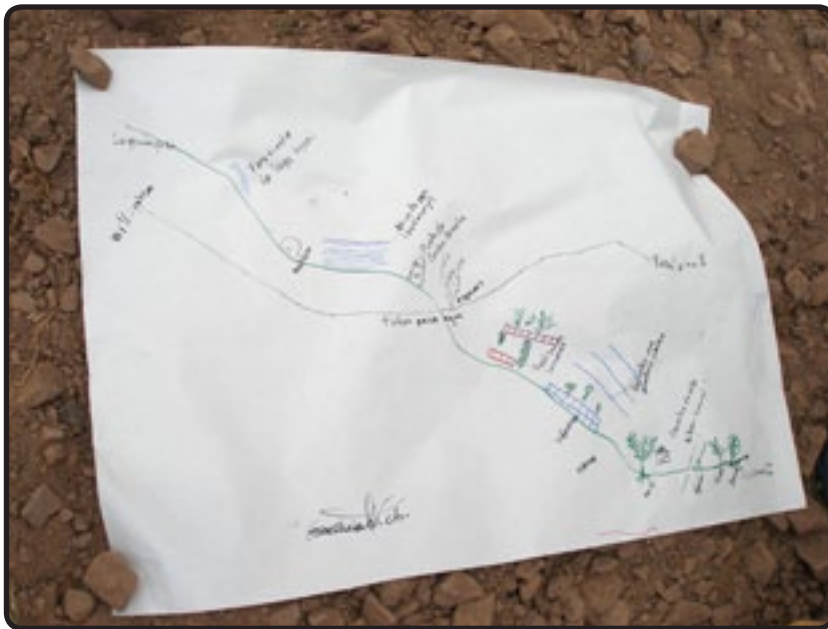
RIGHTS IDENTIFICATION

Check out 'Indicators for Human Rights Based Approaches to Development in UNDP Programming: A User's Guide' for a detailed guide to identifying human rights standards in different situations, plus useful information on human rights indicators including explanations on what these indicators are and how to access the information




[Human Rights Based Approaches to Development in UNDP Programming: A User's Guide](#)

Linking rights to issues is just the first stage in a potentially much longer and more detailed process that may need to be conducted as part of a grassroots advocacy and capacity-building programme. Facilitators will require an in-depth knowledge and understanding of the local / national circumstances (including constitutions and other relevant legislation) surrounding human rights or be working alongside and supported by colleagues/organisations that do, and be therefore able to guide the process towards constructive and positive assertion of rights.



Community map (Bolivia, 2010)

'Violations are the result of unwillingness, negligence or discrimination' and they can refer to a violation of the obligation to respect, protect or fulfil human rights."  [You can download the guide in part or in full here](#)

Not all instances of failures by duty-bearers to realise rights are deliberate violations. Sometimes they are brought about by other factors including a lack of capacity or infrastructure. In an excellent guide to rights-based approaches to education for ActionAid International, 'Education Rights: A Guide for Practitioners and Activists', Kate Newman writes: "The right to education is only violated if the State deliberately prevents, or allows others to prevent the realisation of the right, or if the state does not act positively, when able to, to deliver a right. If, however the right is denied because of a genuine inability to fulfil this right (for example there are genuine resource constraints or specific circumstances that the state does not know or control) the violation does not exist.

What constitutes a violation?

A framework for assessing possible violations of economic, social and cultural rights has been developed through international expert seminars in 1986 and 1996, and confirmed by subsequent case law. These include situations where a state:

- ✓ fails to respect or protect a right or to remove obstacles to its immediate fulfilment (for example, through forced eviction or failing to adequately regulate private service providers)
- ✓ employs policies or practices with the intent or effect of discriminating against certain groups or individuals on impermissible grounds (for example, where health care professionals speak only official languages, not minority languages)
- ✓ fails to realize without delay a minimum core obligation (for example, failing to prioritize free and compulsory primary education)
- ✓ fails to take prompt, concrete and targeted steps towards the full realization of a right (for example, failing to plan for essential medicines to be affordable and available to all)
- ✓ fails to adequately prioritize the realization of minimum essential levels of each right, particularly for marginalized people, the excluded and the vulnerable (for example, investing heavily in improving the environment of wealthier districts and little on ensuring the safety of shanty towns)
- ✓ places a limitation, not recognized in international law, on the exercise of a right (for example, restricting the right to security of tenure to citizens, and denying it to non-citizens)
- ✓ retards or halts the progressive realization of a right, unless it is acting within a limitation permitted by international law (because it lacks resources, or because of unforeseeable and uncontrollable events) (for example, closing all universities during an armed conflict)

Source: Amnesty International USA. 'Human Rights for Human Dignity - a primer on economic, social and cultural rights'.

4 DUTY-BEARER IDENTIFICATION

Every human right has its corresponding duty-bearers who have legal and / or moral obligations to the rights-holders. The realisation of basic human rights is dependent on the co-operation of state governments as principle duty-bearer. Where violations of citizens' rights occur, either deliberately or because of negligence, the application of peaceful pressure on the government in question may be essential for securing those rights.

This requires the identification of the relevant duty-bearer for each right in question. Working with local or national civil society organisations and networks is likely to be the first step towards identifying the principle legal and/or moral duty-bearers for specific rights.

Participants may be able to identify the principle duty-bearer(s) themselves as part of discussions and reflections on rights. However, the facilitator will want to identify and confirm this themselves, either prior to the process beginning or during an appropriate pause in the process, to ensure the suggestions and decisions by participants are correct.



For an example of identifying and engaging with duty-bearers, see the [Forced displacement, discrimination & extreme poverty faced by Batwa Pygmies' case study](#) in the Resources chapter.

Duty-bearers will vary from problem to problem and it is an important part of the analysis to define them as specifically as possible:

- ✓ Who are the duty-bearers? Are they legal or moral, governmental or non-governmental?
- ✓ What are their characteristics in terms of resources and capacity?
- ✓ Are they to be found at community level, national level, or international level and how do they interact with rights-holders?
- ✓ What are their obligations in relation to the specific problem?
- ✓ Do they meet their obligations? Are they aware of them? Do they recognise them?
- ✓ If they do not meet their obligations, why not?
- ✓ What is their position on the problem?

Once the duty-bearers and their specific duties are identified it is equally important to define what to expect of them.

- ✓ What should they do to respect the relevant rights? Should they, for instance, refrain from evicting people unlawfully from their homes.
- ✓ What should they do to protect the relevant rights? Should they, for instance, ensure that companies provide a safe working environment for their employees.
- ✓ What should they do to fulfil the relevant rights? Should they take positive measures to put a realistic programme together that ensure access to health care.

Source: ['Applying a Rights-Based Approach: an inspirational guide for civil society'](#) The Danish Institute for Human Rights

4 MESSAGE & STRATEGY DEVELOPMENT

By asserting the human right to self determination, rights-based approaches demand that the powerful (duty-bearers) seek out and listen to less powerful people (rights-holders) and incorporate their needs and values, their 'home-known' rights, into policy. This obligation also asks decision-makers to make room for the feedback and contribution of those less powerful at their decision-making table.

"All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development."

Article 1.1 . International Covenant on Economic, Social and Cultural Rights AND
International Covenant on Civil and Political Rights

A skillful participatory video process can create opportunities for non-confrontational dialogue between rights-holders and duty-bearers with the aim of addressing social justice issues through increasing accountability and securing human and other basic rights. At this stage the group may also begin developing a strategy for dissemination / discussing how the messages developed fit into a wider advocacy programme of which the participatory video process may be just one part.

For an example of using participatory video for direct and non-confrontational message development see the 'A grassroots campaign for increased midwives' case study in the Resources chapter.



Storyboard and strategy for relaying messages on water access issues to local decision-makers (South Africa, 2009)

Many of the methods explored in the 'Games & Exercises' and 'Selected PLA Techniques' sections in the Tools chapter have been specifically developed to enable groups to develop clear and carefully targeted messages. Activities such as the 'Storyboard Technique' and 'Audience Pathways' are simple methods for working with groups to make collective decisions about what their messages will be and how to approach specific audiences. Try to devote as much time as possible to audience identification and message development, and remember to continue reviewing these decisions throughout the process.



Creating storyboards (Peru, 2009)

It is important to remember that films full of anger and accusations can have the opposite effect to what is intended when viewed by decision-makers or other audiences. Encourage participants to express themselves carefully and use video to invite decision-makers to change their mind rather than chastising them for bad policies. Informing and inspiring decision-makers works better than blaming them! Be sure to discuss all possible repercussions (particularly any possibly negative impacts) of the content thoroughly with the group and ensure an informed and collective decision is reached on all aspects of the message portrayed. Community screenings (discussed later in this chapter) are a useful forum for further discussing these points with the wider community.

4 VIDEO PRODUCTION

This is the stage in the process where participants undertake the production of whatever video they have planned. It is worth noting that the production of videos is just one stage in the whole participatory video process.

During this stage groups should ideally be planning the different scenes they wish to film using the 'Storyboard Technique' (see the 'Games & Exercises' sections in the Tools chapter), or something similar, before recording anything. Keeping the process carefully planned and structured will avoid the groups generating hour after hour of unplanned, and often irrelevant, footage.



Filmmaking in groups (Namibia, 2007)



Everyone can play a part (South Africa, 2010)

Planning tools such as storyboards are also helpful ways to ensure equal and meaningful engagement of all participants. Ideally all participants should have equal opportunities to undertake all roles during the production phase. Roles such as 'camera operator' and 'director' are particularly powerful (they make the decisions about what is filmed and what is excluded) and can therefore be attractive to those who might otherwise dominate the process. Participants should be encouraged to rotate roles on a regular basis to prevent any individuals from appropriating particular roles. The 'Storyboard Technique' provides the ideal tool for ordering and regulating these rotations as each role can be decided and recorded in advance giving the facilitator and participants a clear set of decisions that everyone can refer to.



Interviewing members of the community (Indonesia, 2008)

Anyone contributing to the videos created by the participants will need to give 'informed consent' for the filming to take place and then for the images and sound to be used. There are various ways of obtaining informed consent from contributors and key stages where you may want to reconfirm consent and willingness to contribute. For more information about informed consent and the stages of consent within participatory video, see the 'Informed Consent' section in the Tools chapter.

Screening back footage and reflecting upon successes, challenges, mistakes made and lessons learned is an essential part of each stage. Participants will rapidly learn by noticing and responding to issues identified and will be able to make informed decisions about what to film next and how. Set a pattern of screening back at the end of each day and consider logging footage as part of this daily routine (see the 'Logging Footage' section in the Tools chapter).

49 COMMUNITY SCREENING & CONSULTATION I

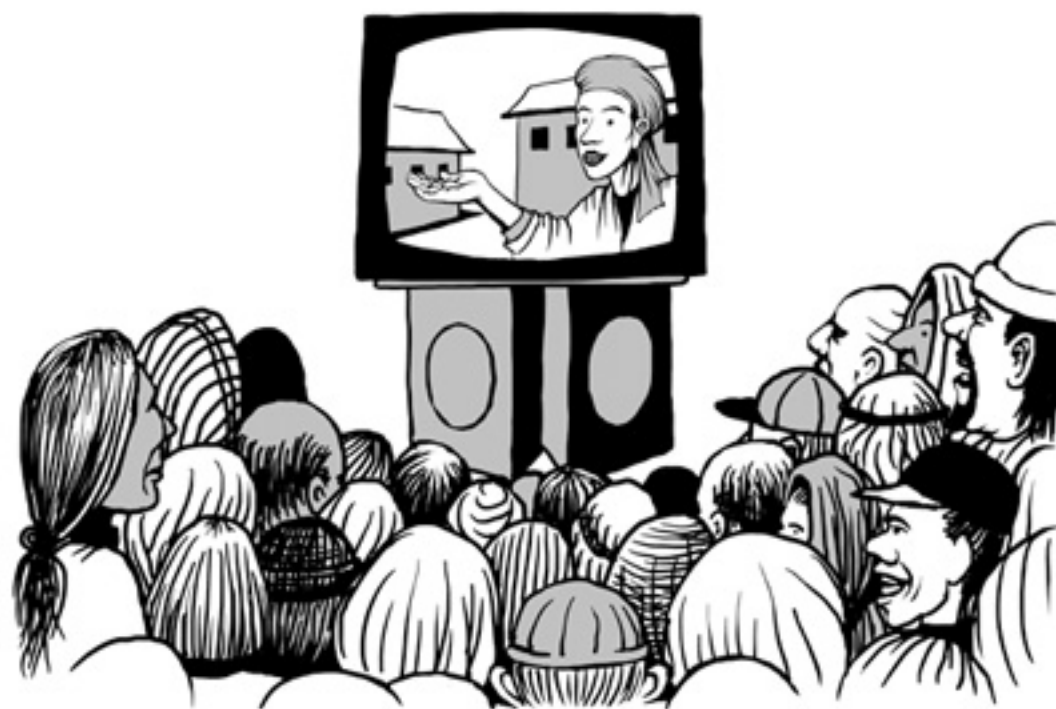
The pattern of **film - screen - discuss** is one that lies at the very heart of the participatory video process and is integral throughout the various stages involved. The need to playback and reflect upon footage that is built into the games and exercises undertaken during the initial stages does not end once production has started, in fact its importance to the process increases. Screenings (either directly to those filmed or to larger audiences) should be undertaken each time footage is recorded, thereby providing opportunities for everyone involved to take part in the discussions and decision-making processes.



Community screening under a tree (Kenya, 2009)

Conducting regular screenings for the wider community provides unique opportunities for participants to gain insights, guidance and suggestions from their peers whilst simultaneously raising awareness of the project; its aims, scope and approach. Not everyone can participate in a project but community screenings are an opportunity for everyone to contribute something and get involved.

This is the first stage of screening – where rough / uncut footage is shown – and is followed at later stages with screenings of edited sequences.



49 COMMUNITY SCREENING & CONSULTATION I

TIPS FOR ORGANISING A COMMUNITY SCREENING:

Take the screening to the community

In our experience, expecting people to come to a screening held in an unfamiliar or inconvenient location often results in low levels of attendance and/or a feeling of discomfort and alienation of those attending. Take the screening to the community and make it happen wherever and whenever you can.

Involve participants in all aspects

Encourage and support participants to organise the community screening and to take part in all other aspects of the process including setting up the equipment, introducing the project, presenting videos, facilitating discussions and recording feedback. It can be really powerful for the wider community to see the participants (their peers, friends, neighbours, colleagues, etc.) fully engaged and valued in the process, as well as noticing their proficiency with the equipment and understanding of the issues. The willingness and confidence of the facilitator to handover responsibility is also likely to be noticed and appreciated. Plan the structure and content of the screening carefully, giving consideration to each participant's role in the process and planning some key questions to stimulate feedback and discussion (see the Screening Discussions box text for some tips on questions to ask).

Spread the word

Try to organise screenings from an early stage in the process so community members and contributors can plan to attend and spread the word. Take advice from participants and others (partners, local organisations, community leaders, etc.) on how best to organise, communicate and structure the screening events. Give consideration to typical patterns of work, household responsibilities and social times, as well as key dates (such as religious festivals or holidays) to help plan an appropriate time and day for the screenings.



Community screening (Indonesia 2008)

Be responsive and flexible

"The best laid plans of mice and men often go awry" as the saying goes. Be willing and able to respond to the needs and requests of the host community. Relocating or otherwise completely re-organising a screening at the last minute is not unheard of...or even unusual!

49 COMMUNITY SCREENING & CONSULTATION I

Organise for good sound

Sound is so often overlooked when organising a screening but it is as important as the visual content. It is essential to have good quality sound at an audible level for any kind of screenings. Low sound levels can lead to easily distracted and increasingly noisy audiences. Don't damage the audiences hearing but make sure the level is sufficient to drown out persistent commentators!

Test equipment before setting up

Test, test and test again. Actually, probably wise to test it again just to be sure.

Prepare for feedback

Don't forget to factor in plenty of time for discussion immediately after showing footage and be sure to give consideration to how feedback will be recorded. This will need to be planned in advance and ideally facilitated by the participants themselves. Here are some tips on facilitating a community screening...

Encourage participants to use this opportunity to stand back from the production process and take a fresh look at what has been recorded and the choices made so far. Try asking some hard questions from the participants such as:

- Q. "Have we seen all we need to see as well as heard all we need to hear?"
- Q. "Are the arguments convincing?"
- Q. "Do they just sound like complaints?"

It is the facilitator's role to ask probing questions at this stage as a means of helping the group realise their aims and reach their intended audience.

PARTICIPATORY EDITING

Editing is an important and powerful stage in the process, yet it presents the greatest challenge to participation. All the time and care spent ensuring an authentic, honest and empowering participatory approach can be easily diminished at this late stage in the production of video messages. Undertaking a genuinely participatory edit requires time, commitment and plenty of patience.



Editing with the timeline from the paper edit (Philippines 2009)

The editing stage is also where participatory video projects are most likely to come under pressure from other stakeholders and interested parties, as more people begin to take an interest in the video messages created and often start putting forward their opinions and even asserting their own agendas.

Take care of this phase because the integrity of the entire process can be easily compromised.

The principle question to ask when planning the editing phase of any participatory video process is: who will be doing the editing? Ideally it will be the participants themselves with their 'hand on the mouse' but sometimes that may not be possible, so perhaps it will be the facilitator who undertakes the editing or even a third party. The decision about who will edit is likely to depend on two key factors:

- Computer literacy: editing can be a challenging process for even the most computer literate participants or facilitators, and requires a sound understanding of basic computer operation. Learning to edit without any prior experience of using a computer is not impossible but it's likely to be too time-consuming for the majority of projects to consider.
- Time: editing takes time (probably a lot more time than expected) as does learning to edit. The time necessary to either learn editing skills or actually editing the footage produced should not be underestimated.



Editing in small groups (Indonesia 2008)

The choices made during the edit:

- ✓ Determine how individuals and communities are represented
- ✓ Impact on the safety and wellbeing of participating individuals and communities
- ✓ Affect whether the messages are clearly understood or misinterpreted
- ✓ Can transform perspectives or harden prejudices
- ✓ May dispel or reinforce negative stereotypes
- ✓ Have the potential to either guide positive action or close down communication completely

4 TO PARTICIPATORY EDITING

The decision about who edits the group's footage will have a bearing on the editing process. Here are some key considerations and approaches depending on who is at the controls:

OPTION A - EDITED BY PARTICIPANTS

With few exceptions, this would be considered the best possible scenario for editing as part of a participatory video process. This option places full control in the hands of the participants and completes the process of developing the group's capacity to continue creating video long after the project completion.



Translating footage for the edit (Samoa, 2009)

There are various methods for teaching participants to edit themselves, however, much of the process remains relatively didactic and would benefit from some work to develop games and exercises for this stage. If you have any such techniques for improving the process of teaching editing to participants (particularly to those with low levels of computer literacy) please share them with us and the world!

See the 'Teaching Participants to Edit' section in the Tools chapter for a full description of one method used by InsightShare for teaching participants simple editing skills as part of the participatory video process.



4 TO

PARTICIPATORY EDITING

OPTION B - EDITED BY FACILITATOR

If time is tight or computer literacy levels make Option A impractical, the next best option is for the facilitator to edit alongside the group. There are some distinct advantages to this option that mean it should not really be considered a less desirable approach. However, ensuring full participation during what can be a long and even boring process is a greater challenge. Here is one method:



Using the Paper Edit as a guide (Montenegro, 2010)

Process:

1. All the footage gathered is reviewed and logged (see 'Logging Footage' section of Tools chapter), if not already complete. This is a key stage in understanding which footage the participants value and what they would prefer to exclude – often their decisions here will be both surprising and enlightening!
2. The participants undertake a 'Paper Edit' process (see 'Paper Edit' section of Tools chapter).
3. The facilitator edits the footage with (possibly a reduced / core) group of participants present, in accordance with the decisions made during the 'Paper Edit'. This can be done using a projector to include a larger group of participants (see the 'Editing with a Projector' boxed text below)
4. Sequences of edited footage are screened back to the whole group at regular intervals (ideally at the end of each day) with discussions held on the decisions taken and implications for the overall message.
5. A 'rough cut' of the video is screened back to the whole group and compared with the 'Paper Edit' to facilitate further discussions on the decisions taken in the edit.
6. This 'rough cut' is also screened to the wider community, plus possibly other stakeholders, and discussions held and their feedback invited.
7. Detailed discussions are then undertaken with participants, the feedback considered and any final changes to the edit undertaken.

4 TO

PARTICIPATORY EDITING



Facilitator editing using a projector (Kosovo, 2010)

Editing with a projector

While in Kosovo in a workshop for a Green Agenda community, we had limited time to edit and a highly motivated group of more than 12 to involve. We divided the footage onto two laptops, and two facilitators operated the editing software based on the paper edit and decisions made by the group. On the main laptop, the facilitator handled the main structure of the film whilst on the second laptop, another facilitator worked closely with some members on other key sequences.

The facilitator working on the main computer was guided by 2 or 3 participants, projecting onto the wall the footage as it was being edited. The wider group was watching the process, checking the paper edit and providing agreement and suggestions after each sequence was finished. Using a projector connected to the computer provided a relax environment where people could come and go freely, and be involved as much as they felt they wanted. This methodology ensured that the group could easily provide feedback on the rough edits of the sequences and final film. Once the rough final version was ready, they screened the film to the wider community and collected feedback for final changes.

Sara Asadullah and Soledad Muñiz
InsightShare Facilitators

Considerations:

- ✓ Editing should ideally take place within the community and in a space that is accessible to all participants. Taking the footage away and editing in isolation from the participants and wider community can easily lead to the process becoming detached, the feedback loop looser and the participants/wider community becoming alienated and disillusioned. Even including just one or two participants in the process of editing footage makes the process of understanding, structuring and contextualising footage much easier
- ✓ Regular screenings and discussions with the wider group is essential to maintain their connection with the process and to ensure the video produced is genuinely authored by the group.
- ✓ Not all decisions taken as part of the 'Paper Edit' will work when the video is being put together so it is important to explain this carefully when undertaking the process itself. Make note of any changes or deviations from the plans made during the 'Paper Edit' and take time to communicate and explain these decisions when screening back the 'rough cut'.

4 TO

PARTICIPATORY EDITING

When editing on behalf of participants, the facilitator role is to:

- ✓ Ensure the highest standards of editing ethics, representation and informed consent
- ✓ Contribute communications experience and technical skills
- ✓ Bring additional knowledge about stakeholders, duty-bearers and other audiences
- ✓ Add key rights-based information
- ✓ Create subtitled and/or shortened & revised versions for alternative (e.g. international) audiences

OPTION C - EDITED BY A THIRD PARTY

A final option is to bring in a third party to edit, which would usually only be a consideration if the facilitators were incapable of editing themselves. This option does present particular challenges and risks because of the degree of separation between the editor and the process.

Process:

A process similar to that described in Option B could be followed and should help limit the impact of third party involvement.

Considerations:

- ✓ Many of the same considerations from Option B will also apply here.
- ✓ The most important consideration will be to find an appropriate and sympathetic editor who will understand how to edit as part of a participatory video process; will respect and comply with decisions made by the group regardless of their own opinions; and who will not impose their own aesthetic judgments or preferences on the edit. We have found that many professionals will simply not appreciate the value of footage, which to them may appear poorly shot or otherwise imperfect. This in turn can cause participants to lose confidence in their abilities and ultimately derail the wider participatory process. Therefore we would suggest exercising great care when engaging a third party to undertake the editing of participants' footage.

Irrespective of whoever has edited the footage and by whatever process it has been achieved, once the video reaches the 'rough cut' stage – where the basic structure and content of the video has been put in place – it is important to organise another screening event for the wider community and key stakeholders.

4 COMMUNITY SCREENING & CONSULTATION II

The point at which a 'rough cut' has been produced is an useful stage at which to consider organising further community screenings. Showing a 'rough cut' of the video that has responded to and incorporated the feedback of the wider community from previous screenings will help to increase confidence in the process and engagement in the subsequent stages. As with the previous screening events, it provides participants with a crucial forum to review, discuss and reflect upon the decisions and directions they have taken.

Allow participants to organise and facilitate all aspects of the screening process, as with previous screenings, and encourage the group to probe their audience for honest feedback and advice.



Screening footage to participants and wider community (South Africa, 2010)

TIPS FOR FACILITATING A COMMUNITY SCREENING:

Set the scene

Explain to the audience the structure of the screening and roughly how much time is available.

Manage discussions

Consider using a 'talking stick' to help order discussions. A 'talking stick' can be any object that is handed out by the facilitator to the person whose turn it is to speak. It is returned to the facilitator after each speaker has finished. Be aware of local conventions and find out how large group meetings are usually carried out, adopting these methods where appropriate. Another alternative to a 'talking stick' is a microphone connected to a PA system.

Increase participation

Try to involve a wide cross-section of the community and encourage participation from those who may be otherwise marginalised or disengaged within the community such as young people, ethnic minorities or women.

Welcome & record feedback

Listen and be open to any comments, criticisms or advice from the wider community and be prepared to respond to them. Community screenings are about consultation and participation so the feedback must to be valued and acted upon. Visibly record all feedback provided and be sure to thank people for their participation. Communicate exactly how the group intends to respond to the feedback received and consider inviting individuals from the audience to take a more active role in the process such as being interviewed or even becoming a participant.

More focused feedback usually occurs when you are working with smaller groups so larger groups can be divided into smaller teams with one facilitator or participant helping to guide the discussions and responding to specific questions. Sometimes a more fun style of screening such as a 'talk show' style with a host leading the process, perhaps even using a microphone that is passed around, can add a more dynamic and fun feeling to the feedback session.

Make sure there is sufficient time to modify the videos or to record additional footage in response to the feedback invited from the audience – avoid only inviting feedback and suggestions once the videos are complete.

4

COMMUNITY SCREENING & CONSULTATION II

Screening discussions

Audiences may need some encouragement to give detailed feedback and advice during a community screening so be sure to have some questions prepared to help get the discussion started, such as:

- ✓ Do you understand the film?
- ✓ Which part did you enjoy the most, and why?
- ✓ What would you want to change?
- ✓ What are the most important issues that come out of the film?
- ✓ Is this film communicating these issues clearly?
- ✓ What else should be said or shown?
- ✓ How can the messages be developed?
- ✓ Is there another side to this story that needs to be shown as well?
- ✓ Who has other perspectives?
- ✓ Should we focus in on more specific issues?
- ✓ Do we want to link these issues to relevant human rights?
- ✓ If relevant, how can we show more evidence of rights violations?
- ✓ Are you convinced by the story?
- ✓ Who do you think should see this?
- ✓ What do you want to tell them?
- ✓ Do we need to make any changes to improve its effectiveness with that audience?
- ✓ Who should not see this film?
- ✓ Is there anything controversial or something that might upset others who watch this?
- ✓ Is there anything in the film that could put anyone at risk and if so should we cut it or change the way it is being presented?
- ✓ What can we do about the core issues?
- ✓ Have we shown what we are doing, or want to do, already?
- ✓ Have we put forward some recommendations for what we want to see changed?



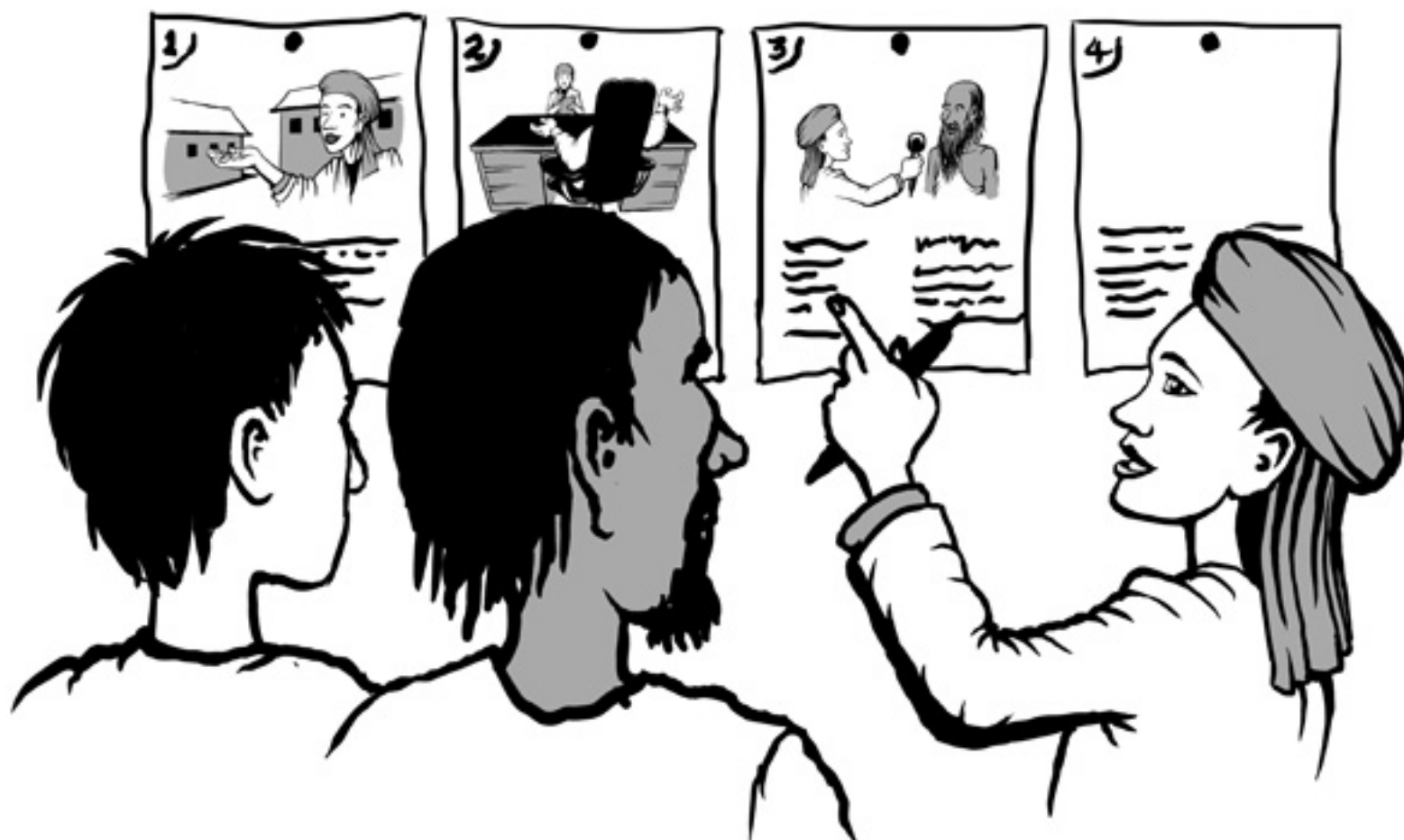
Gathering everyone together to watch the films (Ghana, 2005)

The screening and discussion will often expose gaps in the footage included / recorded and participants are likely to want to record further sequences (usually to improve what's already been done) to involve new ideas and voices, or to start looking into new issues raised during the discussions. Therefore the next stage may well be a return to video production and editing.

412

REFINING RIGHTS-BASED MESSAGES

'Home-known' rights may have been identified by participants during previous stages and incorporated into the video being produced. Perhaps legally recognised and enforceable rights such as those set out by the [Declaration of Human Rights](#) or [UNDRIP](#) were discussed and incorporated into the video. Whatever the type of rights focussed upon, it is worth considering how any rights-based messages could be refined and clarified to amplify the impact and increase its potential to affect positive change.



NOTE: this is not an opportunity to change the video or its messages at the last minute. This is a moment to pause and consider whether something as subtle as an additional title with specific details about the right(s) being referred to would strengthen the impact of the overall message.



WATCH our animation on the UN Declaration on the Rights of Indigenous Peoples

As with previous stages, taking advice from local civil society organisations or campaign groups, whether directly connected with the process or not, may be the easiest and most effective way of assessing the rights-based messages and assertions of the group and recalibrating the video for maximum impact.

For an example of refining messages through key stages with participants and stakeholders, see the 'Campaigning for safe motherhood' case study in the Resources chapter.

4 13

ADVOCACY & DISSEMINATION

A strategy for the dissemination and use of any video produced as an advocacy tool will have already been established during previous stages in the process. Now is the point at which these messages must be carried forward and brought to the attention of their intended audience(s). The process itself may well have taken place as part of an ongoing campaign and will therefore be just one element in a wider advocacy process, which may dictate many of the subsequent stages.



Screening films to local and national decision-makers (Uganda, 2006)

For an in-depth guide to using video for human rights advocacy in general (not specific to participatory video) get a copy of the excellent 'Video for Change: a guide for advocacy and activism' from WITNESS.



WATCH our short video 'WE WANT CHANGE – PARTICIPATORY VIDEO FOR ADVOCACY'

TARGETED SCREENINGS

Very targeted messages for a specific audience of duty-bearers or stakeholders may have been produced so screenings will need to be organised that guarantee their presence. A personal screening as part of a pre-arranged meeting may be the best format. If possible, the participants should present their own video messages (supported by the facilitator, if necessary) and be available to answer questions and enter into a dialogue with the recipient of their messages.



4

ADVOCACY & DISSEMINATION

Checklist for preparing targeted screenings:

- ✓ Will the relevant decision-makers be at the screening? How can you make sure they see the film?
- ✓ Do you know who has been invited and are you recording who attends?
- ✓ Has the equipment and film been tested at the location of the screening?
- ✓ Who will be introducing the film?
- ✓ How much context should / could be provided before or after?
- ✓ Will the screening be accompanied by additional materials such as copies of relevant reports, legal information (declarations/ bills / constitutions etc.) or campaign-related materials?
- ✓ Will you be distributing the film on an appropriate format (e.g. DVD, CD, VCD or VHS)
- ✓ Are there contact details included with the additional materials?
- ✓ Who will be primed to answer questions and talk to people after the event?
- ✓ Are participants and others prepared to target decision-makers for their response and plans for action.
- ✓ Do you need to film the screening and / or discussion afterwards?
- ✓ How will you draw a response out of important decision makers?
- ✓ Can you provide those attending with an immediate opportunity to respond on video?



Reviewing footage with local decision-makers (Kenya 2009)

A RIGHT TO REPLY

Where direct communication between rights-holders and duty-bearer is difficult, risky, counter-productive or otherwise problematic, it may become the role of the facilitator to present the videos to make a dialogue possible. If participants are not present then an opportunity for the duty-bearer to reply could be organised. One way to do this would be to enable the individual or representative duty-bearer to reply directly to the participants by using the video camera to record simple messages in response. These can then be screened back to participants and a two-way communication channel established.

For an example of organising targeted screenings with duty-bearers and offering the right to reply, see the 'Forced displacement, discrimination & extreme poverty faced by Batwa Pygmies' case study in the Resources chapter.

4 13

ADVOCACY & DISSEMINATION

WIDER SCREENINGS & DISSEMINATION

The group's intention may be to communicate with a wide audience as a means of raising awareness, influencing attitudes/behaviours or simply to share knowledge. Large-scale screenings could be the most appropriate forum. As with community screenings (described earlier in this chapter) these are valuable opportunities to generate discussion, harvest feedback and promote direct dialogue between participants and audiences. The wider dissemination of any videos produced will largely depend on the strategy developed by the group, or that of the wider advocacy process of which participatory video may be one component.



Screening Indigenous voices at COP15 (Copenhagen 2009)

Production of DVD or VHS copies is relatively inexpensive, however there are significant distribution considerations. Online platforms are typically free to use but will be only appropriate for specific audiences with access to the internet. Deciding on a strategy for wider dissemination should be a process undertaken by participants at an early and appropriate stage.



Amplifying Indigenous voices at COP15 (Copenhagen 2009)



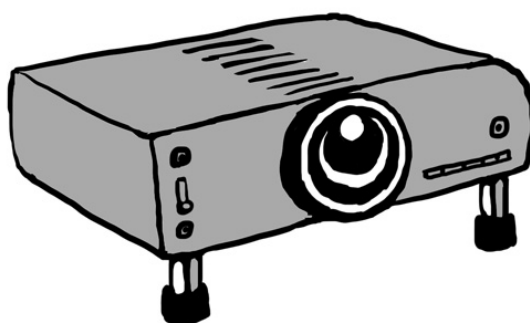
Facing the world's media at the COP15 (Copenhagen, 2009)

For an example of integrating participatory video into a wider advocacy process, see the 'A grassroots campaign for increased midwives' case study in the Resources chapter.

4 ADVOCACY & DISSEMINATION

COPIES FOR PARTICIPANTS & COMMUNITIES

Be sure all the participants have copies of their film and that copies are available within the wider community. A 'master' copy should be available should anyone wish to create further copies locally e.g. with a local civil society organisation or similar. See the 'Next Steps...' section later in this chapter for more thoughts on this.



INTELLECTUAL PROPERTY RIGHTS

The protection of peoples' knowledge and resources is central to many human rights documents (such as UNDRIP) and good participatory video practice should likewise seek to safeguard the intellectual property of participating communities and individuals. Facilitators and organisers of participatory video projects should either act as guardians of the content created (and the knowledge therein) in accordance with the wishes of participating communities and individuals, or enable participating communities to assume that role themselves by ensuring they have full control over the content of their videos and its use.

Decisions about the most appropriate distribution platforms, storage formats, security protections and licences should be discussed and agreed with participants and the wider community at the most appropriate time, possibly after the final editing stage is complete and before wider dissemination. The wishes of participants should be fully respected regardless of external expectations or requirements.

Intellectual property rights and IPs

An essential element of human rights work especially with minority and marginalised peoples is that their knowledge and resources are protected. This area of international law is governed by Intellectual Property Rights. Although these rights have been created through western conceptualisations with commercialisation in mind and therefore are not ideal for all of the people of the world, especially Indigenous peoples, they are currently all that is available to us. They must therefore be utilised in a way that is appropriate to Indigenous peoples.

Trade secrets law has been identified as probably the most useful for the protection of indigenous knowledge, as it is the most adaptable and easiest to apply*. Information, which has some commercial value and is kept as a secret by the holders cannot be 'disclosed to, acquired by, or used by others without consent*'. The only thing that Indigenous peoples need do is acknowledge the potential 'value' of their knowledge and show a clear intention for it to be treated as a secret. If information that is regarded as secret is then used without the Indigenous communities consent they are able to sue for misappropriation of a trade secret*. This means that at all times Indigenous peoples will retain the right to decide whether or not their knowledge will be disclosed. This right is supported by the Declaration on the Rights of Indigenous Peoples (UNDRIP), which under Article 31 provides them with the right to protect their cultural property.




* Lawrence Watters, 'Indigenous Peoples, the Environment and the Law', (Carolina Academic Press, North Carolina 2004)

4

ADVOCACY & DISSEMINATION

One alternative to a standard copyright publishing licence is a popular form of ‘copyleft’ licence devised by Creative Commons (<http://creativecommons.org>) that enables producers of any content (video, audio, image, text, etc.) to decide exactly how they would like to publish their content and what they would like to allow or deny others to do with it.

An example Creative Commons licence:

 <p>cc by > Attribution</p> <p>You let others copy, distribute, display, and perform your copyrighted work — and derivative works based upon it — but only if they give credit the way you request.</p>	 <p>nc > Noncommercial</p> <p>You let others copy, distribute, display, and perform your work — and derivative works based upon it — but for non-commercial purposes only.</p>	 <p>nd > No Derivative</p> <p>You let others copy, distribute, display, and perform only verbatim copies of your work, not derivative works based upon it.</p>
--	--	---

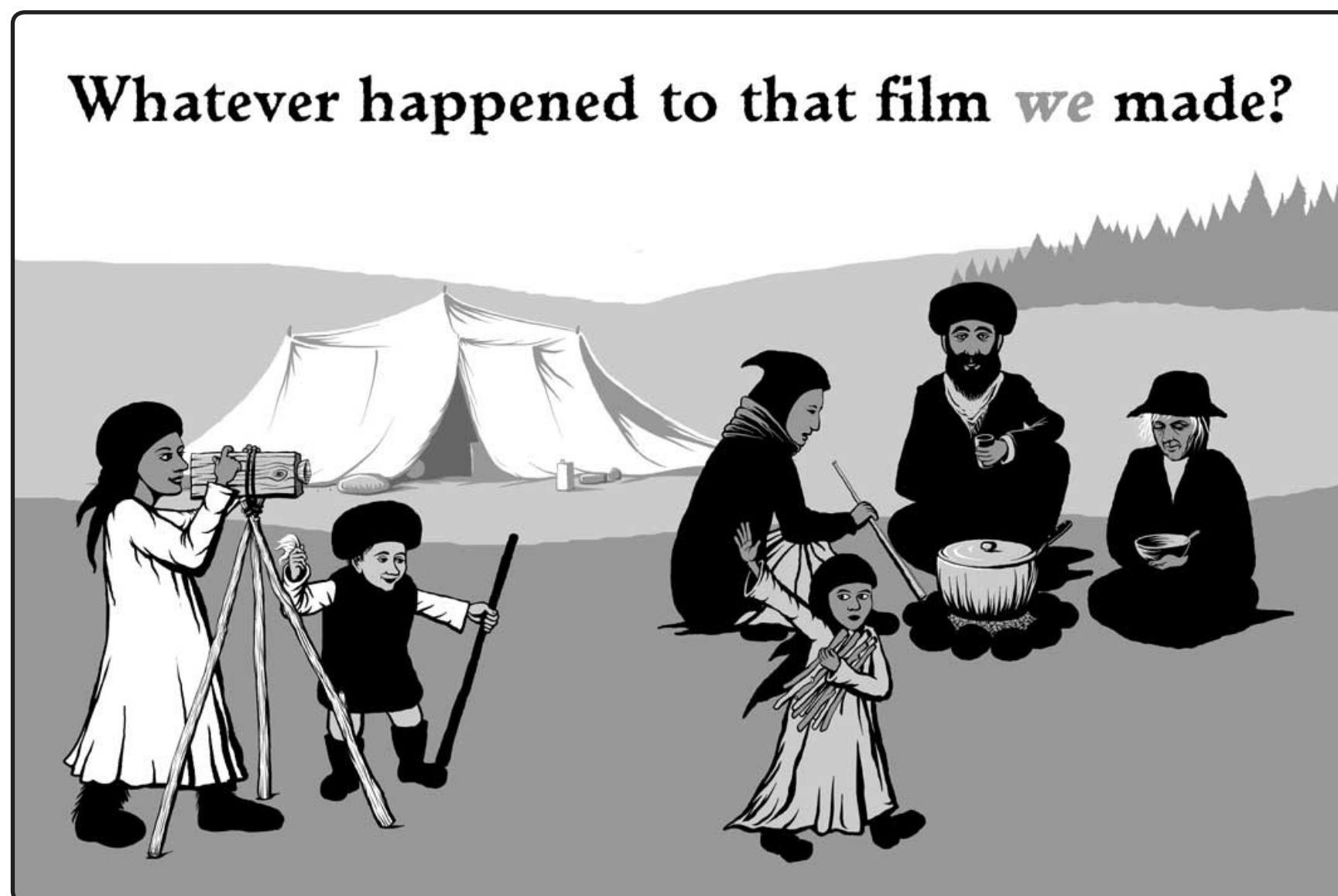
“This license is the most restrictive of our six main licenses, allowing redistribution. This license is often called the “free advertising” license because it allows others to download your works and share them with others as long as they mention you and link back to you, but they can’t change them in any way or use them commercially.”

Source:  <http://creativecommons.org/about/licenses>

4

NEXT STEPS...

Look at this slide. What do you see?



At first it looks like the children are filming, but when you look more closely, you can see that they have actually made a toy camera out of wood and they are only playing at making a video. The real camera is nowhere to be seen and the facilitators are long gone, taking with them all traces of the community's film!

In this scenario expectations have been raised and people disappointed. It is the antithesis of empowerment. This is the likely outcome if the participants, and through them the wider community, do not remain engaged, informed and active in the processes after the completion of their video.

Here are a few tips for preventing such outcomes:

- ✓ Work with the participating community to bring the process to its completion while maintaining participant control and decision-making processes. In other words, keep it participatory and honest to the end.
- ✓ If possible and sustainable, leave video equipment with the community. If participation is a means to 'give people a voice' then who wants to take that away? Try to find ways of equipping and developing the capacity of participating communities to continue the process, after the project's completion, on their own terms and in their own way. It is amazing and surprising what can happen.
- ✓ Make participants the champions of their own outputs. Videos created during a participatory video process are much more powerful when presented by representatives of the community or group that created them. This will in turn keep participants closely involved with the 'lifecycle' of their creations.
- ✓ Stay in touch. Send updates and keep the participants informed of any impacts or relevant developments.
- ✓ Remember and honour the wishes and decisions of participating individuals and communities. Don't make promises that you cannot keep.

4

CHECKLIST FOR FACILITATORS

The following checklist could be used to retrospectively assess how 'participatory' a process has been or as a source of tips to keep in mind when planning and delivering a rights-based approach to participatory video...

- ☐ Did the participants involved include those with other opportunities to express themselves?
- ☐ Were marginalised groups or individuals engaged?
- ☐ Was there a specific theme for the project and, if so, were the participants informed from the outset?
- ☐ Were participatory games and exercises used to develop participants' video skills?
- ☐ Who was actually behind the camera?
- ☐ Who was really directing the filming process and deciding what needed to be shown?
- ☐ Did participants plan their messages and consider the audience before going out to record?
- ☐ Was footage screened back to participants and contributors for reflection and discussion?
- ☐ Did all contributors give informed consent?
- ☐ Were the wider community involved and invited to engage with the process?
- ☐ Do the wider community know what you are doing and why?
- ☐ Did you research the status of relevant rights (human rights or otherwise) within local/national laws and constitutions?
- ☐ Was time allowed to explore 'home-known rights' before rights as legal concepts were introduced?
- ☐ Are you sure the participants understand what you mean by their rights?
- ☐ Who carried out the editing?
- ☐ Were films shown at a community screening before being shown more widely?
- ☐ How was the feedback recorded and how will it be preserved?
- ☐ Did you explain clearly how and where the films would be used by you/anyone else?
- ☐ Did the wider community give their consent for it to be shown? How?
- ☐ Who did the participants decide to show the film to?
- ☐ Did they point out any sensitive material that should be removed?
- ☐ Who has seen the films outside the community and on what platforms?
- ☐ Who or where will the footage for the films, and the films themselves be kept?
- ☐ Do the participants have copies of their film?
- ☐ Are copies available in the wider community?
- ☐ Do you have the full names and contact details for all participants?

5

TOOLS

5

Content

5.1	LOGGING FOOTAGE	59
5.2	THE PAPER EDIT PROCESS	61
5.3	TEACHING PARTICIPANTS TO EDIT	64
5.4	METHODS FOR INFORMED CONSENT	68
	Recording consent	68
	Multiple consent	69
	Consent stage one - before filming	69
	Consent stage two - after filming	70
	Consent stage three - after editing	70
5.5	GAMES & EXERCISES	71
	Video Statements	71
	Devil’s Advocate	73
	Telling Tales	75
	Video Letters	76
	Role Playing Exercise One: Conversations	78
	Role Playing Exercise Two: Storytelling	79



5

Walking Opinions	81
The Knotty Problem	82
Listen & Share	83
Telegrams	85
Questions In a Row	86
Vox Populi (Voice of the People)	88
Audience Pathways	89
Energy Graph	90
Group Agreement	91

5.6	ADAPTATIONS	93
-----	--------------------	-----------

Show & Tell	93
Name Game	93
Interviews	94
Storyboard Technique (revised)	95

5.7	SELECTED PLA TECHNIQUES	97
-----	--------------------------------	-----------

Problem Tree	97
River of Life	98
Venn (or Chapati) Diagrams	100
Matrices	102
Participatory mapping tools	103



5

This chapter details various ‘tools’ for undertaking participatory video – processes, games, exercises and techniques – that are well suited to rights-based approaches. They appear in no particular order and can be selected or rejected according to the suitability or relevance to the project you are undertaking. As with everything in this toolkit, we would encourage you to experiment, adapt, remix and share your findings.



Aymara woman presenting her favorite dish! (Peru 2009)

LOGGING FOOTAGE

Logging footage – making lists of the video footage created – is a laborious but nevertheless essential part of any filmmaking process. No matter how simple the video being produced, you absolutely have to know what you have and where to find it. It’s also a great way to get to know the footage you have and increases participants’ abilities to critically analyse their videos.

Logging Sheets (see example below) are a simple format for noting down all the key information about your footage. Filling in Logging Sheets will always take a lot of time but you should try to do them as quickly as possible – don’t spend hours deliberating about the comments or score, just record immediate reactions.



Logging and preparing for Paper Edit (Samoa 2009)

Here’s an example of a completed Logging Sheet:

The project title can be written here

Give comments on sound, image or even the content

Project Title: Changing Communities in Windrush Green			Tape Number: 6	Date: 5th October 2010	
No.	Start	End	Description	Comments	Score
1	00:00:00	00:00:47	Wide shot of village with sunrise	Great shot. Really steady!	8
2	00:00:52	00:02:56	Ben presentation with village background	Bad sound - too much wind.	2
3	00:03:01	00:05:14	Ben presentation 2 (next to village sign)	Sound perfect and shot okay.	6
4	00:05:24	00:05:59	Mid-shot of houses and trees	Nice shot - really useful	7
5	00:06:00	00:08:21	Children talking about lack of activities	Good shot but not relevant	5
6	00:08:33	00:11:09	Interview with Irene on community history	Really bad backlighting for all	2
7	00:11:36	00:17:48	Irene interviewing Jessica	Amazing interview!	9
8	00:17:55	00:22:04	Eric describing closure of post office	Good sound and picture ok	7
9	00:22:04	00:22:27	Close-up of post office sign	Too wobbly - shoot again	1
10	00:22:29	00:24:11	Interior shots of post office	Very steady	5
11	00:24:18	00:34:36	Eric interview with David (Postman)	Brilliant interview - must use!	10
12	00:34:36	00:34:57	Pan of village and valley - take 1	Pan too slow - really boring!	2
13	00:35:02	00:35:13	Pan of village and valley - take 2	Great pan - looks good	7
14	00:35:13	00:38:02	Danielle driving to town to collect pension	Interesting shot in car	8
15	00:38:24	00:41:00	Kids playing football against post office	Fingerprint on lens! No good	2

Note the timecode at the start and end of each clip

Put the date it was filmed and the tape number here

Number each shot in order

Write a simple description of each shot

Give it a score 1 = bad / 10 = brilliant

Information required on the Logging Sheets:

Project title	If you have multiple videos being created or several projects you will need to differentiate so write the title down on each sheet
---------------	--

5

THE PROCESS

LOGGING FOOTAGE

Tape number	You will have numbered all your tapes (right?!) so put the corresponding number down so you know which tape the log is for. If you are using a tapeless format then just ignore this!
Date	Use the date(s) the footage was filmed.
Number (No.)	Number each shot in order for easy reference later.
Start	Note down the timecode at the start of the shot. If you are using a tapeless format, such as a hard disc camera, you can use the 'start' and 'end' fields to write down the file name.
End	Note down the timecode at the end of the shot.
Description	Try to describe the content of the shot in simple terms (e.g. an interview with Bob in the forest / mid-shot / around dusk).
Comments	Use this to make comments about the 'quality' of the shot so its easy to remember important aspects later such as having no sound!
Score	Give each shot a score from 1 to 10 based upon the quality, content or relevance. This is totally subjective and will differ from person to person however you will find that the more you log the better your sense of the footage and each shots relative merits improves significantly.

A blank version of this [Logging Sheet](#) can be found in the Resources chapter.

Logging is a process that may be inappropriate for some groups, for whatever reason, and so alternative approaches to recording and understanding the footage collected will be vital before moving to the editing phases. One option is for the footage to be played back and reviewed by the group as a whole, with participants identifying (calling out or noting down) any shots or scenes they particularly like or dislike and would like to include or exclude. Whatever format used, it is important to find an appropriate format for recording these decisions for reference at later stages.



5 2 THE PAPER EDIT PROCESS

Creating a 'Paper Edit' is a useful technique for involving entire groups in the key decision-making processes that take place during the post-production (editing) phase. The technique described below has been developed over many years, and is certainly time-consuming, but it is the most reliable and robust participatory method we have for editing with large groups.



Writing shots on sticky notes (Philippines 2009)



Sorting the shots and making exclusions (Philippines 2009)



Collating excluded shots for peer review (Philippines 2009)



Discussing the decisions and combining chosen shots (Philippines 2009)



Building the timeline as a group (Philippines 2009)



Reviewing the decisions and making final changes (Philippines 2009)

5 THE PAPER EDIT PROCESS

Method:

1. Separate participants into small groups (4-6 in each) and provide each group with a set of the logging sheets, 3 pads of sticky notes (or paper & sticky tape) in different colours (red / yellow / green is perfect) and pens or pencils.
2. Describe how each shot listed in the logging sheets should be noted (e.g. interview on water shortages / close-up) on a separate sticky note, including the shot number and tape number or date. If you have not undertaken a logging process (or you have adopted an alternative approach) with participants, you can begin at this stage.
3. Explain how the three colours of the sticky notes correspond with the scores given on the logging sheets: shots scored 1-3 (poor) should be written on red sticky notes, those scored 4-7 (good) should be written on yellow sticky notes and finally those given scores from 8-10 (excellent) should be written on green sticky notes.
4. Participants then set about creating a sticky note for each shot and ordering them within each group according to subject, colour or another useful category.
5. Once all the shots have been recorded on sticky notes the next stage is to ask the participants to begin to decide which shots to include in their video and which to exclude.
6. A space on a wall or sheet of paper can then be designated as a place to put the sticky notes corresponding to any shots the groups would like to exclude.
7. Each group is then asked to 'peer review' any shots the other group(s) have selected for exclusion and mark (with a dot or similar) any shots they believe should be retained and included in the video. Any contested decisions can be discussed with all the participants and a final decision reached. Keep a note of the decisions made and any issues raised.
8. Once the first set of exclusions have been agreed upon, the groups are asked to bring all the shots they have chosen to include together. The process of discussion and exclusion begins again until a refined collection of decisions is arrived upon.
9. A drawing of a timeline (or similar representation) is created or presented to the group and its logic explained: there is a start and finish (much like the 'Audience Pathway' described in the Games & Exercises section, only straight) and shots are placed along the timeline in the order they are seen by the audience. The correlation between this and the timeline within the editing software can be explained now or later.
10. A process of discussion and decision-making is then undertaken as the group begins to decide how their video will be structured and which shots to use how and when. The outcomes of previous exercises (such as 'Energy Graphs', the 'Storyboard Technique' and 'Audience Pathways' described later in this chapter) can be reintroduced at this stage to remind the group of previous decisions and intentions.
11. Gradually an order and structure is built from the chaos and the outcomes of decisions taken can be discussed and explored.
12. Another layer (or track) can be introduced at this stage for the audio. Participants can begin to think about what sound or music to layer under/over/around their images.
13. If time and energy permits, a useful process at this stage is to make note of the order and structure created and then ask the group to start again! By going back to the beginning and trying to tell the same story in a different way, the group may unlock exciting new ways of making their film. This can be repeated again and again until the best structure is agreed.
14. The final timeline should be retained and used as a guide for whoever (participants, facilitator or third party) comes to edit the final video.
15. At this point it can be useful for participants to divide the timeline up into natural chapters (manageable chunks) that can be edited by smaller groups to be combined into one sequence at a later stage.

5 2 THE PAPER EDIT PROCESS

Discussions on the broad aims and approach during the timeline planning stage will help the group make key decisions that will have important impacts during the editing phase. Useful discussion points include:

- ✓ How will you keep people watching?
- ✓ What style would you prefer?
- ✓ What feel are you trying to convey?
- ✓ What other films do you like and why?
- ✓ Are there aspects that can be emulated and what effect will it have?

Important Points to Remember:

- ✓ Explain to the group, at the start and again at the end of the process, that the decisions reached during this exercise will inform and guide the editing process but that changes to the order and structure are almost inevitable. No structure on paper will be the same as the edited footage and the outcome of some decisions will not be known until they are taken for real. This is not a substitute for the discussions and reflections that should take place throughout the actual editing process.
- ✓ This method requires the participants to have created a written log of all the footage recorded to date and have scored that footage as part of the process. However, one alternative is for participants to review the footage together and identify key scenes/shots to the group/facilitator (see the 'Logging Footage' section earlier in this chapter).
- ✓ Colour coding shots is a quick way to see how much of the footage previously considered to be good quality or important is making it into the final video, and how much bad stuff there is! This may alert the group to the need to re-shoot certain pieces of footage, perhaps whilst others begin editing.



What is Learned?

- ✓ Different ways of structuring a video and telling a story.
- ✓ The importance of recording supporting material e.g. cut-aways or establishing shots. This will become increasingly clear as participants begin trying to illustrate their points.
- ✓ The various uses for sound and the impact it can have. This can be a useful time to discuss the potential misuse of sound - to manipulate the audience or misrepresent events – as well as the power of music to add feeling and strengthen messages.

TEACHING PARTICIPANTS TO EDIT

The following process for teaching participants to edit their footage is divided into ten stages. It is presented here as a method for teaching large groups with access to several computers for editing. However, the same process could just as easily be applied to a much smaller group with less equipment, if necessary.

PLEASE NOTE: This section has been written for facilitators already familiar with computer-based video editing, and uses some terminology that is likely to be alien to anyone unfamiliar with standard video editing processes and software.



Enjoying the development of new skills (Indonesia 2008)



Learning to edit in small groups (UK 2007)



Editing together (Nigeria 2006)



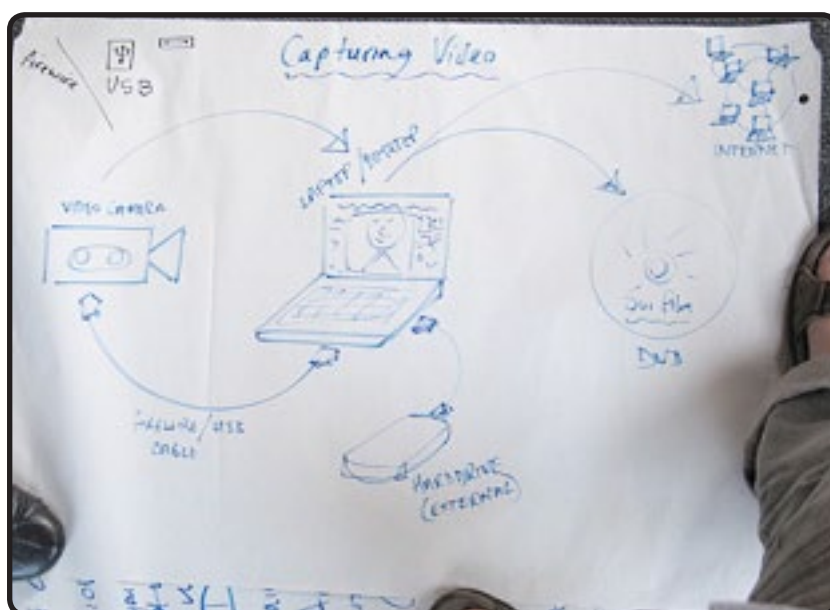
Translating and editing in shifts (Samoa 2009)

Stage One / explaining the workflow

Before participants see the software or even sit at the computer to begin editing, it is useful to explain the basic workflow of the process on paper. Explaining how the process works from project set-up and capture right through to sequence creation and export, on paper first is a really useful first stage as the process and software can be confusing and intimidating when seen for the first time. Just try to keep the explanation clear and simple without jargon or complicated explanations.



Orientating participants to the software with simple drawings



Explaining the workflow through simple diagrams

5 TEACHING PARTICIPANTS TO EDIT

Consider demonstrating each of the following stages using a computer and screen (a projector is the perfect solution) that can be seen by everyone.

- ✓ Explain how video footage moves from the camera to the computer via a process called 'capturing'.
- ✓ Draw a representation of the edit software screen and explain how files are managed in the bin, footage is roughly trimmed to the desired size in the source monitor, then placed in order on the timeline where the cuts are refined.
- ✓ Sketch a representation of the timeline showing both video and audio tracks - it is important to explain how multiple layers of video and audio can be placed on the timeline and that audio and video can be separated and overlapped.
- ✓ Point out that the result is watched in the viewer.

Things to consider and prepare:

- ✓ It is useful to have prepared visual and/or written handouts that clearly explain and demonstrate the editing process and all the settings used. These will be specific to the editing software chosen and the participants' needs.
- ✓ Be sure to check the whole process (from capture to export) with the computers and camera equipment that will be used by participants before starting.
- ✓ Stay aware of participants' energy levels and consider using physical energisers from time to time.
- ✓ If several groups are editing simultaneously look for ways to separate the groups so they don't disturb one another whilst editing.

Stage Two / project set-up

Setting up a project is the first major stage in any computer editing process and it is vital to get this right to avoid major problems further down the line.

- ✓ Demonstrate the process of creating a new project, naming it appropriately and saving it to a specific location. Emphasise the importance of being organised from the outset.
- ✓ Explain the role of scratch disks and demonstrate assigning these disks.
- ✓ Show key sequence settings but avoid giving lengthy and complicated explanations at this stage, moving through this process as quickly as possible.

Stage Three / capturing footage

- ✓ Demonstrate connecting the camera to the computer (using a firewire or USB cable) and beginning the capture process within the software. If using a non-tape based format (e.g. harddrive camera) demonstrate the process of moving files from camera to computer.
- ✓ Explain the three main ways to capture: scene-by-scene with manual stop and start capture, the whole tape with scene detect on and batch capture. An explanation of when each capture process might be used could be helpful here.
- ✓ Participants then undertake the process of capturing some or all of their footage, depending on quantity to capture and time available.

Stage Four / editing

The first stage in familiarising participants to the editing software will be to:

- ✓ Demonstrate the basic tools such as the arrow and razor blade tool.
- ✓ Revise the software environment and the process of developing layers of video and audio on a timeline, as outlined in Stage One.

5 TEACHING PARTICIPANTS TO EDIT

- ✓ Demonstrate setting 'in' and 'out' points on the source monitor and dragging the selected footage onto the timeline.
- ✓ Show how to unlink audio from video. Emphasise that no matter what you do to the footage on the timeline the clips in the bin are unchanged.



Community members watch themselves (Indonesia 2008)



Community screening (Sierra Leone 2007)

Once these functions have been demonstrated the participants should be able to begin experimenting with the editing tools and learning through practice. Other technical aspects of the editing software and theory can be learned during one-to-one sessions - the facilitator will need to circulate amongst participants answering their questions and solving problems. Keep the presentation brief and get on with the actual editing!

Stage Five / rough cut

Once participants have the necessary confidence in the concept, workflow, process and tools of computer-based editing, it will be time to begin editing together their planned video(s) using the 'Paper Edit' or other plans created during previous stages in the participatory video process. The first version of a timeline with key video and audio clips structured and ordered is referred to as the 'rough cut'.

Stage Six / review

Once a rough cut of the finished video has been produced, it will be time to review the decisions made during the planning stage and compare these with the decisions made in the initial edit. Some key questions to ask participants at this stage include:

- ✓ What have you noticed about the editing process?
- ✓ Did the sequences planned on paper work in reality?
- ✓ Which clips have you decided to exclude, and why?
- ✓ What happens if you cut peoples' speech up a lot?
- ✓ Is this always acceptable?
- ✓ Can this change the meaning?
- ✓ Have you used the images to explain what people have said?
- ✓ Or juxtaposed images to say something else?
- ✓ What happens to the meaning when you put different images onto a piece of speech?
- ✓ Is anyone in the film going to get into trouble as a result of what they have said?
- ✓ Is it ready to show to the wider community for their opinions and guidance?

Stage Seven / screening & discussion

Screening the 'rough cut' back to the wider community is an important next step to refining the messages being crafted and ensuring the widest possible engagement and sense of ownership with the process. For more information about this stage and tips on organising a community screening, see the 'The Process' chapter.

TEACHING PARTICIPANTS TO EDIT



Reviewing footage (South Africa 2010)



Reviewing footage (Uganda 2006)

Stage Eight / **semi-fine cut**

Once participants have screened the 'rough cut', any feedback will need to be discussed and suggested changes incorporated into the sequences being edited. As the overall timeline is further refined and new elements added (including titles, music, credits, transitions and other 'layers') the video will be moving towards the 'semi-fine cut' stage – where the video is in a state that is near to completion but still requires some 'tweaking' and minor changes.

Consider introducing the following elements:

Applying transitions. The addition of some simple transitions to the timeline can reinvigorate the editing process and transform the look and feel of a video. Explore the impact and effect of different transitions.

Mastering sound. Show participants how to 'master' the audio levels – ensuring a steady and constant sound level throughout - and methods for introducing additional sound such as music or wild-tracks.

Adding titles. Demonstrate how to add titles for people, places, credits and subtitles.

Protecting identities. Discuss safety for participants and contributors and explore the possible impacts for anyone appearing on the video and whether being recognised will compromise safety. Demonstrate how to obscure a contributor's identity by using various techniques such as: extracting audio from interviews to use as voiceover with images or using pixilation to obscure faces (note: caution should be given about ability to de-scramble pixilation or remove special effects).

Choosing a licence. It will be up to the group to decide how their video should be licensed for distribution. We prefer and recommend the Creative Commons licences (<http://creativecommons.org/>) which enable a great deal of flexibility in the type of copyleft (as opposed to copyright!) licence for any type of content. You could explore the different options available and encourage the group to choose whichever is most suitable for them. For more information about Creative Commons licences and other similar considerations, see [The Process](#) chapter.

Stage Nine / **review, final cut & screening**

A final review and discussion should be undertaken with participants before making any final changes and completing the film. This finished version is known as the 'final cut' and needs to be agreed upon and authorised by all participants. A final community screening is the next step where the film and action plans can be discussed and authorisation from the wider community sought. For more information on this and other stages (including organising community screenings), see [The Process](#) chapter.

Stage Ten / **export**

The final stage is the exporting of a finished video film. Demonstrate the process of setting up 'in' and 'out' points on the timeline and how to start the export process. Try to keep it simple as there are many variables and options available, depending on the software used.

Once your finished film has been exported you will be ready to burn a DVD or upload to the internet...or whatever the group chooses to do with their video.

METHODS FOR INFORMED CONSENT

The principals of informed consent - honesty, transparency, accountability, reliability, care, consideration - are all central to participatory video, making this a fundamental part of the process worthy of significant care and consideration.

Taking time and care to ensure all contributors give genuinely informed consent reinforces the ethical standards that should be central to all participatory video and guides the facilitator and participants to give full consideration to the needs, sentiments and safety of everyone involved. Discussions around informed consent with participants, during the planning stage, and the conversations with contributors as part of the consent-gathering process both provide valuable opportunities to explore key considerations such as:

- ✓ The potential risks and benefits of being filmed
- ✓ Any necessary steps to hide a contributors identity
- ✓ How to credit or acknowledge contributors
- ✓ The basis for participation (e.g. that all contributors are unpaid and the project is non-commercial) and any further opportunities for engagement
- ✓ The audience and possible platforms for distribution (television/internet/private screenings/DVD distribution)

This responsible approach to filming protects all parties (contributors, participants, facilitators, funders, organisers etc.) and ensures that everyone involved understands how, where and why the footage can be used.

According to "Frameworks for Informed Consent: Perspectives from Law, Ethics, Journalism, and Human Rights," a memorandum from the Allard K. Lowenstein International Human Rights Clinic of Yale Law School, the four main elements of informed consent to think about in human rights video are:

Disclosure:	The use and the purpose of the information sought must be fully explained, in order to protect the subject's safety and to maintain an honest relationship between interviewer and interviewee.
Voluntariness:	The subject must give permission for the interview/material to be used and express whether he/she is willing to be identified by name, and must be in conditions that allow them to give this consent voluntarily.
Comprehension:	The subject must understand the implications of the interview. This may be complicated if the subject does not have a full understanding of the reach of the intended distribution (i.e. the internet). The interviewer must find a balance, not being condescending, but also protecting the subject's safety.
Competence:	The subject must be able to comprehend the implications of his/her participation. This is an especially important issue with special populations (i.e. children, people with mental disabilities, people who have suffered significant trauma).

Source: WITNESS. ['Informed Consent: Process, Tips and Suggestions'](#).

RECORDING CONSENT

There are two broadly recognised and widely acceptable forms for recording a contributor's consent:

Written consent

The standard approach to recording consent from a contributor, and typically the only acceptable format for broadcasters or platforms, is called a 'release form'. It will usually contain the name of the project/production, a space for the name, date and signature of the contributor to be written, and several paragraphs of legal mumbo-jumbo that ensures the footage can be used however, whenever and wherever the filmmakers like.

There are lots of release form templates available to download online. Here is a useful explanation of the different kinds of release forms and some nice simple versions to  [download here from the 4docs website](#)

METHODS FOR INFORMED CONSENT

> **Tip:** it can sometimes be difficult to remember which forms relate to which contributor. Think about how you will identify the contributor later in the process and consider either writing a description of the person on the form or even taking a photo of them and attaching it to the release form.

Video consent

Using video to record contributors giving consent is a useful alternative to using release forms, particularly where literacy may be a barrier to fully understanding the written consent statement. This process is known as 'video consent' or sometimes 'in-camera consent'.

It is very important with video consent that the contributor is able to explain the purpose of the film being created and articulate their willingness to take part. This will provide a useful insight into a contributor's actual awareness and understanding, and signal where further explanations might be required.

> **Tip:** if it is problematic for a contributor to explain their willingness to contribute and there is a lack of understanding of the film's purpose, for whatever reason, an explanation can be read / spoken by a participant during the filming and the contributor asked to confirm they understand.

Possible questions for on-camera consent

On-camera consent can include the answers to the following questions:

1. Please state your name and the date of this interview.
2. Do you understand what we are doing? Please, in your own words, explain.
3. Do you consent to your interview being included in this project, including video and (state various forms of media you may use, including print, photos and Internet)?
4. Do you know who may see the final video?
5. Are there any restrictions to using the information you provide us with or video itself that we need to be aware of?
6. Are you aware you can stop the filming process at any time, in order to ask questions or have a time-out?

Source: WITNESS. [Video For Change: a guide for advocacy and activism](#).

MULTIPLE CONSENT

Traditional filmmaking typically gives contributors just one opportunity to consent and this is usually taken before, or sometimes immediately after, recording. This pattern is convenient and expedient for the filmmakers - they leave the filming with consent to use the footage in almost any way they choose with no further obligations - but does nothing to recognise the contributors right to refuse once they have seen the raw footage, watched an edited version or simply given more consideration to being involved and what that means.

By contrast, participatory video seeks to ensure the active, informed and willing participation of all those involved from start to finish through a process of gaining multiple consent at various key points:

CONSENT STAGE ONE - BEFORE FILMING

Before any filming begins, participants should take time to discuss all aspects of the filming with the contributor including the purpose of the filming, background of the project, the participatory nature, their involvement as participants, current plans for the footage and the finished video of which it may become part, intended audience, etc. Once the contributor is fully 'informed', written or video consent can be taken before the filming takes place.

METHODS FOR INFORMED CONSENT

When you first approach the person you are hoping to interview make sure that you are clear as to where you are from, exactly what you are going to ask about and what you are going to report on. Also be clear as to how you are going to report on the issue and how you want to reference the information that they may give. Ask them how they would prefer to be quoted, or whether they want to be directly quoted.

When interviewing always consider the safety and security of the person you are interviewing. If they are likely to be threatened or subjected to any violence as a result of the interview, ensure that you interview them in a safe place and that their identities remain anonymous when you are reporting about the issue. If you believe that they are unaware of certain risks associated with providing you with this information you must tell them up front. Protecting your interviewees is not only about journalist integrity but is also a human rights issue.

Source: UNESCO. 'A Human Rights-Based Approach to Journalism: Training Manual, Viet Nam'.

CONSENT STAGE TWO - AFTER FILMING

Once the filming has been completed it is important to reconfirm that each contributor is still willing to take part and give their consent. A key factor in making this decision for most people will be the experience of watching back the footage of themselves, preferably immediately or very soon after recording.

One way of undertaking immediate one-to-one or small-scale 'screenings' is to playback the footage recorded on the camera's LCD screen or viewfinder, with headphones plugged in to hear the audio. Apart from providing the basis for important conversations around consent, this can be a really interesting and enjoyable experience for everyone involved. The contributor or participants may notice mistakes, important points missed or technical problems that mean they want to re-record some or all of the footage.

Alternatively a small screening can be organised, perhaps at the end of each day, to which all contributors are invited to attend (plus the wider community, if appropriate) and view their footage. The disadvantages of this approach are that contributors may be unable to attend, showing footage publicly could be problematic (particularly before the contributor has seen it themselves) and any opportunities to re-record footage could be lost.

CONSENT STAGE THREE - AFTER EDITING

A final level of consent can be sought once a 'rough cut' or 'semi-rough cut' of a finished video has been produced. Editing can have significant impact on how a person or situation is perceived and although it may look powerful and persuasive for the editors, it can easily misrepresent a person's views, the broader context or a sequence of events. Therefore providing contributors with an opportunity to view an edited version of their footage and decide whether they are still comfortable and willing to be included is a vital stage in the process.

Altogether these three stages of consent would constitute a respectful and thorough process to ensure all contributions are made in an open, informed and participatory manner. It is not easy to organise and it is often difficult to observe - facilitator and participants **MUST** be willing to abide by the decisions of those being asked to consent, even if that means removing powerful and persuasive sections from the video. If a contributor decides at the last minute to withdraw their consent then that should be respected and obeyed regardless of the impact on any video produced.

5 GAMES & EXERCISES

InsightShare has developed a wide range of participatory video tools and methods through trial and error, by learning from and with other practitioners in the field, and by experimenting and merging PLA techniques with filmmaking approaches to create new methods. The following chapter aims to provide new exercises and tools to experienced participatory video facilitators, who are keen to adopt a rights-based approach to their work, and to revise some old classics.

Those without prior experience of facilitating participatory video processes should consider starting with our handbook ('Insights into Participatory Video: a handbook for the field'), which is available as a free download from our website (www.insightshare.org) or one of the other handbooks listed in the Resources chapter. There you will find detailed descriptions of simple games and exercises for all kinds of participatory video projects and other resources to help you get started.

The following exercises have been developed or adapted by InsightShare over the years. They have been selected and presented here (in no particular order) for their particular suitability to rights-based approaches to participatory video. There is no right or wrong way to facilitate these exercises and the explanations given here are not meant to be prescriptive but aim to provide useful examples of our approach. In short, we would encourage you to experiment, make mistakes, adapt and share...

VIDEO STATEMENTS

An exercise to help participants articulate simple statements on specific subjects; helping to identify points of agreement and disagreement, create spaces for group discussion and raise critical consciousness.



Making powerful statements directly to the camera (South Africa 2010)

Method:

1. A subject is proposed by the facilitator for each participant to make a statement to the camera about. Participants can suggest subjects for subsequent rounds.
2. Participants are given a short period of time (5-10 minutes) to prepare a simple statement with a specific audience in mind (e.g. a local politician).
3. One or two participants set-up the camera on a tripod with microphone and headphones etc.
4. Participants take turns to record their statements to the camera looking directly into the lens and addressing their chosen audience.
5. After each participant completes their statement to the camera they assume the role of camera operator to

5 GAMES & EXERCISES

record the statement of the next participant.

6. The process continues until all participants have delivered a statement and used the camera to record another participant.
7. Review and discuss the footage recorded with the group before repeating the exercise or moving onto the next.

Important Points to Remember:

- ✓ Making statements in front of the camera can be a nerve-jangling experience which can be even harder in front of a large audience. Consider inviting participants to record their statements in a quiet place with just one or two fellow participants there to record and assist.
- ✓ Remember to be positive and encouraging towards all participants during the review and discussion. It may take several repetitions of this exercise before everyone is comfortable articulating their opinions directly on camera.
- ✓ Some participants may be willing and able to make lengthy and detailed statements. Setting a maximum time limit for each statement will help encourage participants to make short and concise statements.
- ✓ The first time the exercise is run, focus on the delivery of simple statements to the camera rather than the technical processes of filming. On subsequent rounds participants can be encouraged to consider how each statement should be recorded (consideration can be given to the angle, frame, background etc.) and where. This can begin during the review and discussion stage by asking simple questions such as “how would you film that differently next time?” or “what changes could you make next time to make that statement more powerful?”.
- ✓ Recording the statements away from other participants will help to prevent one statement influencing the other. The facilitator could record the first statement to ensure that other participants are not influenced by the opinions of others before recording their own.



Video statements (South Africa 2010)

What is Learned?

- ✓ Participants begin to practise forming, airing and defending their opinions and perspectives. This is a crucial stage in the development of critical consciousness through which participants can begin to analyse and critique contexts, relationships and factors affecting the issues they face.
- ✓ For many people speaking directly into the camera can feel unnatural or uncomfortable, however it can be a really powerful technique, so it is important for participants to have an opportunity to understand and

GAMES & EXERCISES

experiment with it. A discussion on the effects and impact of looking straight into the camera can take place during playback and review.

- ✓ This exercise can open up an important space to explore alternative approaches to recording simple statements to the camera. Crucial conversations around context, background, angles, lighting and much more can take place as a result, which can inform and heighten participants awareness of filming styles and the consequences of relatively simple decisions.
- ✓ Everyone has the opportunity to record a fellow participant delivering their statement to the camera, providing another chance to rehearse basic camera skills.
- ✓ If recording statements in private this will be a good opportunity to discuss sensitive and respectful filmmaking approaches (i.e. not shoving the camera in people's faces!)

OBJECTIVES:	articulate simple statements on specific issues, identify points of agreement / disagreement, generate group discussion, revise basic camera skills, understanding importance of framing, angles, backgrounds, etc.
NUMBERS:	4+
DURATION:	30-40 mins
MATERIALS:	video camera, microphone, headphones, tripod, TV monitor, speakers, audio/visual (AV) lead to connect camera to TV.

DEVIL'S ADVOCATE

An exercise for encouraging participants to view situations and problems holistically and from the position of others. Can be a useful and logical next step from the 'Video Statements' exercise.



Playing different characters and exploring alternative perspectives (South Africa 2010)

Method:

1. A theme for the exercise is agreed upon amongst the group (e.g. effects of large-scale mining on the community).
2. The group is divided into pairs and each participant given the title of either A or B. Each pair should contain one 'Participant A' and one 'Participant B'.
3. The pairs are then asked to find a space where they can sit and discuss the issue without being disturbed by others.

GAMES & EXERCISES

4. All those labelled ‘Participant A’ are asked to make a statement of opinion or fact associated with the chosen theme (e.g. “Our local environment has been badly damaged by the large-scale mining activities of multi-national corporations”) directly to their partner ‘Participant B’.
5. In response ‘Participant B’ is invited to assume the opposite viewpoint and argue directly to the contrary (e.g. “The reason our environment has become so denuded is because we didn’t take sufficient care when we had the chance”).
6. Once all the pairs have had sufficient opportunity to rehearse their opinions and statements, each pair is invited to film one another’s statements. This process continues until all participants have recorded their statements.
7. Review and discuss the footage recorded with the group before repeating exercise or moving on to the next.

Important Points to Remember:

- ✓ It is not unusual for groups to include like-minded participants and their chosen subject may be one they feel especially passionate about. Adopting and defending a point of view opposed to their own can be a difficult, even upsetting, process for participants. Be sensitive and flexible.
- ✓ You may need to propose some alternative perspectives as some participants may have difficulty seeing the counter-arguments. Repeating this exercise several times can help participants develop their arguments and confidence in expressing opinions contrary to their own.
- ✓ Explain clearly that this exercise is not intended to change their opinions or undermine their convictions. It is simply an exercise in seeing all sides of an issue and pushing beyond the limitations of entrenched positions.
- ✓ Be aware that some participants may find the name of this exercise uncomfortable. It should be possible to undertake this exercise without using the word ‘Devil’ (it’s unlikely to be the word ‘advocate’ that upsets anyone!) and, if necessary, try experimenting with new names.
- ✓ Great care must be taken of any footage recorded as part of this (or similar) exercises where participants are expressing views that could be used against them. In this exercise participants are encouraged to articulate perspectives other than their own, whilst in other exercises they may be expressing strong beliefs or emotions. Any such content must be secured and / or destroyed as appropriate to avoid risk to participants and others involved.

What is Learned?

- ✓ Participants test their own opinions and perspectives whilst gaining insights into the positions of others.
- ✓ Participants have another opportunity to practice making and recording statements to camera. Many of the same skills developed during the ‘Video Statements’ exercise can be developed or revised.
- ✓ Everyone in the group has an opportunity to record a fellow participant making their statement to the camera, providing another chance to rehearse basic camera skills.

OBJECTIVES:	view situations holistically, understand the opinions and perspectives of others, develop and test arguments, revise basic camera skills.
NUMBERS:	4+
DURATION:	20-30 mins
MATERIALS:	video camera, microphone, headphones, tripod, TV monitor, speakers, audio/visual (AV) lead to connect camera to TV.

5 GAMES & EXERCISES

TELLING TALES

Helps participants develop and value their own unique 'voice' and storytelling techniques.



Presenting issues to the camera (Kosovo 2010)

Method:

1. Participants are divided into small groups of 2-4 people and each group is given a local newspaper/newsletter or similar.
2. The groups are given sufficient time to skim read the articles and begin discussing the stories.
3. Each group is asked to select one story which they would like to recount / retell to the camera. It is explained that the story chosen will be retold by the participants to the camera as if it had happened to them / in the first person (e.g. the article 'Local girl wins two million in lottery' becomes 'How I won two million in the lottery').
4. Once the groups have decided which story to choose they are given space and time to begin devising a way of recounting the story and practicing the delivery.
5. Each group records their story. The stories are watched back, reviewed and discussed by the whole group.

Important Points to Remember:

- ✓ Encourage participants to tell the story in their own way; to be innovative, explore different techniques and not to emulate what they have seen on television.
- ✓ No criteria for selecting the story is given but it can be useful and interesting to explore the reasons behind the selections during the review and discussion phase.

What is Learned?

- ✓ By encouraging the participants to recount their chosen story in the first person this exercise aims to help participants break away from storytelling and documentary filmmaking formulas learned through television and cinema. It may take several repetitions before participants are confident enough to experiment and go beyond the usual newscaster style of reportage.

GAMES & EXERCISES

- ✓ A great diversity of stories and approaches should be developed if there is a range of different local newspapers to provide the groups - a different publication per group. However, if sources are limited, it can be interesting to see if groups select the same or different stories, and to discuss their selections.

NOTE: This format requires reasonable literacy levels from participants and access to local newspapers or other written sources of community news / stories. With a little imagination and ingenuity this exercise could be developed further for groups that have constraints in this area...why not try adapting this yourself and sharing the findings?

OBJECTIVES:	develop unique 'voice' of participants and group, practice storytelling techniques; revise basic camera skills.
NUMBERS:	4+
DURATION:	50-70 mins
MATERIALS:	newspapers / newsletters, video camera, microphone, headphones, tripod, TV monitor, speakers, audio/visual (AV) lead to connect camera to TV.

VIDEO LETTERS

This exercise has been developed to help groups experience and practice creating targeted 'video letters' for specific audiences (even individuals) that invite direct responses / video replies.

Method:

1. Each group is tasked with identifying a specific problem that affects the group or wider community and a relevant stakeholder or decision-maker who they believe has both the responsibility and opportunity to address the issue.
2. Once both issue and audience have been clearly defined, the groups are asked to develop a clear and simple message to convey to their audience. They are given time to devise the message and make plans for any additional filming necessary.
3. If relevant locations are within easy reach of the workshop setting, groups can be encouraged to document key aspects of their chosen issue on video. If filming the issues or scenarios selected is impractical, other ways of illustrating and demonstrating the problems (such as role play) can be used.
4. The groups are given a fixed time period within which to document the issue and create their 'video letter'.
5. Once each group has completed filming, the 'video letters' produced are exchanged between the two groups.
6. At this stage the two groups (let's call them Group A and Group B) are asked to imagine themselves as the intended audience for the video (e.g. the local mayor) and to watch the video letter from the other group as if they were that audience.
7. Group A then watches Group B's video and vice-versa, preferably simultaneously (if facilities permit) and certainly without the other group present.
8. Assuming the position and even persona of the intended audience, each group is then asked to create a 'video letter' in response to the message they received, role playing the response they would anticipate or have become accustomed to.
9. This second round of 'video letters' are then exchanged, watched and discussed by each group.
10. A final round of screenings can then take place with the whole group watching all four 'video letters' produced and discussing the different approaches, techniques and lessons learned.

GAMES & EXERCISES

Important Points to Remember:

- ✓ As with ‘Devil’s Advocate’ this exercise requires participants to use role play as a means of placing themselves in the shoes of others. You may want to try more simple exercises first to encourage role play and assess whether the group will be comfortable undertaking this more challenging exercise.
- ✓ Two camera kits and preferably two televisions are needed for this exercise to operate at any real speed! If only one set of equipment is available, consider what other activity you can incorporate into the process to keep everyone busy at all times.
- ✓ Have two subjects / issues and potential stakeholders / decision-makers prepared to suggest in case the groups have difficulty during the initial brainstorming stages. Try to encourage the groups to address different issues or aspects of the same issue to ensure the widest possible learning and exploration.
- ✓ Encourage the exploration of pertinent and key issues that are experienced and understood by the participants first-hand.



Crafting simple but direct messages (UK 2007)

What is Learned?

- ✓ This exercise can be the first step towards participants understanding the potential and power of the opportunity presented by the participatory video process. Excitement and energy are frequent side-effects of this exercise as participants begin to craft messages on key issues and consider how and to whom they will deliver their final messages.
- ✓ Critical consciousness is further developed as groups are encouraged to go beyond identifying problems and more towards recognising root causes, stakeholders and solutions.
- ✓ Participants rapidly learn the skills necessary to craft logical and persuasive video messages that can engage, inform, inspire and influence their intended audience(s).

OBJECTIVES:	craft simple ‘video letters’ to specific audiences; analyse key audiences, present situation and solutions clearly on video, revise basic camera skills.
NUMBERS:	4+
DURATION:	1-3 hours +
MATERIALS:	video camera, microphone, headphones, tripod, TV monitor, speakers, audio/visual (AV) lead to connect camera to TV (all preferably x2).

5 GAMES & EXERCISES

ROLE PLAY EXERCISE ONE: CONVERSATIONS

Role playing is a fun and creative approach to exploring issues, predicting outcomes / impacts, practicing communications, telling stories and communicating difficult messages or situations. There are countless approaches to working with groups to develop role plays during a workshop, but regardless of the approach, role playing should be an energetic, challenging, rewarding, enlightening and enjoyable experience for everyone. Here are a couple of examples of role playing exercises but the best option is to experiment, adapt and invent.



Playing the part of a community elder (Kenya 2009)

An example role play exercise for groups to practice addressing key audiences directly and to reflect on possible outcomes

Method:

1. Divide the group into pairs. In each pair one person is 'Participant A' and the other 'Participant B'.
2. Propose a theme or subject for the role play that is pertinent to the group and workshop.
3. A's are asked to play themselves (community members/local activists/NGO workers etc.) whilst the B's are invited to assume the role of the chosen audience (e.g. a stakeholder or key decision-maker.)
4. The pairs are asked to find a space where they can enact their role plays without disturbing other pairs.
5. A fixed period of time is given during which the pairs should act out an encounter / conversation between the two characters (e.g. 'Participant A' might take 'Participant B' on a tour of the community to demonstrate the problems experienced).
6. The roles are then reversed and the A's become the audience whilst the B's play themselves with the opportunity to address that person directly.
7. The next stage can be to challenge each pair to combine their two separate role plays into one dramatic sequence, perhaps building in a simple narrative structure and further developing the characters.
8. The pairs then take turns to perform their dramatic sequences back to the wider group. The group may also take turns to video each others' performances, which can then be reviewed and discussed to enable the performers to reflect on the experience and insights gained.

GAMES & EXERCISES

Important Points to Remember:

- ✓ The pairs may need some additional time to think about and discuss their different roles and who they would address their communications to.
- ✓ Be clear when giving instructions and circulate amongst the pairs during the initial stages to ensure everyone is clear about their roles and the concept of role playing. It is normally easier to play oneself during this exercise so allow those with lower confidence levels to begin in that role.

What is Learned?

- ✓ This exercise can help groups to plan targeted communications with key stakeholders and decision-makers. By exploring possible scenarios the participants deepen their capacity to undertake powerful advocacy with video as their tool.
- ✓ The different decisions made by each pair regarding audience and approach should spark interesting reflections and discussions amongst the wider group. Lessons and initial decisions about audience can be drawn out at this stage and written-up or otherwise documented for later.

OBJECTIVES: creating messages for video advocacy, practicing interactions with key audiences, video sequence creation (if recorded).

NUMBERS: 4+

DURATION: 1-2 hours

MATERIALS: (if recorded) video camera, microphone, headphones, tripod, TV monitor, speakers, audio/visual (AV) lead to connect camera to TV.

ROLE PLAY EXERCISE TWO: STORYTELLING

A simple exercise to begin using drama to tell stories or reconstruct events.



Recreating experiences of gang activity (UK 2008)

GAMES & EXERCISES

Method:

1. Decide on an issue, event or story for the group to make a dramatic sequence about. This may have already been identified during previous exercises or conversations. If no subject is forthcoming the facilitator may need to suggest something to start the process going.
2. As the ideas begin to flow, encourage all the participants to contribute ideas and new directions. As participants make suggestions for subjects, scenarios or stories to tell, ask them how that could happen and what role they would like to play.
3. Before plans become too detailed, encourage the participants to start acting out their ideas and improvising responses and next steps.
4. This process can continue for as long and to whatever depth the group decides and time allows.
5. A next step can be to perform the drama to the wider community for their reactions and to generate a wider debate around the issue. If performing the drama is impractical or otherwise undesirable, the participants could video the drama and screen it within the wider community or integrate it into subsequent videos created.

Important Points to Remember:

- ✓ Encourage groups to use their imaginations, creativity and to explore using traditional storytelling and dramatic techniques when developing their role plays.
- ✓ Role playing comes naturally to some but is deeply uncomfortable for others. Those who enjoy the limelight will naturally seek to dominate the space, pushing others into the background. The facilitator should take extra care to encourage equal participation whilst being careful not to force or coerce unwilling participants to take part in the exercise.
- ✓ Sometimes role playing can unlock or bring forward emotions from participants (both those acting out a sequence and those observing) at unforeseen moments and in unpredictable ways. Be sensitive, aware and ready to pause or halt the process at any moment.

What is Learned?

- ✓ Role playing helps to raise the critical consciousness of participants and their ability to communicate problems and situations as they perceive them.
- ✓ This approach helps increase participant’s confidence in speaking publicly and articulating their perspectives.
- ✓ Helps to break-down barriers and create bonds between participants.

OBJECTIVES:	exploring the situation and issues, communicating subjects or events unavailable or difficult to film, recounting / reconstructing past or sensitive events, video sequence creation (if recorded).
NUMBERS:	4+
DURATION:	30-60 mins
MATERIALS:	(if recorded) video camera, microphone, headphones, tripod, TV monitor, speakers, audio/visual (AV) lead to connect camera to TV.

GAMES & EXERCISES

WALKING OPINIONS

A really simple exercise used to quickly assess the diversity of opinions and perspectives within a group by asking participants to place themselves as markers on a scale of agreement / disagreement or positive / negative.

Method:

1. Establish an imaginary line in the workshop area with opposite ends, one being good the other bad, or one being 'I strongly agree', the other being 'I strongly disagree'.
2. A participant or the facilitator calls out a statement regarding a relevant subject, rights-based issue or theme (e.g. "We are free to express our political beliefs openly and may do so without fear")
3. Everyone in the group positions themselves along the imaginary line depending on how much they agree or disagree with the statement.
4. The facilitator asks different participants along the line to explain why they positioned themselves there.
5. The process is repeated using different statements.

Important Points to Remember:

- ✓ Participants will often be reluctant to stand apart from others and thereby clearly declaring their difference in opinion and 'otherness', therefore they may tend to cluster around one another.
- ✓ As a facilitator it is helpful to begin the exercise with several statements pre-prepared before encouraging participants to propose their own statements. This helps establish the kinds of statements that are useful and the reason for making them.
- ✓ This is most definitely not a scientific poll!
- ✓ Reflect on your observations as a facilitator of the exercise and discuss the outcomes with the group. This can be a key starting point for initiating further discussion and enquiry.

What is Learned?

- ✓ Helps to recognise and build greater awareness of shared perspectives whilst embracing differences of opinion.
- ✓ As a facilitator you may be able to identify power balances and significant relationships between participants, providing you with vital insights and opportunities to address any imbalances or strengthen positive connections.

OBJECTIVES:	assess the diversity of opinions or learning levels, mapping / recording group shared values, beliefs, feelings etc.
NUMBERS:	8+
DURATION:	15-20 mins
MATERIALS:	paper and pen / sticks and objects to mark scale (happy / sad or agree / disagree).

5 GAMES & EXERCISES

THE KNOTTY PROBLEM

This well known game is great for developing group confidence as well as being a useful physical activity for when some movement is needed to reactivate muscles.



Playing the Knotty Problem exercise (UK 2007)

Method:

1. One participant ('Participant A') is asked to leave the room / workshop area for a few minutes.
2. The remaining participants all hold hands in a circle and begin to wind themselves in and out of the circle and each other (whilst still holding hands) to form a knot.
3. 'Participant A' is asked to return and is instructed to untangle the group through verbal instructions only - no touching allowed.
4. This usually proves very difficult or even impossible. Halt the process after 1-2 minutes if the knot remains untied and ask participants to let go of each others' hands and relax.
5. Ask all the participants to join hands a second time (this time including 'Participant A') and repeat the creation of a human knot.
6. Once the participants are really knotted up ask them to work together to untangle themselves, without letting go of each others' hands, of course!
7. Ask the group to reflect on the meaning of the exercise and the lessons learned.

Important Points to Remember:

- ✓ Encourage participants to get as 'knotty' as possible!
- ✓ Choose 'Participant A' by asking for a volunteer - this will often reveal much about the participants who puts themselves forward and is equally revealing about those who don't.
- ✓ Remember to keep the exercise moving and set a time limit as participants may have enthusiastically contorted themselves into positions they are unable to sustain for long periods.
- ✓ This exercise involves direct and intimate physical contact and is therefore only suitable for groups that have

GAMES & EXERCISES

already established some trust and may be unsuitable for certain groups. Use your discretion and take advice from others if you are unsure.

What is Learned?

- ✓ Most importantly this exercise is used to deliver and reinforce a key message of any participatory video process: that the answer lies within. It is perfect for initiating a discussion about how those experiencing a problem are better at solving it themselves than an outside observer.

OBJECTIVES: developing confidence in group's ability to address own problems, group bonding, warm-up / ice-breaker, having fun!

NUMBERS: 8+

DURATION: 5-10 mins

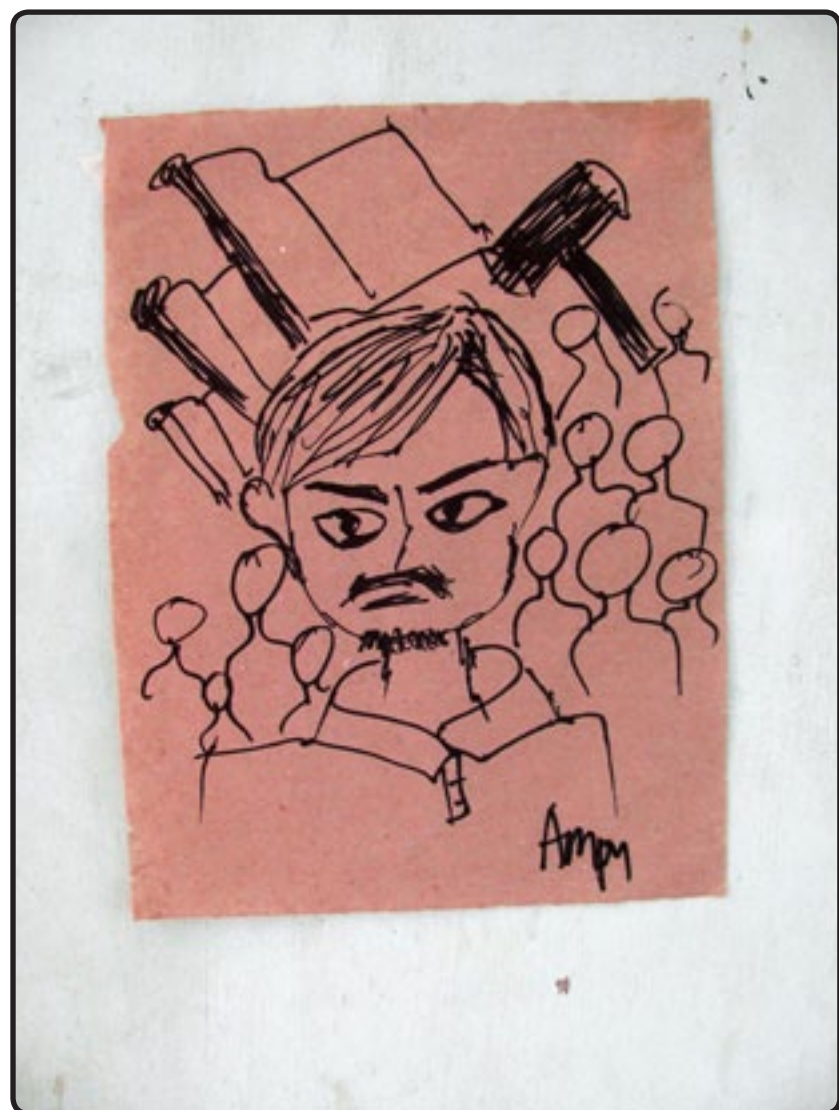
MATERIALS: nothing except enthusiastic and energetic participants

LISTEN & SHARE

This simple, reflective exercise gives space and opportunity for participants to think about and share their knowledge and experiences one to one, particularly useful before a group brainstorm or discussion.

Method:

1. Divide participants into pairs either randomly or according to other criteria (see below).
2. Ask the pairs to find a space away from other participants where they can sit and talk quietly.
3. Explain that each participant will take it in turns to speak and listen. You can introduce a subject relevant to the project or simply ask participants to speak about themselves.
4. When the first participant is speaking, their partner must simply listen without responding or even making affirmative noises!
5. After 2 minutes everyone changes roles. The participant who began by speaking now becomes the listener and vice-versa.
6. When a second period of 2 minutes has elapsed all the participants regroup and, if appropriate, present what they have learned and shared - each participant presenting their partner and what they learned about them.
7. Invite participants to contribute anything their partner may have omitted but which they would like to share with the group and make time for any further comments or discussions on the theme / issues raised.



Portrait of an activist (Philippines 2009)

GAMES & EXERCISES

Important Points to Remember:

- ✓ Consider how to divide the group before starting according to the group dynamic and make-up.
- ✓ Choose a theme carefully. Introducing a theme for this exercise can be a useful way of understanding the breadth of opinions within the group and assessing where the differences lie. The theme needs to be broad enough in scope that all participants can contribute meaningfully, yet specific enough to avoid significant deviation in subject across the group.
- ✓ Set a realistic time limit for each participant to speak. Just 2 minutes can be a long time for someone to talk, particularly if they are unused to being listened to or having their opinions valued.
- ✓ Give clear instructions not to change roles (from speaker to listener or vice-versa) before the 2-minute signal has been given - people will often find something more to say rather than sit in silence with their partner.

What is Learned?

- ✓ This exercise can often have a subtle but important impact on perceived ideas if participants are carefully paired with those who they do not already know well and / or who are matched according to their differences. By deliberately creating pairs of participants that bridge gender, age, background, ethnicity or any other significant divide, this exercise can be the first step towards breaking down barriers, developing understanding and building solidarity.
- ✓ Through the process of 'active listening', the participants may be exposed to perspectives at odds with their own without being able to interrupt or contradict. This can be a new and perhaps even difficult experience for some participants. Furthermore each participant is asked to present their partner's viewpoint to the wider group creating interesting and challenging opportunities for sharing, reflection and learning.
- ✓ By encouraging participants to present back what they learned about their partner, this exercise helps to reinforce the importance of active listening.

Variation:



Portrait of a Maasai pastoralist (Kenya 2009)

This exercise can be varied by giving additional time for participants to draw a portrait of their partner which can then be placed around the workshop space and used as the catalyst around which the presentations and discussions centre. This 'gallery' can provide a welcome opportunity for physical activity as the group moves from portrait to portrait.

Remember: not all participants are confident at drawing (or even holding a pen/pencil) so make it clear that this is not a test of artistic skill and encourage use of symbols or words within the representation. Only use this approach if you are confident that all participants will be able to hold and use a pen / pencil and paper.

OBJECTIVES:	group bonding, ice-breaker, active listening, sharing and open communication skills
NUMBERS:	6+
DURATION:	20-30 mins
MATERIALS:	paper and pens required if participants creating portraits (see variation above) otherwise just some means of timing each round.

5 GAMES & EXERCISES

TELEGRAMS

This exercise can assist the recognition and discussion of sensitive issues by means of anonymous written messages or 'telegrams'.

Method:

1. Hand out paper and pen to all participants.
2. Ask participants to find a space where they can write messages without being overlooked or disturbed by others.
3. Invite participants to write simple messages describing their personal perspectives, opinions or experiences relating to a specific theme or issue.
4. Explain that messages will remain anonymous and will be opened by the facilitator only.
5. Allow sufficient time for participants to reflect upon the subject and write simple messages.
6. When complete, ask participants to hand their 'telegrams' to you (the facilitator) and allow participants a break (probably very welcome!) whilst you read, group and edit the messages by removing or combining any repetitions.
7. Read out the 'telegrams' received and use as a starting point for group discussion on the theme. The messages can be written on large piece of paper or again on scraps that could be grouped or prioritised through further discussion.

Important Points to Remember:

- ✓ If anonymity is of particular concern, it may be prudent to provide identical paper / pen to all participants, thereby avoiding a contributing participant from being identified as the telegram is read out.
- ✓ Remember to destroy or carefully protect the messages to avoid anyone being able to identify the author at a later date.
- ✓ Recognise if an issue, opinion or experience has been shared by multiple participants, although repetition may not necessarily signify importance.

What is Learned?

- ✓ This is an opportunity for participants to begin sharing their views and relevant experiences without fear of any embarrassment, judgment or other negative outcomes.
- ✓ For some participants, this may be the first time their perspective has been asked for and valued. It can help participants to recognise the validity of their own beliefs and experiences.
- ✓ Participants hear viewpoints without being able to make assumptions about who is making them.

Variation:

Using pen and paper to create written messages would only be appropriate for groups with sufficient literacy levels or physical capacity. If the group is unable to write the telegrams, for whatever reason, then participants can be invited to record their messages using video. These can then be reviewed and transcribed by the facilitator and relayed to the wider group as with the written messages.

Remember: this method will take significantly longer and will result in participants being recorded sharing potentially sensitive information and viewpoints. Great care must be taken to destroy any material that could present risk to identifiable participants.

GAMES & EXERCISES

OBJECTIVES:	sharing and valuing one another's beliefs and opinions, listening without judging, exploring methods for communicating sensitive issues / experiences anonymously.
NUMBERS:	4+
DURATION:	30-40 mins
MATERIALS:	paper and pens, and (if recorded) video camera, microphone, TV monitor, speakers, audio/visual (AV) lead to connect camera to TV.

QUESTIONS IN A ROW*

This very simple exercise helps develop participants confidence to ask and answer questions on specific subjects, raises awareness of diversity of viewpoints, and teaches basic skills for recording interviews and discussions.



Questions in a Row (South Africa 2010)



Questions in a Row (South Africa 2010)

Method:

1. Ask participants to sit in a row or semi-circle.
2. Invite a volunteer to set-up the camera and tripod in a suitable position to record all the participants without needing to move the tripod. Ideally the camera should be able to frame two participants at a time as it pans along the line.
3. Give the participants a theme for the exercise and give them a minute or two to devise one question, each relating to that topic.
4. Starting at one end, 'Participant A' asks the person directly next to them in the row ('Participant B') the question they have prepared. 'Participant B' answers the question and then turns to the person on the other side of them ('Participant C') and asks them a question. And so on.
5. As the questions reach the end of the row, 'Participant A' should move from the start to the finish so they can answer the question of the final participant.
6. As the questions are asked and answered along the row, the volunteer participant operates the camera and records each exchange. Ideally they will frame each pair together in turn, only moving as the questions progress.
7. When all questions have been answered the recording is stopped. Review and discuss the footage recorded with the group before repeating the exercise or moving on to the next.

Important Points to Remember:

- ✓ As with most participatory games and exercises, it is important for the facilitator to participate fully with the process. The facilitator should be seated within the row, like all other participants, and should answer and ask

GAMES & EXERCISES

a question in turn. Sometimes one question in the row can influence all others that follow, with potentially unhelpful or problematic outcomes. Being positioned (preferably centrally) within the row will afford the facilitator an opportunity to redirect the flow of questions back towards the specified theme or focus.

- ✓ Try running this exercise two or more times whilst gradually intensifying the theme or focus. Starting with a broad or even lighthearted topic for the questions will give participants an opportunity to understand the exercise and gain confidence in their asking and answering of questions. For every repetition of the exercise thereafter, consider progressively deepening and/or narrowing the focus of the theme.
- ✓ If repeating the exercise, remember to screen and discuss the first round before moving on to the next. This way any problems with the sound or image recording can be immediately identified and corrected.
- ✓ Ask for a different volunteer to operate the camera for each round. On the first round try asking for a volunteer without clarifying what their role should be - this can be a interesting opportunity to learn more about the participants.

What is Learned?

- ✓ Participants learn basic interview skills and practice asking and answering questions on important, and potentially sensitive, subjects.
- ✓ In just one round of this exercise participants may have developed a dozen different questions, answers or statements on a specific subject. These can then be discussed and even recorded on paper for reference later during the screening and discussion that follows.
- ✓ The facilitator and participants will gain important insights into the breadth of opinions, perspectives and experiences represented within the group on a particular subject. These insights may spark debate or indicate key areas for further exploration or debate.
- ✓ The participant(s) operating the camera will learn or revise the process of setting up the camera and tripod; connecting and checking microphones; starting / stopping recording; monitoring sound using headphones; framing subjects for interviews, and panning the camera to record a sequence of shots whilst observing the events. These skills should all be reflected upon during the screening and discussion with key lessons drawn out.

OBJECTIVES:	devising key questions, interview practice, exploring key issues, revising basic camera operation.
NUMBERS:	6+
DURATION:	20-30 mins
MATERIALS:	video camera, microphone, headphones, tripod, TV monitor, speakers, audio/visual (AV) lead to connect camera to TV

* We would like to acknowledge Clive Robertson and Jackie Shaw as the source of this game, though described here according to our own approach. Their excellent book 'Participatory Video' is detailed in the [Resources chapter](#).

5 GAMES & EXERCISES

VOX POPULI (VOICE OF THE PEOPLE)

Based on the popular 'Vox-Pop' format (also known as 'Man on the Street Interviews') this is a quick and fun way to gather the thoughts and reactions of people quickly and in great quantities.



Vox Populi (South Africa, 2010)



Conducting street interviews (UK 2008)

Method:

1. Participants devise simple, direct and open questions around the central focus of the process (e.g. "Can you tell us about access to drinking water in your community?" or "Do you know what your human rights are?").
2. The group can list the kinds of people they would like to interview (teachers, office workers, farmers, young men, old women etc.) and specific locations / times decided.
3. The group moves to the chosen location (somewhere public where many people can be interviewed is vital) and the camera is fixed on the tripod with handheld microphone etc at the ready.
4. Participants take turns approaching, explaining, gaining consent from and then finally interviewing members of the public.

Important Points to Remember:

- ✓ The fast even frantic nature of conducting street interviews make it really easy for participants (and facilitators!) to get carried away and start interviewing people without properly explaining the project (including background of the group and intended uses and audiences for the footage), and gaining informed consent from everyone filmed. If the process is getting loose, corners are getting cut or people put at risk, the exercise should probably be stopped.
- ✓ Often crowds will form around the camera. Having an audience when being interviewed can be very nerve-wracking and could adversely affect the content of the answers given. Consider keeping the camera mobile and / or discussing and getting consent with contributors before setting up and recording.
- ✓ Get details from contributors and either written or video-based consent (see the 'Methods for informed consent' section of this chapter).

What is Learned?

- ✓ Participants practice asking open, direct and focused questions.
- ✓ A broad range of perspectives and ideas can be gathered during this process, giving participants plenty of points for future exploration and investigation.

GAMES & EXERCISES

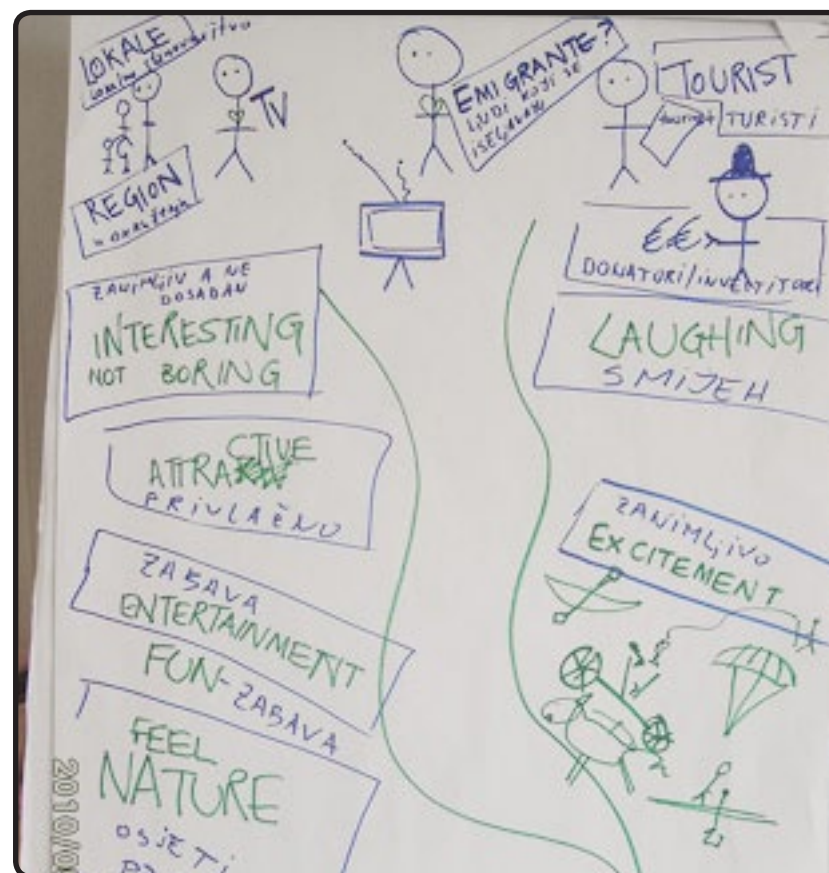
OBJECTIVES:	devising key questions, interview practice, exploring key issues, revising basic camera operation.
NUMBERS:	3+
DURATION:	20-30 mins
MATERIALS:	video camera, microphone, headphones, tripod, TV monitor, speakers, audio/visual (AV) lead to connect camera to TV

AUDIENCE PATHWAYS

A simple tool for groups to plan the 'journey' they intend to take their audience through and the important messages (points of interest) along the way.



Audience Pathway (Kosovo, 2010)



Audience Pathway (Montenegro, 2010)

Method:

1. Ask a participant to draw a long and winding path on a large sheet of paper (or mark on the ground).
2. Mark one end as the START and the other as the END.
3. Explain that the audience, for any video, needs to be taken on a journey with many points of interest along the way.
4. For the audience the journey will often begin from a position ignorance (about the place, people, context, situation etc.) but will hopefully end with them having learned everything they need to know to act according to the group's intentions.
5. Begin at the beginning and discuss with the participants what the starting point would most likely be for their intended audience. Draw symbols, write or place objects to represent those decisions.
6. Next, jump to the end of the journey and encourage the group to consider where they intend to 'take' their audience. It is important here to establish what the group wants the audience to have understood by the time the journey (film) is complete. This will make the process of planning the route (sequence of information) much easier. Again, draw symbols, write or place objects to represent those decisions.
7. Next, encourage the participants to draw symbols, write or place objects along the path in the order that they would like to bring various points of interest (key messages) to the attention of their fellow travellers. This

GAMES & EXERCISES

process continues until all the key messages are plotted out and the journey is complete.

8. Discuss the journey outlined and how this relates to the video planned or awaiting edit. Make any changes necessary and when complete, store safely or record carefully so it can be easily referred to throughout the remainder of the process.

Important Points to Remember:

- ✓ Make this a fun exercise by encouraging the group to describe the journey in vivid detail, even encouraging the group to walk around and shout out the points of interest along the way.
- ✓ Use the process to encourage participants to be creative in their storytelling approaches and narrative structures.
- ✓ Use the most appropriate technique (drawing, writing or placing objects) for the group but remember to record in a format that will be accessible and understandable to the participants at later stages. This could be photographs, videos, drawings or written papers.

What is Learned?

- ✓ Establishing shots, cut-away and other descriptive shots and sequences are vital ingredients for any video, however, they are frequently overlooked and undervalued by participants. This exercise can provide the opportunity to introduce or reinforce messages about the importance of illustrating messages and guiding the audience through the information.
- ✓ Through this exercise participants can begin to explore local or alternative approaches to storytelling and ordering messages.
- ✓ Participants learn how to build an argument and present evidence to prove a case.

OBJECTIVES:	planning films, devising key messages, identifying key audiences (stakeholders / duty-bearers).
NUMBERS:	4+
DURATION:	30-40 mins
MATERIALS:	paper & pens / objects

ENERGY GRAPH

A visual exercise for participants to plot the pace or energy of their video.

Method:

1. Draw a simple graph that has 'action' or 'energy' on the Y axis and 'time' along the X axis.
2. Draw an example line to demonstrate how films have varying pace (as in music or drama) with peaks and troughs which serve to bring the audience's interest back up following periods of quiet thought or learning.
3. Ask the participants if they would like to start with calm or action, and which scenes (either planned or already recorded) would fit in with that decision.
4. Continue along the X axis, plotting the various peaks and troughs along the Y axis and writing, drawing or placing objects at each point to represent the appropriate scenes or messages.
5. Discuss the graph created and how this relates to the video planned or awaiting edit. Make any changes necessary then, when complete, put somewhere safe or record carefully so it can be easily referred to throughout the remainder of the process.

GAMES & EXERCISES

Important Points to Remember:

- ✓ A graph of this kind may be completely alien or intimidating to some participants. Only use this technique if you are sure it will be appropriate and will not cause confusion.
- ✓ Use the most appropriate technique (drawing, writing or placing objects) for the group but remember to record in a format that will be accessible and understandable to the participants at later stages. This could be photographs, videos, drawings or written papers.

What is Learned?

- ✓ Participants learn how to keep their audience interested by varying the pace and flow of content.

OBJECTIVES: planning films, developing sequences and narrative flow.

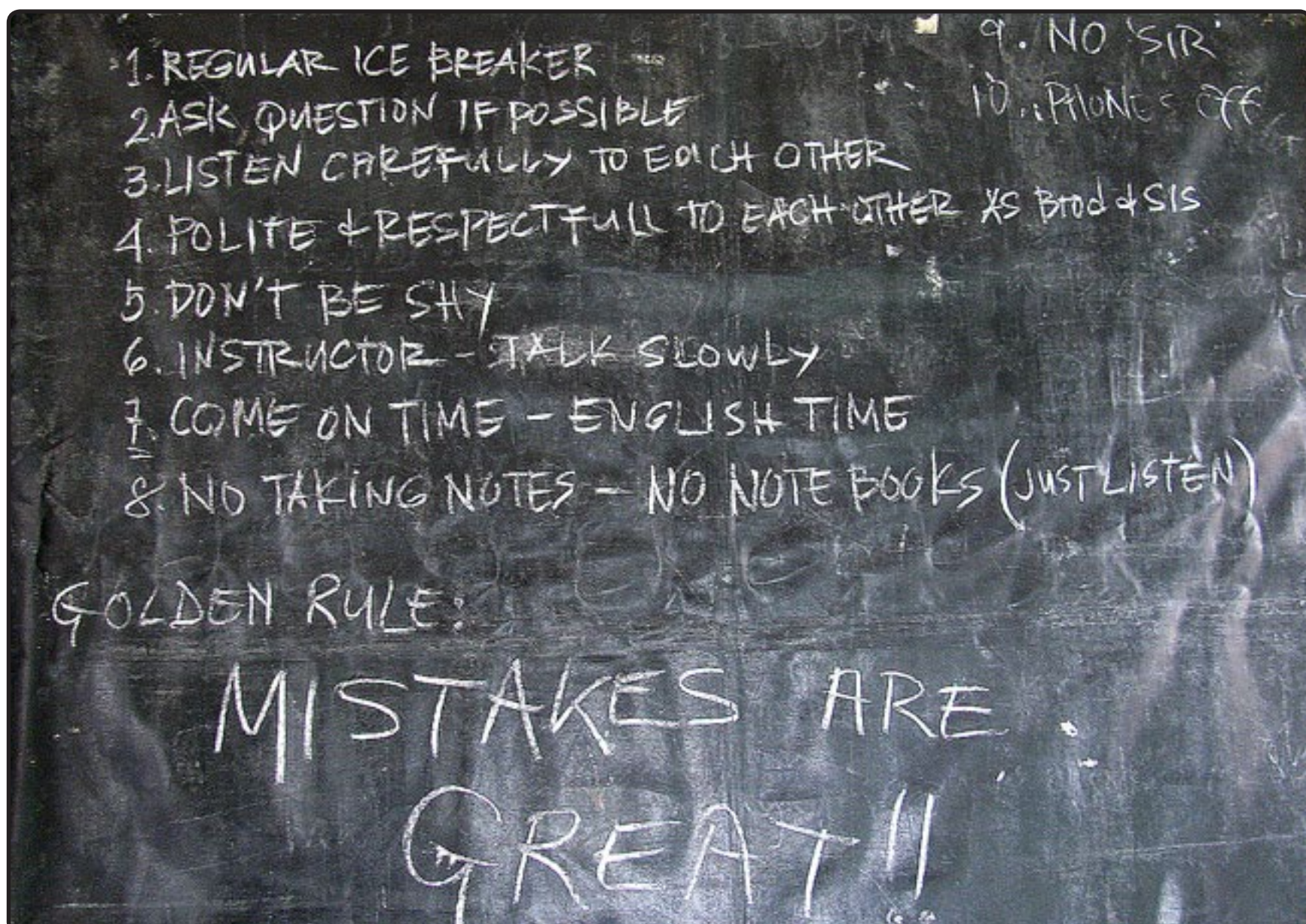
NUMBERS: 4+

DURATION: 10-20 mins

MATERIALS: paper & pens / objects

GROUP AGREEMENT

This is a participatory method for establishing ground rules with participants.



GAMES & EXERCISES

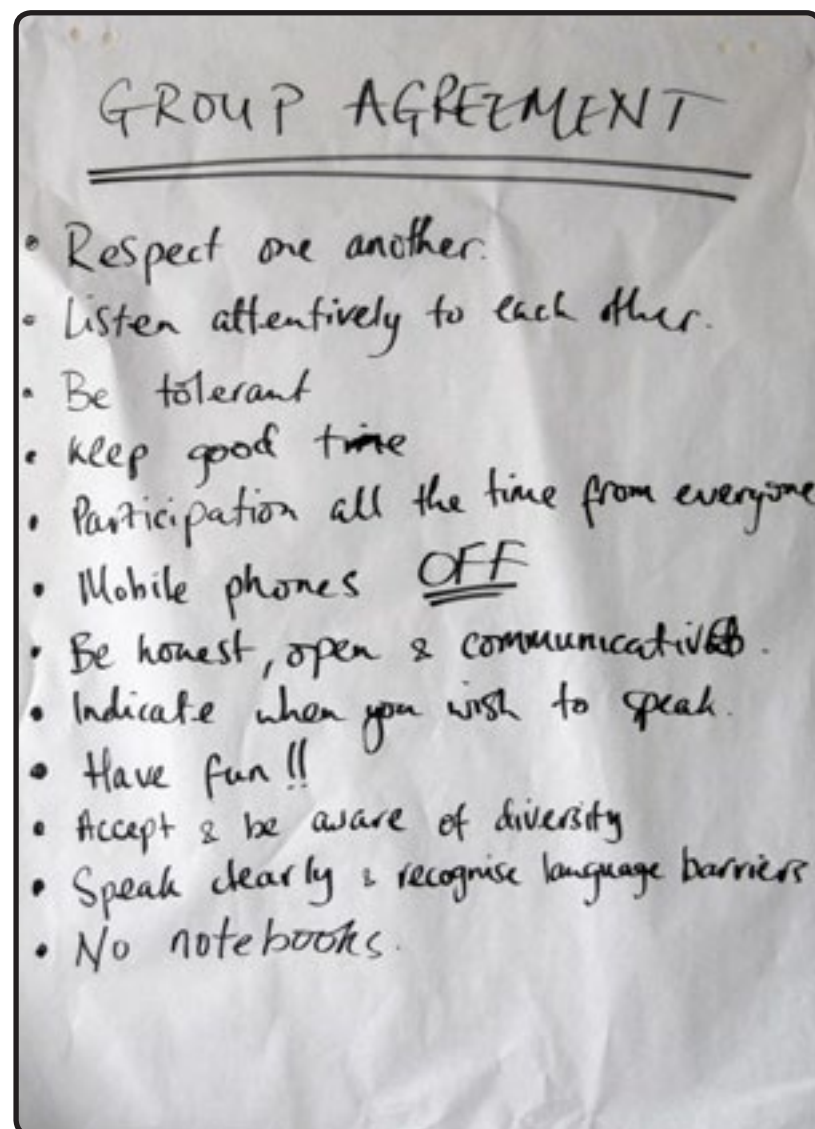
Group Agreement (Philippines 2009)

Method:

1. Place a large piece of paper in the centre of the group.
2. Invite participants to propose ground rules for the workshop / process. Explain these are ways that you would want to treat others and expect to be treated yourself.
3. As ideas for ground rules are proposed, ask the group to decide whether these are appropriate rules and whether they are willing to agree.
4. Each rule agreed by the group is written on the paper.
5. When all ideas have been recorded find a place to pin / display the 'group agreement' so that everyone can see it and refer to its contents if necessary.

Important Points to Remember:

- ✓ Make sure that any ground rules proposed are agreed by the group before writing onto agreement.
- ✓ Encourage participants to propose rules before adding any yourself. Once one has been put forward many more will often follow.
- ✓ Some useful rules to add if not proposed by the group include: 'turn mobile phones OFF' and 'no onlookers or part-time participants allowed in the workshop'.



Group Agreement (Kenya 2009)

What is Learned?

- ✓ Participants learn from the outset that their ideas and opinions matter.
- ✓ A supportive environment and culture of mutual respect is established.


OBJECTIVES: defining common values, attitudes and behaviours

NUMBERS: 4+

DURATION: 5-10 mins

MATERIALS: paper & pens

ADAPTATIONS

Simple and subtle adaptations to the standard games and exercises used for participatory video can help move the process towards a rights-based approach. Here are some suggested adaptations to exercises described in detail in our book 'Insights into Participatory Video: a handbook for the field' available to download for free from our website  www.insightshare.org.

NAME GAME

Adaptation: Consider introducing a specific question on rights or values during the 'Name Game'. For example you could encourage participants to say their name, where they are from and why recognising rights is important to their community.



Name Game (South Africa 2010)

SHOW & TELL

Adaptation: The 'Show & Tell' exercise can be easily adapted by asking participants to use it as an opportunity to document and present back a source of problems or community-experienced issues. By repeating the exercise participants can be encouraged to present their suggested solutions or messages to those with the duty to assist their situation.



Show & Tell (Sierra Leone 2007)

ADAPTATIONS

INTERVIEWS

Adaptation: Practicing interview techniques can be adapted by introducing some simple role playing into the process. Encourage participants to practice interviewing duty-bearers or other decision-makers on the key subjects and about the denial of fundamental rights. This will provide lots of opportunities for in-depth discussions and issues to be raised.



Recording traditional sacrifices (Uganda 2006)

When interviewing using a human rights based approach always be aware of possible power inequalities. Questions to ask yourself are:

1. What is the power relationship between myself and the person I am interviewing. Are they likely to be intimidated by me? Are they just giving me the answers that they think I want to hear? How can I make them feel comfortable?
2. If you are interviewing more than one person at a time be aware of the power dynamics between the people you are interviewing. Is anyone likely to feel uncomfortable stating their opinions in front of someone else? Consider the people you are interviewing. Are they all the same ethnicity? The same gender? The same socioeconomic status? If you are uncertain at all and you need to interview more than one person at a time, or need to do the interview in front of others, try and ensure that those being interviewed are of the same gender, ethnicity, age group, socioeconomic status, etc.

Source: UNESCO. ['A Human Rights-Based Approach to Journalism: Training Manual, Viet Nam'](#).

ADAPTATIONS

STORYBOARD TECHNIQUE (REVISED)

This is one of the most important exercises in the participatory video process so we have revised the process described in our handbook (*Insights Into Participatory Video: a handbook for the field*) in full here. It is a vital method for planning video, ensuring equal participation and prompting the discussion and prioritisation of issues.



Creating storyboards (India 2005)



Working on the storyboards (Nigeria 2006)

Method:

1. Decide which subject will be planned.
2. Draw six equally sized boxes on a large sheet of paper. Explain that the film is going to take place in six scenes and that we need to decide what is going to happen in each scene.
3. Ask the group questions such as "how would you introduce your story?" or "what's the first thing the audience should see?".
4. Encourage the first participant to propose an idea to sketch out how they imagine that shot, or even just a simple drawing to symbolise the subject, in the first box.
5. Ask the group "what could come next?" or "who has an idea for the next shot?".
6. Again, each time a participant contributes an idea encourage them to 'take ownership' of that idea by drawing their 'vision' in the next box.
7. If everyone in the group is participating equally then consider assigning the author of each box the role of directing it during the subsequent filming. Otherwise, encourage all participants to contribute ideas and try to ensure everyone has an opportunity to draw their ideas in at least one box.



Making the next storyboard in the field (Kenya 2009)

ADAPTATIONS

- When all boxes have been completed, go back through them one-by-one asking the group questions such as: “who is talking here?”, “who is filming this shot?” and “where will you be filming this?”.
- Work with the group to assign roles for each shot, ensuring that roles rotate regularly and everyone has equal opportunity to perform all the different functions (director, camera operator, sound recordist, interviewer, presenter etc.)
- Now the groups go and film what they planned.

Important Points to Remember:

- ✓ Small groups work best for this exercise (and as groups for filming their sequences) so try to limit numbers to between 4-6 people.
- ✓ Encourage participants to use various shot types (wide / mid / close / pan etc.) to build their sequences at the planning stage and to mark each box accordingly.
- ✓ Support the group to explore different ways of visualising and planning their story, such as using different shot types (a close-up to show detail / an establishing shot to set the scene) or interviewing fellow community members in their homes or where they work.
- ✓ Give lots of encouragement and remember to listen more, talk less.
- ✓ If the group has chosen to document a problem, encourage them to think about potential solutions and find a way to include these.
- ✓ Be clear that artistic skills are unnecessary and simple drawings (stick figures or even scribbles) will suffice so long as they can be understood by participants again at a later stage. The facilitator could draw the storyboard if participants are not confident, but ensure that participants lead the activity.
- ✓ Avoid technical jargon.
- ✓ Let the group own the story; don’t instruct or suggest.
- ✓ Encourage participants to consider what they want to communicate in each scene first.
- ✓ Be wary of ‘dominators’ in the group. There are often some really confident people who will naturally take charge of group activities. They usually have a lot of energy and they are very important to the participatory video process, but it is important not to let them dominate decision-making or action. Ensuring that everyone participates in the development of the storyboard and has roles assigned to them within those plans will help even the most shy participants stay involved and gain in confidence.
- ✓ Groups should be taking their storyboards with them when filming the sequences and using it to remind themselves what was planned and who agreed to undertake each role.
- ✓ Try comparing the storyboard with the actual footage created; discussing the differences, the reasons and impacts.

What is Learned?

- ✓ Visualising and planning sequences of interrelated subjects, people, places and ideas.
- ✓ Group working and power sharing.
- ✓ Everyone has a story to tell and a right to be listened to.
- ✓ Creativity with video and the importance of varying shot types, angles, content etc.

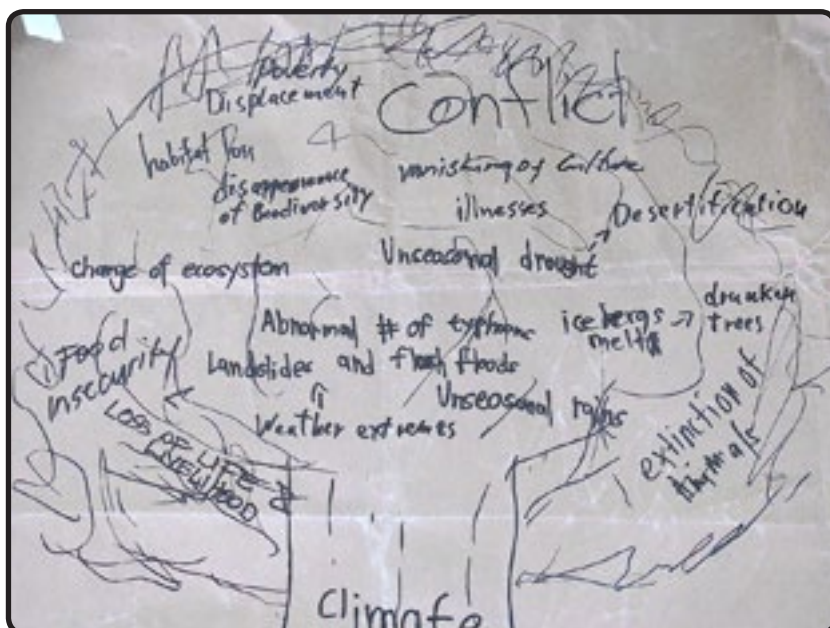
OBJECTIVES:	planning films, structuring sequences, devising key messages, assigning participant roles.
NUMBERS:	4+
DURATION:	30-40 mins
MATERIALS:	paper & pens

5 SELECTED PLA TECHNIQUES

The following are Participatory Learning and Action (PLA) techniques that we have found particularly useful and suitable to include in wider participatory video processes. We have not developed these but have learned them from others during our projects and travels. They are practiced by different people in different ways, and often under different names, and that has meant it has been very difficult (even impossible) to accurately identify the origin and ultimate 'designer', if indeed such a person / persons ever existed. If you believe you should be recognised as the source for any of these exercises, please contact us with details, and accept our sincere apologies in advance. As with all the approaches described in this toolkit, there is no right or wrong way to facilitate these. This is how we do it.

PROBLEM TREE

This exercise is well-known and much used (for good reason) as a tool for working with groups to identify the root causes and impacts of particular problems. The tree is a powerful visual metaphor that is pretty-well universal and the logic of cause and effect / input and output is similarly understood widely.



Presenting back the Problem Tree (Philippines 2009)



Climate change Problem Tree (Samoa 2009)

Method:

1. Ask for a volunteer who likes to draw. Ask them to draw a large picture of a tree (either on paper, floor or wall) with plenty of branches, a large network of roots and a thick trunk in the middle.
2. Agree on a significant problem that is commonly experienced or well known to the group (e.g. climate change).
3. Ask a participant to write, draw or symbolise on the trunk of the tree; to describe the problem chosen and explain how the tree represents the whole problem, its causes and outcomes.
4. Start by discussing what the causes of the problem might be (e.g. pollution from developing nations). As causes are proposed, ask participants to write / draw / symbolise their ideas on a different root. Continue until the group runs out of ideas for possible causes to the problem.
5. Next, start to discuss the effects or outcomes of the problem (e.g. changes in rainfall patterns). As effects are proposed, ask participants to write / draw / symbolise their ideas on a different branch of the tree. Continue until the group runs out of ideas for the effects of the problem.
6. When the Problem Tree is complete, ask one or two participants to present the tree back to the group as a means of revising what was learned. This could be filmed by other participants and included on video to explain problem, causes and effects.
7. Discuss the group's findings and encourage participants to propose and explore possible solutions. A second 'Solution Tree' (with roots as solutions and branches as effects) could then be undertaken following the same process.

SELECTED PLA TECHNIQUES

Important Points to Remember:

- ✓ It is advisable to have already identified and agreed on the problem to be focused upon before starting the process. This may have already been established during previous exercises / discussions with the group or could be a predetermined focus area for the entire project.
- ✓ Make sure the Problem Tree is properly documented for reference later (try using photographs or video if not drawn on paper).
- ✓ Avoid proposing causes and effects yourself. Encourage participants to find the answers themselves.

What is Learned?

- ✓ Participants share their experiences and knowledge with one another.
- ✓ Relationships between cause and effect are explored and participants may identify hidden actors and factors determining their lives for the first time.
- ✓ The message that the 'answer lies within' is reinforced as normally groups will be able to accurately and thoroughly identify cause and effect themselves.
- ✓ The importance of looking at problems holistically is highlighted and the importance of identifying solutions stressed.

OBJECTIVES: understanding key issues, exploring perceptions, suggesting solutions

NUMBERS: 4+

DURATION: 30-40 mins

MATERIALS: paper & pens

RIVER OF LIFE

This exercise is a great way to help participants get a temporal perspective on their own lives or even the history of a group, community, campaign, struggle etc. and in this way participants can plot key events / stages that have shaped their experiences.

Method:

1. Ask participants to imagine their lives (if working individually) or the life of their community, problems or struggles as a long and winding river. Allow them to reflect for a while and even discuss local rivers or their experiences of different rivers.
2. Ask one participant (or all participants, if working individually) to draw a long and winding river on a piece of paper or directly onto the floor.
3. Decide with the group which end will signify the start and which the end.
4. Encourage the participants to suggest key events in the life of that 'river' that can be plotted along its course. Each event can be signified by a different word, drawing or object placed along the riverbank.
5. Typical periods of time considered good or difficult can be signified by drawing rough or calm waters. Positive changes and influences can be signified as tributaries that feed into the river flow.
6. Once all the key events and influences have been plotted, the river can be used as the focal point for in-depth discussion, reflection and planning.

5 SELECTED PLA TECHNIQUES

Important Points to Remember:

- ✓ If used by participants to describe their own lives, time and space needs to be allowed for each participant to reveal and discuss everything being shared. Rushing through the presentations and discussions of participants personal rivers would be unfair and disrespectful.
- ✓ Rivers are a widely recognised and understood metaphor but anything similar will suffice.

What is Learned?

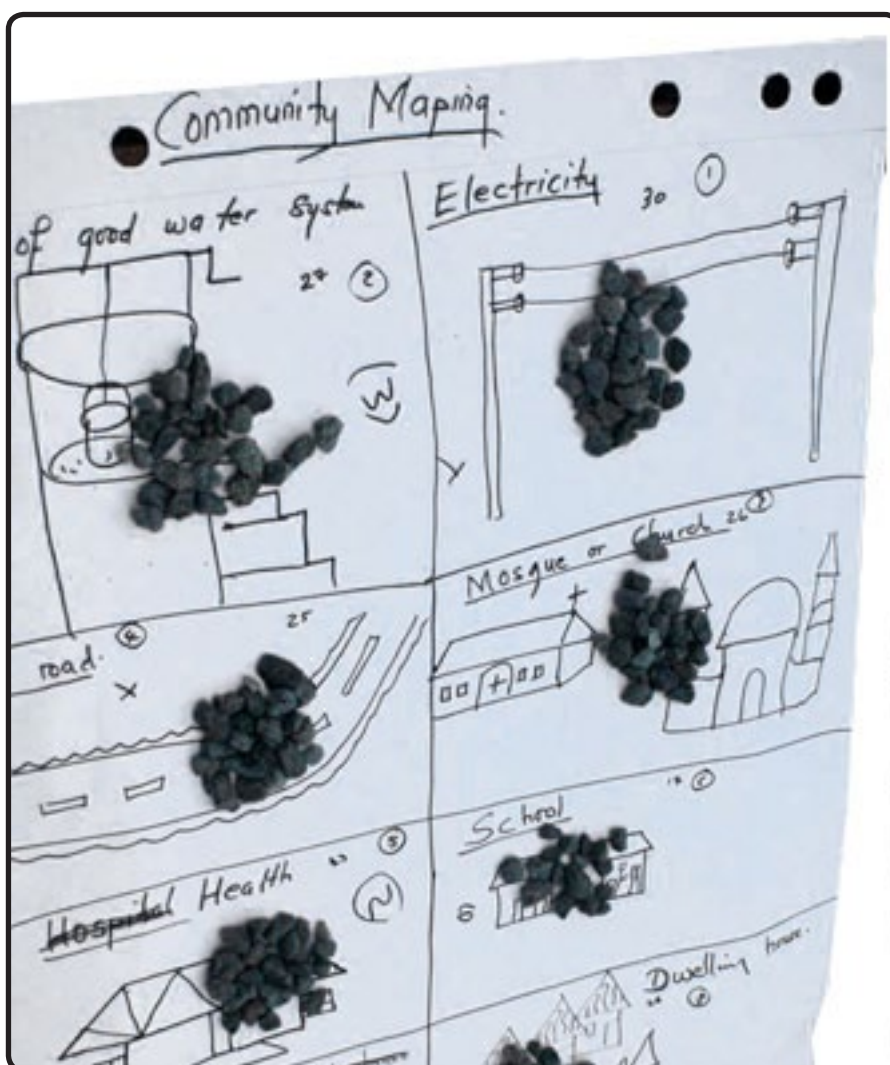
- ✓ This is a handy starting point for exploring history but it can also be used to project into the future and enable participants to consider the key stages involved in realising their hopes and dreams.
- ✓ Helps groups see the present in a wider context and begin to chart the influence of events and factors that may have gone unrecognised.
- ✓ This exercise can help build understanding between participants and encourages them to share with and learn from one another.
- ✓ Homegrown solutions can be devised by encouraging the group to imagine how the river could be 'diverted', or rough waters more successfully navigated, to improve the eventual outcome. Rivers that project and plan into the future can be more substantial and better informed when undertaken after a 'river of life' exercise that looks back on the past and plots what has come before.

OBJECTIVES: revealing key events, planning project aims, plotting milestones, devising key messages

NUMBERS: 4+

DURATION: 30-40 mins

MATERIALS: paper & pens / objects



Community mapping and prioritisation (Sierra Leone 2007)

5 SELECTED PLA TECHNIQUES

VENN (OR CHAPATI) DIAGRAMS

Power relations and dynamics can be quite complex to analyse. Venn Diagrams (also known as Chapati Diagrams) are a useful tool to explore these complexities between people, groups or organisations. It can also help the group identify the influences on a particular issue or process.

Method:

1. Using scraps of paper, cards or objects, ask the group to represent important organisations, individuals (e.g. stakeholders) and communities / groups with circles. The size of the circle should indicate the relative power of that organisation / person / group. Many circles can be drawn and the group should include themselves.
2. Once the group has finished and have all the circles ready, they should place the circles on the ground or on a large sheet of paper; the distance between the circles representing the perceived 'distance' of relationship and accessibility between the different entities. Circles may overlap to indicate the interactions between them.
3. It may be useful or appropriate to link the circles with lines / sticks or other symbols to further explore and illustrate the connections between some circles.
4. Encourage the group to share stories in small groups related to why certain people / organisations were attributed significant power and why others not. You can also choose to ask them to discuss examples related to feeling powerless / powerful in the relationships with those represented in the diagram.
5. At the end, the group should come together as a whole and discuss some of the examples shared in the break-out groups. This can lead into deeper analysis of the diagram(s) and discuss patterns, similarities and differences.



Problem prioritisation (Kenya 2009)

SELECTED PLA TECHNIQUES

Important Points to Remember:

- ✓ You can use this method to analyse personal power or power structures in the community. If you choose to use it to analyse personal power, then the participants should first work individually. For community analysis the group should work as a whole.
- ✓ If doing this as a collective exercise, the group should first negotiate actors and sizes. Once that section of the exercise is completed, they should discuss on the links or relationship between the circles chosen (represented by the lines/sticks or other symbols).
- ✓ You can add other points of analysis, like current values and ideal ones (positive, negative, neutral) that affect the relationships. This can help ignite discussion of possible strategies to arrive at ideal ones.
- ✓ Facilitating the discussion is essential, as power can be a complex issue and it can raise controversies. Nevertheless, the participants should feel encouraged to share their opinions, allowing natural differences to arise. This can then allow common ground to be established.
- ✓ If appropriate, the participants could also do 3 diagrams: one for the past, one for the present and one for the ideal future. This can help participants analyse tendencies and discover positive pathways.
- ✓ If the analysis is related to community power structures, then the community organisations / people could all be part of a big circle and external influences can be also linked outside of it.

What is Learned?

- ✓ The diagram can help clarify the complexities around power relations and give space for guided analysis, discovering possibilities for action and change.
- ✓ When working with more than one diagram analysing changes in time, the participants can identify tendencies in their families / communities and search for pathways towards the ideal scenario.

OBJECTIVES:	plotting relationships, exploring complexities, identifying key audiences (stakeholders / duty-bearers), exploring perceptions.
NUMBERS:	4+
DURATION:	50-60 mins
MATERIALS:	paper / cards & pens / objects



Problem prioritisation (South Africa 2010)

SELECTED PLA TECHNIQUES

MATRICES

When issues become too complex, or the group wants to analyse multi-dimensional topics, matrices can help reduce lack of coherence and keep the focus on the big picture. As it is a visual systematic approach based on logic, so it needs to be evaluated to see if it is culturally appropriate.

Method:

6. Ask for a volunteer to draw a table on a big piece of paper or in the floor. If nobody takes the initiative, you can start doing the first columns and rows to guide them and then pass on the marker / stick.
7. Once the table is drawn, discuss the elements that will go across the top and the criteria selected for the side. The issue under analysis should be established in advance, and it could be on anything decided by the group.
8. Once the elements and criteria are decided, people should take turn to guide the group giving a certain value to each element compared to each criteria. You can be involved in the initial discussions, and once the group gets used to the system, you can take a break and leave them to go on!
9. After completion of the matrix, you can ask the group to present their ideas to you and record them on paper. If the table is too detailed, you can also document it with photos.

Important Points to Remember:

- ✓ It is important to do the table on a large scale, as it can end up being a really detailed process. This can be done with visual tools on the floor or on big pieces of paper.
- ✓ Plan in advance how you / the group will document the outcomes.
- ✓ Within a rights-based approach process, this technique can be used to record and analyse human rights violations or to identify responsibilities of duty-bearer at local, regional, national and / or international level.

What is Learned?

- ✓ The group can affirm their wealth of information and local knowledge related to particular issues or topics.
- ✓ It clarifies complex issues and multi-dimensional processes, giving a stronger analytical space for discussion.
- ✓ It helps the facilitator understand the home-grown criteria the group uses to analyse certain elements, allowing discussion related to value.

OBJECTIVES:	understanding key issues, exploring perceptions, simplifying complex subjects, exploring perceptions.
NUMBERS:	4+
DURATION:	50-60 mins
MATERIALS:	paper & pens

5 SELECTED PLA TECHNIQUES

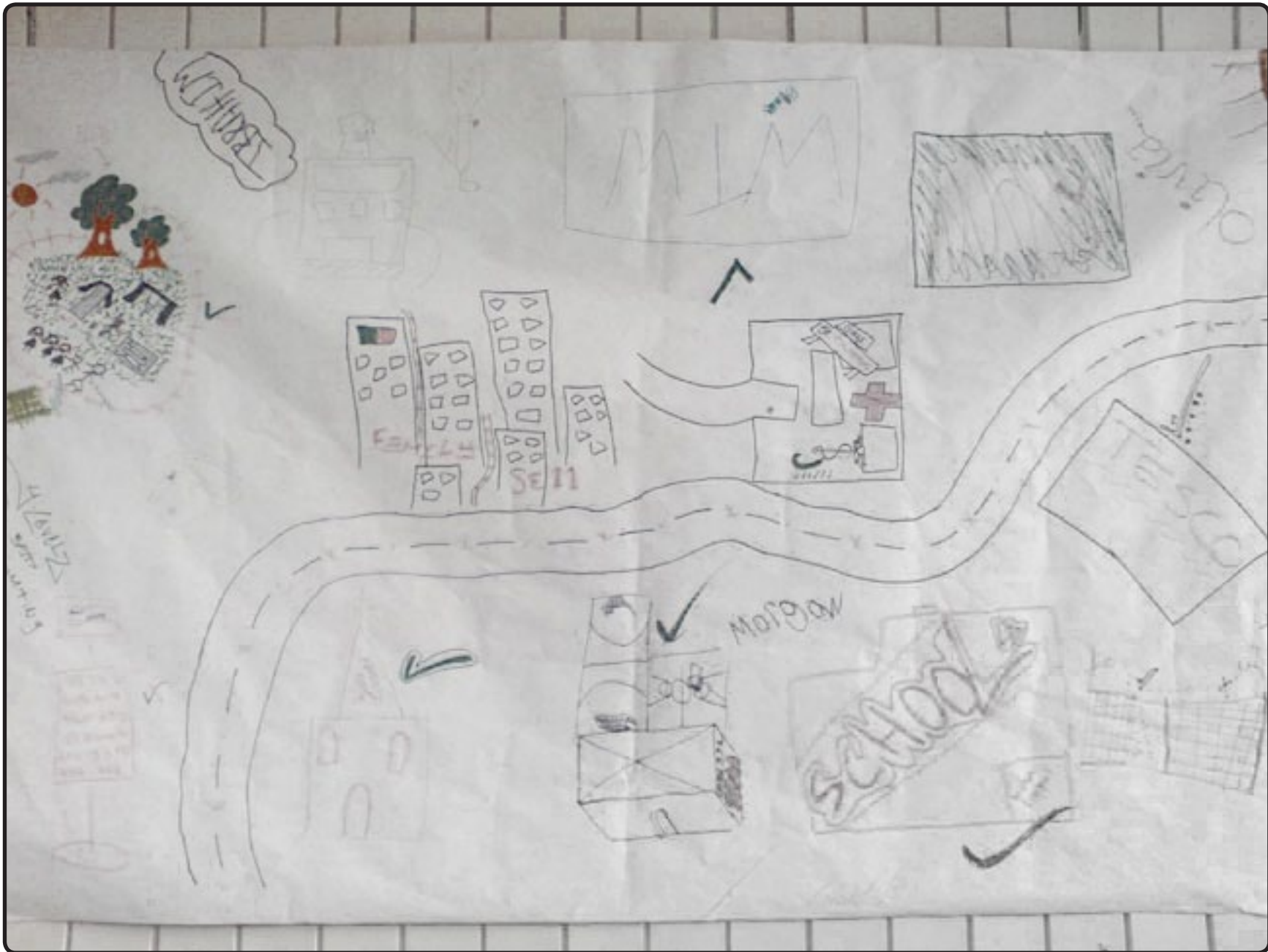
PARTICIPATORY MAPPING TOOLS

We regularly use simple 'Community Mapping' techniques during participatory video projects, as described in our book 'Insights into Participatory Video: a handbook for the field' available to download for free from our website.




www.insightshare.org

Here are some brief descriptions of some exciting and innovative approaches, not currently being used by InsightShare, that could be interesting to explore further...




Community Map by young people in South London (UK 2008)

3D Mapping

3D participatory modeling is a process that is used to empower communities through developing 3D scaled maps of their region that can be used to show traditional use patterns and secure land rights. The conversations that are generated through the map building exercise can be filmed by the community for oral testimony regarding use patterns, or trigger follow-up in film. See the Integrated Approaches to Participatory Development (IAPAD) web platform for more on the 3D technique and other useful approaches:  www.iapad.org

GIS Mapping

Compliments filmed transects of historical sites for land rights evidence. Forest Peoples Programme have used this to secure indigenous lands in Cameroon and have carried out a lot of work with indigenous forest communities towards securing their rights:  www.forestpeoples.org/templates/publications_and_reports.shtml



RESOURCES



Content

6.1	CASE STUDIES FROM INSIGHTSHARE PROJECTS	106
	1. Forced displacement, discrimination & extreme poverty	106
	2. Campaigning for safe motherhood	108
	3. Housing and basic service provision in the townships	109
	4. Environmental disaster in Eastern Java	112
	5. Climate change & Indigenous lifestyles	115
	6. A grassroots campaign for increased midwives	118
6.2	EXTERNAL RESOURCES & FURTHER READING	120
	Toolkits	120
	Websites	121
	Handbooks	125
	Other resources	126
6.3	HUMAN RIGHTS INSTRUMENTS	128
	Universal Declaration of Human Rights 1948	128
	International Covenant on Economic, Social and Cultural Rights 1966	131
	International Covenant on Civil and Political Rights 1966	137
	United Nations Declaration on the Rights of Indigenous Peoples	147
6.4	LOGGING SHEET TEMPLATE	155



CASE STUDIES FROM INSIGHTSHARE

FORCED DISPLACEMENT, DISCRIMINATION & EXTREME POVERTY

Country:	Uganda
Issue(s):	Land rights, discrimination, extreme poverty

The Batwa Pygmies are an Indigenous people of the Great Lakes region of tropical Africa. Formerly hunter-gatherers, they were expelled from their ancestral forests to make way for conservation and tourism projects. They experience extreme racial discrimination from their neighbours as well as extreme poverty, landlessness and unequal access to education and healthcare. Neither have they benefitted from mechanisms to channel tourist money into local community development projects.



Batwa youth help document conditions in the squatter camps (Uganda 2006)



Batwa community members film one another (Uganda 2006)

In 2006 a group of Batwa from three communities (an urban squatter camp, a rural squatter camp and a community living on donated but infertile land) in the Kisoro region of south-west Uganda, joined national researchers from the Participatory Poverty Assessment Programme, and local NGO staff in a participatory video project. This was facilitated by InsightShare and funded by the UNDP Small Grants Programme and Human Rights Strengthening Programme, with assistance from the Ugandan Ministry of Finance.

Landless and living in poverty, with basic human rights going unrecognised, the Batwa seized the opportunity presented by the participatory video process to create a powerful documentary called 'Voice of the Batwa'. The film was created to raise awareness among Ugandan policy makers and the world at large of the shocking plight of the Batwa people since their forced eviction from their ancestral hunting grounds in 1992, and to win recognition of their rights.

Immediately after the completion of the documentary it was screened to local government officials, including the Regional District Commissioner and the local heads of healthcare and education. The screening was organised by one of the training participants, the local government Outreach Officer, in the Town Hall located just 500 metres from one of the squatter camps featured in the film. Previous to the training, the Outreach Officer had never set foot in the squatter camp although it was visible from his office. Participating in the training with the Batwa was a transformative experience for him and led to his active engagement in their struggle for basic rights. The screening was presented by the local Batwa themselves and they, in turn, invited the local dignitaries to address those gathered.

During the screening the local District Commissioner made strong statements supporting the realisation of rights of Batwa Pygmies. This led to a debate about Batwa issues, and a pledge to immediately improve some of the hygiene problems faced by the urban living Batwa, and to address their land rights. The screening and the speeches that followed were also filmed by the Batwa.

A subsequent screening, in the capital Kampala to over 300 people was arranged by the Director of the Participatory Poverty Assessments Programme. This time the audience included the Ugandan Minister of Finance, the Head of the United Nations for Uganda, senior NGO representatives, representatives of the Forest Department, and journalists.

CASE STUDIES FROM INSIGHTSHARE

The involvement (at project funding and support level) of various key duty-bearers (government ministries, research institutions and non-governmental organisations) helped ensure access to key individual stakeholders and opened the way for the participants' messages to be heard. Engaging duty-bearers from the outset and keeping them directly involved through dialogue and discussion contributed to the wider success of the process and the product.

Since then, part of their film was aired on national news on Ugandan national television and the complete documentary has been screened at the UN Headquarters, the FAO headquarters in Rome, the World Bank headquarters, and the World Conservation Congress in Barcelona. Critically, it was Batwa community representatives who traveled to screen the film in person. Through the Forest Peoples Programme, it has been circulated and distributed widely and shown to countless politicians, donors, NGO staff and activists around the world. It has directly raised thousands of dollars for local community environmental projects (e.g. UNDP Small Grants Programme and Ford Foundation) and further funding applications to support the participating groups have been invited from major funders.

An issue of rights...

"The states of Burundi, Democratic Republic of Congo, Rwanda and Uganda, by virtue of their ratification and acceptance of international human rights standards, have taken on the obligation to treat their citizens equally and to uphold their rights and freedoms. Yet...they have failed to discharge this obligation, and the international community has equally failed in its duty to defend the vulnerable."

'The Batwa Pygmies of the Great Lakes Region'
Minority Rights Group International report 2000.

Associated rights:


Relevant Instrument:	UNDRIP
Status:	Declaration (not subject to ratification / non-legally binding)
Articles:	Articles 10, 12, 25, 26, 28, 32 (see full text in Resources chapter)

Relevant Instrument:	International Covenant on Civil and Political Rights
Status:	Ratified by the Government of Uganda on 21st June 1995
Articles:	Article 2 (see full text in Resources chapter)

Relevant Instrument:	Convention on the Rights of the Child
Status:	Ratified by the Government of Uganda on 17th August 1990
Articles:	Article 2 ( view full text here)

Relevant Instrument:	International Labour Office Convention Concerning Indigenous and Tribal Peoples in Independent Countries No. 169.
Status:	Not ratified by the Government of Uganda (as of 5/5/2010)
Articles:	Articles 6, 7, 8, 13, 14, 15, 16, 33 ( view full text here)

 WATCH 'Voice of the Batwa' (video)

 READ 'Voice of the Batwa' (photostory)



CASE STUDIES FROM INSIGHTSHARE

CAMPAIGNING FOR SAFE MOTHERHOOD

Country:	Burkina Faso
Issue(s):	Maternal mortality

In Burkina Faso the local White Ribbon Alliance for Safe Motherhood (www.whiteribbonalliance.org) wanted to drive forward a campaign to reduce maternal mortality. They recognised that there are multiple duty-bearers for women’s rights and decided to use participatory video to produce a targeted campaign video that proposed solutions to the problem at different levels; from the men in the community to the international community. Following the success of the participatory video campaign in Tanzania, L’Alliance du Ribon Blanc (the Burkinan WRA), had made a bid for this opportunity to build capacity in their local team.

The participants in the process included three midwives, three community liaison health staff, the leader of the local White Ribbon Alliance and a local documentary film editor. It was facilitated and guided by one of the InsightShare team and Bridgit McConville from the International White Ribbon Alliance. The group undertook a 3-day workshop together in Ouagadougou, filming with some of their colleagues and patients before spending 5 days in the hospitals and village clinics of Fada district where the midwives and health workers could document the situation, interview their colleagues and discuss the situation with women’s groups. They returned to review and plan their work for the coming months.

The equipment was left with the local teams to continue the documentation and create a rough cut of the film. After 6 months of local work on the video the facilitators returned and undertook an extensive paper edit process, working with the participants to refine the lengthy version already created into something shorter and more targeted. This involved in-depth discussions about how to present the issues for various audiences, specific rights and ethics. Further participatory filming took place amongst community women’s groups in Oagadougou, followed by community screenings and heated discussions, their feedback was fed into the films. A draft was shown to a group of journalists and politicians to gain further critique of the films and introduce the campaign material to the media. The resulting film (titled ‘Avec Nous’) was greatly complimented and strengthened by the addition of a powerful theme song, with very targeted lyrics, written and performed by local recording artist Djata Llebou.

The film has been screened widely in local communities and to government officials and international funding agencies to rally support for the campaign and women in Burkina Faso. Following a highly innovative poster campaign throughout the capital of Ouagadougou, which served to attract attention to the film and generate an appetite for public screenings, the file was eventually broadcast on national television and the campaign continued its ‘snowball’ effect. The White Ribbon Alliance believe that the debate the film and process has inspired, with the accompanying campaigning, has been directly responsible for placing this issue centre stage and convincing political leaders to increase the budget for maternal health.

At an international level the film has added weight to the campaign. Voicing the views of men and women on the frontline, heartfelt and often political, they have drawn in a new audience who were not aware of or could not understand the true implications of the issue of maternal mortality. As a result, hundreds of powerful and prominent women throughout the world have signed up to the White Ribbon Alliance campaign. Their backing has greatly increased the pressure on governments and international institutions to give financial packages to support the millennium goal to reduce by three quarters, between 1990 and 2015, the maternal mortality rate - a goal that is proving particularly difficult to finance. This movement has been fired by the language of rights. Mothers at every level of society, who have had successful deliveries and access to good health care feel an obligation towards those women who have not been afforded this basic right of equal access to basic health facilities. The participatory films, using the WRA homegrown advocacy campaign and motivated by a struggle for equal rights has really

CASE STUDIES FROM INSIGHTSHARE

fuelled more commitment to reducing maternal mortality.

An issue of rights...


The vast majority of women who die are poor and come from developing countries. In some western European countries, one woman in 25,000 dies during pregnancy or childbirth. But in sub-Saharan Africa, the lifetime risk of maternal mortality is 1 in 26, and as high as 1 in 7 in some countries. In rich countries, a disproportionate number of the women who die come from marginalized and poor communities. This is not only a global health emergency; it is a human rights scandal.

Amnesty International
Wire June / July 2009

Associated rights:

Relevant Instrument:	International Covenant on Economic, Social and Cultural Rights
Status:	Ratified by the Government of Burkina Faso in 1999
Articles:	Article 9 and 10.2 (see full text in Resources chapter)

 WATCH 'Avec Nous' (video)

 READ 'Avec Nous' (photostory)

HOUSING AND BASIC SERVICE PROVISION IN THE TOWNSHIPS

Country:	South Africa
Issue(s):	Poor housing & lack of sanitation

In early 2010, trainee facilitators from the southern African partners of Oxfam Canada introduced a rights-based approach to their participatory video assignments during a capacity building programme delivered by InsightShare. As part of the programme, trainees were charged with facilitating complete participatory video processes during 'community placements' with three different groups in the townships and informal settlements surrounding Durban in KwaZulu Natal.

One of the three trainee groups worked within an informal settlement called KwaSanti, engaging with a tight-knit group of participants from a small cluster of households that together comprise an informal health support group. The three trainee facilitators, trained and mentored by InsightShare spent the first two days working intensively with the participants to identify key issues and develop simple video skills to enable the group to communicate their perspectives, opinions and solutions. Contrary to expectations, the group chose not to focus on their pervasive health issues but chose instead to make a film documenting the appalling housing and sanitation conditions they are forced to endure. They spent hours discussing who to show the film to and using storyboards, planning the key sites to show and scenes to create to capture the reality of their situation.



Demanding basic services after decades of neglect (South Africa 2010)

CASE STUDIES FROM INSIGHTSHARE

At the centre of the process was one young woman who, despite being unable to walk or take care of herself or her ailing baby, was determined to participate fully in the process and use this as an opportunity to 'show the world' how despairing her situation has become. The group decided to film her tiny tin and wood shack first as an example of their living conditions, and thus began the collective process of preparing for the filming. The women in the group began to overhaul the shack; cleaning and tidying as much as possible. They fetched a sheet from a neighbouring household and laid it on her rotting mattress. Whilst her grandmother combed her hair flat, others rearranged her few possessions: a bag of clothes, an oil lamp, an armchair, a beer bottle holding the stump of a candle. Once everything was in order, the group set-up the tripod, camera and microphones and prepared to record an interview and other footage of the situation.



Using the storyboard as a guide to the filming (South Africa, 2010)

What followed was an extraordinarily emotional and upsetting interview during which practically everyone present broke down in tears. She explained how she could no longer take care of even her most basic needs and functions, leaving her entirely reliant upon her grandmother who is also very ill. Both her parents passed away some years ago and her 10-month old baby is also very sick. There she sat, at the centre of the scene, utterly helpless and begging for help. There the group sat, on the edges of a familiar scene, utterly powerless and crying with pity for her and themselves.

Once the cameras stopped, quiet conversations and discussions were held with the group to explore a different perspective. One of the trainee facilitators, herself from a neighbouring township, began to discuss the situation with the group; the audience they wished to reach and, inspired by a previous conversation with Gareth about the rights-based approach to participatory video, to question their approach. She had become frustrated by the powerless and vulnerable position the group were portraying and began to ask questions aimed at altering their perspectives. She started to ask whether it was 'needs' they were discussing or whether they in fact have a 'right' to sanitation and clean water, basic healthcare and suitable housing. Whether after forty years of waiting for help, they were prepared to continue simply asking for help.

These simple conversations between the trainee facilitators and their participants had big, and occasionally alarming impacts on everything they filmed thereafter. The girl's grandmother seized her opportunity to address those she deemed responsible for the situation, and the interview she recorded can be seen at the end of their film (see the link below). It is certainly the most memorable part of the video created, yet it is also the most disturbing.

In it she states that "We are going to take action on this matter. We are demanding adequate houses, water and sanitation". Later in the clip she ominously warns state and national government to "Pull up your socks now because we are going to strike!" before launching into a full-blown tirade of anger and threats during which she warns that: "We'll close the roads. Nobody will go anywhere. Everything will stand still. Even the white man's car will stop" and then "We will stone any vehicle that goes against the service delivery strikes!"

The trainees took great care when editing the participants final film (they were unable to edit the film with the participants because of time and training constraints) and discussed this content in particular and whether to include or exclude it because of its inflammatory nature. It was decided that to exclude it would have been unfair to the participants, who clearly valued and appreciated this sequence the most, and decided to screen a 'rough cut' to the participants before making final a final decision on this and any further changes to the final version.

Every time the film has been shown locally, this is the point at which the audience goes wild with shrieks and spontaneous applause. However, many people have expressed uneasiness and discomfort at the angry and unguarded nature of the comments. Undoubtedly there is, for historical and cultural reasons that are easily understandable, a dangerous tendency towards violent activism in the townships of South Africa.

The unplanned and unstructured introduction of a rights-based paradigm into the process unleashed explosive levels of frustration and anger amongst the participants. Whilst the process and the outcomes remained positive and constructive throughout, the participants expressed themselves in ways that could be counter-productive to

CASE STUDIES FROM INSIGHTSHARE

their cause. In turn the process could easily have been seen as deliberately provocative and intending to agitate the situation which, set against the backdrop of persistent actual 'service delivery strikes' that frequently turn violent, runs entirely contrary to the intentions and expectations of the programme and process.

The latest report (received on 9th April 2010) from the InsightShare team in Durban shared that: *"The group have been highly charged to take action – they have sent a message to InsightShare that they are waiting now to get their film so they can take the matter further. No other action has been effected as yet – but this film has the potential to lobby for the dignity and rights of this small group of people. It also holds the potential to open up a much wider view of reality – something for which no one has solutions. The likelihood of government responding to this call for help is unlikely – maybe it would be best pitched to civil society, I know the COC has done much for this group including providing blankets and materials for XXXXX's house."*

An issue of rights...

"Today, poverty prevails as the gravest human rights challenge in the world. Combating poverty, deprivation and exclusion is not a matter of charity, and it does not depend on how rich a country is. By tackling poverty as a matter of human rights obligation, the world will have a better chance of abolishing this scourge in our lifetime....Poverty eradication is an achievable goal."

Louise Arbour
United Nations High Commissioner for Human Rights (10 December 2006)

Associated rights:

Relevant Instrument:	Universal Declaration of Human Rights
Status:	South Africa abstained in 1948 however it has since integrated universal human rights into its Constitution and Bill of Rights (see below).
Articles:	Article 25 (see full text in Resources chapter)

Relevant Instrument:	The South African Constitution and Bill of Rights
Status:	National constitution
Articles:	Section 27 (view full text here)



WATCH 'Umphakathi Okhohliwe (The Forgotten Community)' (video)

CASE STUDIES FROM INSIGHTSHARE

ENVIRONMENTAL DISASTER IN EASTERN JAVA

Country:	Indonesia
Issue(s):	Environmental refugees, industrial pollution, rights of the child, loss of livelihood

In July 2008, InsightShare facilitated a group of community activists and film makers from Indonesia, Malaysia and the Philippines to set up a regional network of participatory video facilitators. The team were challenged to specifically introduce a rights-based approach into their work.

The team gathered in the Surabaya district of Eastern Java in Indonesia. After a 3-day workshop to reinforce participatory video working practice and discuss ways of incorporating the rights-based approach into their work, the team of 12 trainees teamed up with a local NGO and travelled to the nearby city of Porong, in Sidoarjo.

For the past two years, Porong has been subject to a mud flow that submerged several villages in poisonous sulphurous mud, unsettling entire villages and poisoning fields and water sources in the surrounding area. Hot, toxic mud began to flow from an earth fissure close to an gas exploration drilling well operated by PT Lapindo Brantas on May 29, 2006. The company, owned by the family of Aburizal Bakrie, the government's Chief Welfare Minister, has been blamed by experts for the disaster which has left thousands homeless, however, the courts found the causes to be natural.

The displaced villagers have been campaigning for compensation from the company or government for lost land and access to replacement facilities since the eruption, and the situation has been the subject of huge media attention.

Our team took up residence in the refugee camp at the Pasa Baru market place. The people here were displaced from their villages by the mud flow and have no homes left. Each family lives in a market stall, waiting, while they try to win the battle for compensation that will enable them to build a new village. Our team split into three. The first group decided to work with the women of the market place. After initial participatory video games and exercises the facilitators helped the women to prioritise their issues.



Filming the issues as they see them (Indonesia, 2008)

They decided to make a film about their children, not only in terms of the lack of access to health care and education, but also in relation to their mental health. Their film contains harrowing scenes of them returning with their children to their old village, Renokenongo, now submerged beneath toxic mud. The women sat quietly together at the site for some hours, remembering and describing the village to their children before talking about the changes they have experienced.

The second group travelled to the village of Bakasi. This is on the border of the mud flow which was causing their harvests to fail and slowly creeping further into the village. Despite working with a local NGO - Urban Poor Linkage (UPLINK) - and including people from the village in the training, they met a divided and hostile community who did not want to risk any further media manipulation. Following the disaster, they had been divided when

CASE STUDIES FROM INSIGHTSHARE

half the community accepted a lower compensatory pay out. One small group decided they would like to make their argument heard, and as the team would be leaving the equipment and capacity with the local organisation to follow this up with, other groups in the village and the local NGO advised that the filming could be part of the process to move this situation forwards. The team made a sensitive and heartfelt film about the impact of the disaster on the village. They explained how they have been driven to beg on the road side to replace lost income from their crops. They have also needed to relocate the schools with no replacement resources and this has left the villagers in a situation with no stable future as the flow continues to engulf their houses.



Presenting the films to key audiences (Indonesia, 2008)

The final group visited a village further from the disaster area. The local fishermen used the film to show the evidence of falling fish stocks and pollution in the water supply. They are pressing for the government to carry out a full investigation of the water quality and seek compensation from the company.

All of the films were screened to the participants on a daily basis for a chance to build on them further. The teams researched the international declarations and covenants that had been ratified by the Indonesian government to find the rights that correlated with the issues that had been prioritised by the groups they were working with.

By this time, the teams had grown in size to include several more of the local villagers who had been involved in the process. The women's group immediately recognised the rights of the child as a potent banner for their film. The fishermen were keen to use the film to gather evidence and show the way in which their right to a livelihood has been disrupted; long filmed discussions were held regarding further filming and opportunities to disseminate the message. The group from Bakasi wrote a script and took full control of the edit (staying up through the nights) to ensure that the film fully represented their situation.

When the final drafts were shown in the market place, a group of over 300 including all those who had been involved in making the films came together. After the screening, the spokesmen for the community made it clear that they gave full consent for the films to be distributed more widely to draw attention to and explain their cause. Most importantly, they said that the process itself had been extremely timely. After 2 years of waiting for compensation, the families living at the market place had been losing hope and unity. The process of filming together, enjoying themselves, reflecting on their situation, re-realising their rights and thinking about solutions together has re-energised their campaign to find a way of resolving their situation. They also thanked the group for giving them the chance to contribute to the huge public debate that has been raging about them and around them, a debate that has, until now, not offered them the opportunity to voice their opinions and experiences.

An issue of rights...

Conclusions of the Indonesian Human Rights Commission report into the Lapindo Mud Case:

1

Human rights violations in the Lapindo Mud case occurred before the Mud explosion incident and up to the present have become increasingly serious, increasingly wide-spread and the number of victims continues to grow.

2

Lapindo Brantas corporation has no seriousness in dealing with and managing the mud flow nor in realizing compensation for all the victims.

3


The government appears incapable of taking any firm action in fulfilling and restoring the rights of all the mud-flow victims without exception, including those citizens who are

CASE STUDIES FROM INSIGHTSHARE

currently said to reside outside the impact zone map.

4

The government has clearly committed human rights violations with the 14/2007 Presidential Decree. The government has allowed the occurrence and continuation of human rights violations (by omission).


 Indonesia Human Rights Commission (KOMNAS HAM) press release

Associated rights:

Relevant Instrument:	International Covenant on Economic, Social and Cultural Rights
Status:	Ratified by the Government of Indonesia in 1966
Articles:	Article 11, 12, 13 (see full text in Resources chapter)

Relevant Instrument:	Convention on the Rights of the Child
Status:	Ratified by the Goverment of Indonesia 1989
Articles:	Article 28 ( view full text here)

 WATCH 'Living on a Poisonous Stream' (video)

 READ 'Living on a Poisonous Stream' (photostory)

CASE STUDIES FROM INSIGHTSHARE

CLIMATE CHANGE & INDIGENOUS LIFESTYLES

Country:	Kenya
Issue(s):	Natural resource depletion caused by climate change, hunger, malnutrition, loss of traditional lifestyles.

In the midst of a prolonged and devastating drought, a group of Maasai pastoralists took time away from their cattle and families to take part in a participatory video project, facilitated by InsightShare as part of the Conversations with the Earth (CWE) project (www.conversationearth.org). The aim of the project: to enable the Maasai community to join the five other Indigenous communities engaged by the programme in 2009 in sharing their experiences of climate change and unique perspectives on the changing environment with the world.



Filming aid distribution during drought (Kenya, 2009)

The participants and facilitators spent weeks living, sleeping, eating, learning and sharing together in a remote resource centre located near Oltepesi, in the Great Rift Valley. The participants were invited to use video as a tool for exploring the effects of climate change (including, most obviously, the ongoing drought that was already in its second, and in some places third, year) on them individually or collectively as Maasai, and to communicate their findings and messages with the wider world. Conversations with the Earth was preparing an exhibition for the United Nations Conference of the Parties (COP15) climate summit in Copenhagen later that year, and it was hoped that the participatory video process would lead to the production of important messages to be screened to decision-makers and opinion-formers gathering in Denmark to discuss global climate change and agree on a successor to the Kyoto Protocol.

For several days the participants took part in intensive workshops, during which they explored the subject of climate change whilst simultaneously learning basic video skills and lots about one another. They also managed to find enough time to tend to their ailing cattle. Eventually the group began to plan a documentary about the impact of climate change on their livestock, livelihoods, health and culture (all intrinsically linked), based upon their shared experiences and knowledge of the local and regional situation.

On the first day of filming, the group set out to film the scenes around the bore holes (watering points for livestock and people) and to conduct interviews with elders, who they planned to ask about changes in weather patterns over the last 50+ years.

As everyone sat huddled together on the back of a flat-bed utility vehicle, en route to a nearby village, one of the facilitators produced a copy of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and passed it around for participants to read, without anything more than asking whether they had heard of the declaration before or had an opportunity to read its articles. Immediately the declaration was read aloud, first in English and then again in Ma, for everyone to hear and was discussed excitedly. The participants appeared to take incredible pride in the handbook's contents and their association with the rights being set forth for Indigenous communities by Indigenous communities.

CASE STUDIES FROM INSIGHTSHARE

This simple and unplanned introduction of 'rights' into the process had big impacts on the whole approach the group adopted thereafter. It played a significant role in shaping and strengthening the group's sense of identity - as being Indigenous Maasai representatives - and purpose to assert their rights to their land, culture, spirituality, knowledge, etc.

The first piece of video created immediately after reading the declaration was a presentation made by one of the participants directly to camera, during which he addresses the government and other decision-makers directly and reminds them of their obligations, saying:

"The government in power should take care of its citizens. Everyone has the right to food and to not go hungry. It is important that the government remembers to get us food. Most of the kids here are very vulnerable due to a lack of food, especially the young children who are under five and are really vulnerable to malnutrition."

Whilst filming the government's chaotic and insufficient efforts at food distribution, the participants stand amongst the crowds, reporting on the situation and giving their analysis:

"Everyone has a right to food and a right to not go to sleep hungry. But when four sacks of beans are brought here for 1,000 people, many will go without. When we are given this relief food we should not fight for it and risk injuring others because of the commotion. When we are given four sacks we know it is not enough for us so we had better give it to the children in school."

Both of these clips can be seen in the full-length version of the finished film 'Eng'eno Eishoi Ng'ejuk (Knowledge for the Young Generation)' but were excluded by the participants from the shortened version that can be seen on the InsightShare and CWE websites.

Three of the participants were invited to continue the process beyond the immediate project and become participatory video facilitators, supported by InsightShare. Their role is to work amongst the Maasai community over a period of years to develop a 'People's Video Hub' - an autonomous community-led group and movement - to further realise the potential of participatory video to support positive change within the Maasai communities and provide opportunities for the Maasai peoples to create their own media, shape their own messages and representations. The 'Kenya Hub' was born.



Delivering messages to decision-makers and the world (Kenya, 2009)

In December of 2009, the Kenya Hub team joined fellow representatives from the five other Indigenous CWE Hubs (located in Panama, Cameroon, Peru, Canada and the Philippines) in a week-long retreat in the small town of Hou, in Denmark, where they spent time preparing their exhibition and working together on future action plans. Together, the representatives then travelled to Copenhagen as the largest IP delegation present at the UN Climate Change summit known as COP15.

In Copenhagen, the CWE exhibition was hosted both in the Danish National Museum and at Klimaforum - the alternative peoples' summit - through which an estimated 50,000 people passed through. The exhibition showcased all the Hub videos alongside powerful photographs and articles from other IP communities, created by the other partners in the CWE project. An estimated 2,000 people watched the films during screening events and over 1,000 copies of the DVD compilation were distributed.

In addition, InsightShare coordinated an active media campaign in Denmark, facilitating interviews with the world press. Stories were published by at least eight international newswires including Reuters (UK) and EFE (Spain), two of the world's largest wires. The Hub representatives also attracted significant media interest and television coverage including ABC News and CNN (USA), TV Today (India), Television Española (Spain), Channel 4 News (UK), ZDF (Germany), France Deux TV, and NorwegianTV. Stories were captured in five languages from about 90 online

CASE STUDIES FROM INSIGHTSHARE

news sites across 17 countries.

The momentum has continued into 2010 and the Hub representatives are continuing to harness participatory video as a tool to realise and communicate their rights, on their terms. Further training is planned for later in the year and the exhibition continues to tour the world, bringing the unique perspectives and experiences of Indigenous Peoples to the world.

An issue of rights...

‘Viewing the data through a human rights lens, it is clear that projected climate change-related effects threaten the effective enjoyment of a range of human rights, such as the right to safe and adequate water and food, the right to health and adequate housing. Equally, the human rights perspective brings into focus that climate change is set to hit the poorest countries and communities the hardest.

The international human rights standards serve as a guide for measures to tackle climate change, underscoring the fundamental moral and legal obligations to protect and promote full enjoyment of the rights enshrined in the Universal Declaration of Human Rights and in the core universal human rights treaties.’


‘Human Rights and Climate Change’
Office of the United Nations High Commissioner for Human Rights

Associated rights:

Relevant Instrument:	UNDRIP
Status:	Declaration (not subject to ratification / non-legally binding)
Articles:	Articles 24, 29, 31 (see full text in Resources chapter)

Relevant Instrument:	International Covenant on Economic, Social and Cultural Rights
Status:	Ratified by the Government of Kenya on 1st May 1972
Articles:	Articles 11 and 12 (see full text in Resources chapter)

Relevant Instrument:	Universal Declaration on the Eradication of Hunger and Malnutrition
Status:	Declaration (not subject to ratification / non-legally binding)
Articles:	Articles 1, 9 (view full text here)

 WATCH ‘Eng’eno Eishoi Ng’ejuk (Knowledge for the Young Generation’ (video)

CASE STUDIES FROM INSIGHTSHARE

A GRASSROOTS CAMPAIGN FOR INCREASED MIDWIVES

Country:	Tanzania
Issue(s):	Maternal mortality

The White Ribbon Alliance for Safe Motherhood (www.whiteribbonalliance.org) are an international organisation that campaign for improved maternal healthcare. Driven by unpaid, committed advocates for women's health, the WRA came about as an umbrella organisation that could help grassroots activists to network, support, unite and fund their activities.



Mid-wives deliver powerful messages to the Tanzanian government (Tanzania, 2006)



The Minister of Health interviewed about failure to safeguard mothers (Tanzania, 2006)

Tanzania has a particularly strong WRA, led by midwife and university lecturer Rose Mlay. She contacted the journalist and committed women's rights activist Brigid McConville to help her make a film. Brigid brought in one of the InsightShare team to design a participatory video project for the Tanzanian WRA that would both build local capacity and come up with a strong advocacy 'product'. The WRA felt that the participatory video would be particularly well suited to their grassroots approach and, as the method was new to them, she also brought in a film producer she had worked with before and, to ensure local technical support, a Tanzanian film graduate. They were also joined by a member of the WRA from the USA and a government official from the Tanzanian Ministry of Health. This team worked with six local midwives and hospital staff to learn participatory video.

The diverse team sets the scene for the rest of this adventurous, challenging, creative and very successful campaign. After a short training in Dar es Salaam, the team travelled together to the Babati and Rombo districts, filming in the hospitals and communities of the midwife trainees. The team were keen to take up some of the participatory approaches, handing the camera over at the end of each session to show the 'interviewees' their words and check that they had full understanding of how the footage would be used. If they were happy to, each contributor signed a release form stating that they would be happy for this footage to be used in a film campaigning for maternal health rights. A community screening was held in the women's ward, video messages were carried between mothers waiting in hospitals to give birth and their families waiting for news at home. As the group gained confidence in using the cameras themselves, they were able to hand the cameras around more, but the emphasis was on building capacity within the team and creating a product that could be used to drive forwards government action.

This drive for a product was mainly due to the fact that it was very hard to get the issue of women's rights aired in the media or heard in the ministry. The WRA had been collecting stories from women and sharing these but they needed something to launch their solutions. They needed a film. As the questions were already so well researched by the group, the participatory video process was seen as an evidence gathering tool and an opportunity to amplify the voices of the women and the solutions they had devised.

CASE STUDIES FROM INSIGHTSHARE

At the end of the second week, the team wanted to launch their film at a conference on health being held in Dar es Salaam. The conference would be attended by leading government health ministers, including the Minister of Health. Rose and Brigid were determined to get the frontline healthcare workers and women’s testimonies across here. Thrashing out a coherent structure from the hours of footage shot throughout the training was achieved through a paper edit. The film appeared as the team added and re-arranged post-it notes stuck up on a timeline drawn on the walls of the hospital building. This edit was then ferociously thrown together by the film producer while the team continued to collect further evidence they felt the film needed, and film with the popular singer Stara Thomas. She had already been commissioned by Rose to write a song for the film, who felt that a bit of stardust would help to launch the film.

When the 10-minute film was presented by the midwives at the conference it caused a stir. They were invited to visit the Minister of Health the next day who pledged on film to increase government funding for training midwives. This directly followed the film’s (and World Health Organisation) key message that enabling women to access a midwife is the single most important factor for drastically reducing maternal death rates. The footage was incorporated into the film which was aired on television throughout Tanzania. Importantly, before the TV debut, Rose Mlay rang as many MPs as she could, urging them to watch the film and raise questions about it in parliament the next day. The result was a parliamentary debate which she believes led to the doubling of midwifery training budgets.

This is an example of a tireless campaign by a group of rights champions. However, as a result of adopting a less conventional model for filmmaking and risking a participatory approach, the team are now fully able to create their own advocacy materials to continue their struggle. The midwives still collect local testimonies to support key messages and two of them are making a film about the issues specific to their area. The team have made six more public health messages based on their work that have been broadcast on television. This has not been achieved in isolation. The International WRA have also worked hard to support the team and as a member of the alliance, Rose has travelled to several conferences, equipped with her freshest evidence, to drive forwards the need for further recognition and support for this basic right.

The teams strategic, opportunistic and inclusive approach enabled them to really use film to make change. They drew in the government and media from the start, they placed their films carefully and purposefully, and they recognised the importance of having a locally led homegrown grassroots response and steer for their campaign.

An issue of rights...


Today, the Human Rights Council at its eleventh regular session adopted a landmark resolution on ‘Preventable maternal mortality and morbidity and human rights’. In this resolution, governments express grave concern for the unacceptably high rates of maternal mortality and morbidity, acknowledge that this is a human rights issue and commit to enhance their efforts at the national and international level to protect the lives of women and girls worldwide. Over 70 UN member states co-sponsored this resolution, led by Colombia and New Zealand.


17th June 2009

International Initiative on Maternal Mortality and Human Rights (IIMMHR)

Associated rights:

Relevant Instrument:	International Covenant on Economic, Social and Cultural Rights
Status:	Ratified by the Government of Tanzania on 11th June 1976
Articles:	Articles 9 and 10.2 (see full text in Resources chapter)

 WATCH ‘Play your part’ (video)

 READ ‘Play your part’ (photostory)


EXTERNAL RESOURCES & FURTHER READING

TOOLKITS:

Here are some exceptional toolkits created by a wide range of organisations exploring rights-based approaches, some in general whilst others have a very specific focus. The descriptions below are those provided by the author/publisher themselves.

From Poverty to Dignity: A Learning Manual on Human Rights Based Development

Dignity International

 [Click here \(or copy this link into the address bar of your browser: http://www.dignityinternational.org/dgi/page.php?\[en\]151\)](http://www.dignityinternational.org/dgi/page.php?[en]151)

Ben Ni Walen (Let's agree and take action) - Mobilising for Human Rights using Participatory Theatre

Amnesty International Netherlands

 [Click here](#)

Participatory Video for Voice, Reflection and Exchange on Human Rights – Based Development

Equal In Rights / Oxfam Novib

 [Click here](#)

The Human Rights-Based Approach to Journalism - Training Manual

UNESCO Bangkok

 [Click here](#)

Basic Introduction to Human Rights and Rights-Based Programming – Facilitator's Guidebook and Participant's Workbook

Care International

 [Click here](#)

PRO 169 Training Tool Box on Indigenous Peoples' Rights

International Labour Organisation

 [Click here](#)

The Human Rights Approach to Development: A Source Book

Action Aid

 [Click here](#)

Applying a Rights-Based Approach - an inspirational guide for civil society

The Danish Institute for Human Rights

 [Click here](#)

Human Rights-Based Programming: What It Is / How to Do It

UNFPA

 [Click here](#)

Education Rights: A Guide for Practitioners and Activists

Action Aid

 [Click here](#)

6 2 EXTERNAL RESOURCES & FURTHER READING

A Human Rights Based Approach - a user-friendly guide from UN Staff in Viet Nam

United Nations Country Team, Vietnam

 [Click here](#)

Indigenous People: Handbook of Advocacy (2005)

Human Rights Without Frontiers

 [Click here](#)

ICRPD (International Convention on the Rights of Persons with Disabilities) - Implementation Tool Kit

Disabled Peoples' International

 [Click here](#)

ICRPD (International Convention on the Rights of Persons with Disabilities) - Ratification Tool Kit

Disabled Peoples' International

 [Click here](#)

Advancing Safe Motherhood Through Human Rights

World Health Organisation


 [Click here](#)

WEBSITES:

The following is a list of useful websites and organisations connected with either rights-based programming and/or participatory media for social change. The descriptions given are those provided by the organisations/websites themselves.


UN Practitioner's Portal on HRBA Programming

The Practitioners Portal on HRBA pools together that body of knowledge and experience, and makes it accessible to UN practitioners through a single entry point.

 hrbaportal.org


Equalinrights

Interactive online platforms for practitioners to connect and share with others their skills, knowledge and experience about bottom-up human rights-based development.

 www.equalinrights.org


Global Witness

Global Witness exposes the corrupt exploitation of natural resources and international trade systems, to drive campaigns that end impunity, resource-linked conflict, and human rights and environmental abuses.

 www.globalwitness.org

Amnesty International


Amnesty International is a worldwide movement of people who campaign for internationally recognized human rights for all.

 www.amnesty.org

6 2 EXTERNAL RESOURCES & FURTHER READING


PDHRE

People's Decade of Human Rights Education (PDHRE-International) is a non-profit, international service organization that works directly and indirectly with its network of affiliates — primarily women's and social justice organizations — to develop and advance pedagogies for human rights education relevant to people's daily lives in the context of their struggles for social and economic justice and democracy.

 www.pdhre.org


Disabled Peoples' International

Disabled Peoples' International is a network of national organizations or assemblies of disabled people, established to promote human rights of disabled people through full participation, equalization of opportunity and development.

 www.dpi.org


Tebtebba

Tebtebba (Indigenous Peoples' International Centre for Policy Research and Education) is an indigenous peoples' organization born out of the need for heightened advocacy to have the rights of indigenous peoples recognized, respected and protected worldwide.

 www.tebtebba.org


Minority Rights Group International

MRG is the leading international human rights organisation working to secure rights for ethnic, religious and linguistic minorities and indigenous people around the world.

 www.minorityrights.org


Indigenous Portal

The Indigenous Portal is an outcome of the World Summit on the Information Society (WSIS). WSIS was a two-phase series, United Nations (UN) sponsored summit about information and communication. Together, these documents provide guidance to states, Indigenous peoples, UN agencies, non-governmental organisations, the private sector and academics interested in using new technologies to improve communications and the quality of life for Indigenous peoples around the world.

 www.indigenousportal.com


Dignity International

Dignity's work brings together Human Rights, Development and Struggling Communities whose combined strength can help bring about social change. Dignity is an independent organisation, registered as a Foundation in the Netherlands.

 www.dignityinternational.org

International Indian Treaty Council

The International Indian Treaty Council (IITC) is an organization of Indigenous Peoples from North, Central, South America, the Caribbean and the Pacific working for the Sovereignty and Self Determination of Indigenous Peoples and the recognition and protection of Indigenous Rights, Treaties, Traditional Cultures and Sacred Lands.

 www.treatycouncil.org


Foundation for International Environmental Law and Development

FIELD is a group of public international lawyers committed to helping vulnerable countries, communities and campaigners negotiate for fairer international environmental laws.

 www.field.org.uk

Office of the United Nations High Commissioner for Human Rights

The Office of the United Nations High Commissioner for Human Rights (OHCHR) represents the world's commitment to universal ideals of human dignity.

 www.ohchr.org

6 2 EXTERNAL RESOURCES & FURTHER READING

UNDP

UNDP is the UN's global development network, an organization advocating for change and connecting countries to knowledge, experience and resources to help people build a better life.

 www.undp.org


Fahamu

Fahamu has a vision of the world where people organise to emancipate themselves from all forms of oppression, recognise their social responsibilities, respect each other's differences, and realise their full potential. Fahamu supports the strengthening of human rights and social justice movements by promoting innovative use of information and communications technologies

 www.fahamu.org


COHRE

COHRE is the leading international human rights organisation campaigning for the protection of housing rights and the prevention of forced evictions.

 www.cohre.org

Forest Peoples Programme

Forest Peoples Programme supports forest peoples to secure and sustainably manage their forests, lands and livelihoods. Our strategies to achieve this include: promoting the rights and interests of forest peoples at local, national and international levels; creating space for forest peoples to have an effective voice in decision-making processes; challenging top-down policies and projects that deprive local peoples of resources; coordinating support among environmental organisations for forest peoples' visions; supporting community-led sustainable forest management; publicising forest peoples' plight through research, analysis and documentation.

 www.forestpeoples.org


Tostan

Tostan's mission is to empower African communities to bring about sustainable development and positive social transformation based on respect for human rights.

 www.tostan.org


Land Is Life

Land Is Life is a unique and effective indigenous-led organization that is at the forefront of the international struggle to promote and protect the rights of indigenous peoples.

 www.landislife.org


Survival International

Survival International work for tribal peoples' rights in three complementary ways: education, advocacy and campaigns. We also offer tribal people themselves a platform to address the world.

 www.survivalinternational.org


Environmental Justice Foundation

EJF makes a direct link between the need for environmental security and the defence of basic human rights. EJF provides film and advocacy training to individuals and grassroots organisations in the global south, enabling them to document, expose and create long term solutions to environmental abuses.

 www.ejfoundation.org

Equitas

Equitas was established as a non-profit, non-governmental organization in 1967 by a group of leading Canadian scholars, jurists and human rights advocates with a mandate to advance democracy, human development, peace and social justice through educational programs.

 www.equitas.org

EXTERNAL RESOURCES & FURTHER READING


International Forum on Globalization

The International Forum on Globalization (IFG) is a North-South research and educational institution composed of leading activists, economists, scholars, and researchers providing analysis and critiques on the cultural, social, political, and environmental impacts of economic globalization.

 www.ifg.org


Deccan Development Society

The Deccan Development society is projecting a working model for the people oriented participative development in the areas of food security, ecological agriculture, and alternate education. Literacy could actually become a constraint for non-literate people whose aural and visual narratives are so powerful. So the Deccan Development Society has provided video and audio technologies as a means of expression for the disadvantaged rural women and equipped a group of over fifteen women with the skills to handle this media. And thus the Community Media Trust was born in 1998.

 www.ddsindia.com


WITNESS

WITNESS uses video to open the eyes of the world to human rights violations. WITNESS empowers people to transform personal stories of abuse into powerful tools for justice, promoting public engagement and policy change.

 www.witness.org


Video Volunteers

Video Volunteers (VV) was started in 2002 by Jessica Mayberry and Stalin K, as a project of Creative Visions Foundation. Later, in 2003 it was registered as a non-profit based organization with the primary goal of creating a sustainable and global media industry at the base of the pyramid. We envision an alternative media landscape in which tens of thousands of people around the world, living in slums and villages, are producing high quality video content that brings awareness to communities and empowers members to take action.

 www.videovolunteers.org


Living Lens

Living Lens are specialists in Participatory Video - going into a community or bringing 2 different communities together and using different exercises and activities to encourage the group to explore an issue, learn new skills, experience themselves as a dynamic working team and produce a film.

 www.livinglens.co.uk


Film Aid

FilmAid International uses the power of film and video to reach the world's most vulnerable communities with messages that inspire them, address their critical shared needs, and effect social change.

 www.filmaid.org


Refugee Media Project

The Refuge Media Project was created by filmmakers, health educators, and human rights activists concerned about this issue (ED: immigrant victims of politically motivated torture). We are producing a half-hour documentary on immigrant torture survivors in the United States, and on some of the individuals and organizations who are working to help survivors deal with their traumatic pasts, and with the sometimes traumatic experience of coming to America.

 www.refugemediaproject.org

Communications 4 Change


Communication for Change is a non-profit training organization based in New York City. For the past 25 years, Communication for Change (C4C) - formerly Martha Stuart Communications - has developed participatory communication projects in collaboration with communities and grassroots development organizations worldwide.

 www.c4c.org

EXTERNAL RESOURCES & FURTHER READING

Participatory Avenues (IAPAD)

Participatory Avenues aims at sharing significant progress in visualizing community-based knowledge and perceptions and in providing stakeholders and less-favored community members added stake in tailoring and owning development and natural resource management initiatives.

 www.iapad.org

HANDBOOKS:

Here we have listed some key handbooks (including one of our own!) that you may find useful. Again, the descriptions given are extracted from the author/publisher's synopsis.

Insights into Participatory Video: a handbook for the field

Nick and Chris Lunch (InsightShare)

A practical guide to setting up and running Participatory Video (PV) projects anywhere in the world.. It draws on experience in PV in several countries. Helpful tips for the facilitator clarify how to use video to encourage a lively, democratic process.

 [Click here](#)

Video for Change: a guide for advocacy and activism

Peter Gabriel, Sam Gregory, Gillian Caldwell, Ronit Avni, Thomas Harding (WITNESS)

This book shows how activists and human rights campaigners can harness the power of images and stories for their own purposes - it's a step-by-step guide to the handcam revolution.

 [Click here](#)

Participatory Video: a practical guide to using video creatively in group development work

Jackie Shaw & Clive Robertson (Real Time)

Participatory Video offers a comprehensive guide to using video with groups.


The book includes over 60 step-by-step exercises, explaining clearly the procedure to follow, time needed and value of each activity.

 [Click here](#)

Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities

Robert Chambers

This sourcebook is for all who work with others on participatory learning and change. Written in a spirit of critical reflection and serious fun, it provides 21 sets of ideas and options for facilitators, trainers, teachers and presenters, and anyone who organises and manages workshops, courses, classes and other events for sharing and learning ideas. It covers topics such as getting started, seating arrangements, forming groups, managing large numbers, helping each other learn, analysis and feedback, dealing with dominators, evaluation and ending, coping with horrors, and common mistakes.

 [Click here](#)

Methods for Community Participation: A Complete Guide for Practitioners

Somesh Kumar

This title combines the concept, practice and application of participatory rural appraisal (PRA) in a comprehensive manner. The author views PRA as a means of opening up new ways of approaching various problems within the development process. He defines it as a growing body of methods to enable local people to share, enhance and analyse their knowledge of life and conditions in order to plan, act, monitor and evaluate their actions. The basic premise of PRA is that poor and marginalized people are capable of analysing their own realities and that they should be enabled to do so.

 [Click here](#)

6 2 EXTERNAL RESOURCES & FURTHER READING

Indigenous peoples and the human rights-based approach to development: engaging in dialogue

UNDP & Cordillera Indigenous Peoples' Legal Centre

This compilation of analytical studies seeks to examine the development policies of agencies and organisations from a human rights-based perspective. It is the first step in a dialogue process that seeks to identify modalities for constructive engagement with indigenous peoples.

 [Click here](#)

OTHER RESOURCES:

Human rights instruments

A useful list of the core international human rights instruments and their monitoring bodies from the OHCHR.

 [Click here](#)

Maastricht Guidelines on Violations of Economic, Social and Cultural Rights

A useful interpretation of the International Covenant on Economic, Social and Cultural Rights created by the University of Minnesota.

 [Click here](#)

List of national constitutions

A list of national constitutions from the community-authored encyclopaedia Wikipedia.

 [Click here](#)

African Union treaties

A list of all human rights instruments from the African Union.

 [Click here](#)

Indigenous issues and the rights-based approach

A list of manual and toolkits relating to indigenous issues and rights-based approaches from UNDP Bangkok.

 [Click here](#)

Implementing the United Nations Declaration on the Rights of Indigenous Peoples

A Summary Report from the International Forum on Globalization Tebtebba Foundation

 [Click here](#)

Rights-based approaches

Practical examples of how the rights-based approach has been applied in the Asia-Pacific region, including country-specific case studies, published by UNESCO.

 [Click here](#)

Lessons Learned Project

A report looking at the need for better communication and participation with those affected by human rights abuses, from Development Research Centre on Migration, Globalisation and Poverty (Brighton).

 [Click here](#)

EXTERNAL RESOURCES & FURTHER READING

‘Who Asked Them Anyway? Rights, Policies and Wellbeing of Refugees in Egypt’

Disabled Peoples’ International

 [Click here](#)

ILO Convention on Indigenous and Tribal People (No. 169)

A handy manual from the International Labour Organisation.

 [Click here](#)

Indicators for Human Rights Based Approaches to development in UNDP Programming: A User’s Guide

Lays out how to identify which human rights standards apply in different situations, provides us with human rights indicators, and explains what these indicators are and how to access the information.

 [Click here](#)

HUMAN RIGHTS INSTRUMENTS

UNIVERSAL DECLARATION OF HUMAN RIGHTS 1948

Source:

 United Nations Department of Public Information, NY

Language:

English (also available in 375 different translations)

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

HUMAN RIGHTS INSTRUMENTS

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

HUMAN RIGHTS INSTRUMENTS

State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among

HUMAN RIGHTS INSTRUMENTS

all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS 1966

Source:



Office of the United Nations High Commissioner for Human Rights

Language:

English

Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966

Entry into force 3 January 1976, in accordance with article 27

Preamble

The States Parties to the present Covenant,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Recognizing that these rights derive from the inherent dignity of the human person,

Recognizing that, in accordance with the Universal Declaration of Human Rights, the ideal of free human beings enjoying freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his economic, social and cultural rights, as well as his civil and political rights,

Considering the obligation of States under the Charter of the United Nations to promote universal respect for, and observance of, human rights and freedoms,

Realizing that the individual, having duties to other individuals and to the community to which he belongs, is

HUMAN RIGHTS INSTRUMENTS

under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant,

Agree upon the following articles:

PART I

Article 1

1. All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.
2. All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence.
3. The States Parties to the present Covenant, including those having responsibility for the administration of Non-Self-Governing and Trust Territories, shall promote the realization of the right of self-determination, and shall respect that right, in conformity with the provisions of the Charter of the United Nations.

PART II

Article 2

1. Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and co-operation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures.
2. The States Parties to the present Covenant undertake to guarantee that the rights enunciated in the present Covenant will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
3. Developing countries, with due regard to human rights and their national economy, may determine to what extent they would guarantee the economic rights recognized in the present Covenant to non-nationals.

Article 3

The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the present Covenant.

Article 4

The States Parties to the present Covenant recognize that, in the enjoyment of those rights provided by the State in conformity with the present Covenant, the State may subject such rights only to such limitations as are determined by law only in so far as this may be compatible with the nature of these rights and solely for the purpose of promoting the general welfare in a democratic society.

Article 5

1. Nothing in the present Covenant may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights or freedoms recognized herein, or at their limitation to a greater extent than is provided for in the present Covenant.
2. No restriction upon or derogation from any of the fundamental human rights recognized or existing in any country in virtue of law, conventions, regulations or custom shall be admitted on the pretext that the present Covenant does not recognize such rights or that it recognizes them to a lesser extent.

PART III

Article 6

1. The States Parties to the present Covenant recognize the right to work, which includes the right of everyone to the opportunity to gain his living by work which he freely chooses or accepts, and will take appropriate steps to safeguard this right.
2. The steps to be taken by a State Party to the present Covenant to achieve the full realization of this right shall include technical and vocational guidance and training programmes, policies and techniques to achieve steady economic, social and cultural development and full and productive employment under conditions safeguarding

HUMAN RIGHTS INSTRUMENTS

fundamental political and economic freedoms to the individual.

Article 7

The States Parties to the present Covenant recognize the right of everyone to the enjoyment of just and favourable conditions of work which ensure, in particular:

- a. Remuneration which provides all workers, as a minimum, with:
 - i) Fair wages and equal remuneration for work of equal value without distinction of any kind, in particular women being guaranteed conditions of work not inferior to those enjoyed by men, with equal pay for equal work;
 - ii) A decent living for themselves and their families in accordance with the provisions of the present Covenant;
- b. Safe and healthy working conditions;
- c. Equal opportunity for everyone to be promoted in his employment to an appropriate higher level, subject to no considerations other than those of seniority and competence;
- d. Rest, leisure and reasonable limitation of working hours and periodic holidays with pay, as well as remuneration for public holidays

Article 8

1. The States Parties to the present Covenant undertake to ensure:
 - (a) The right of everyone to form trade unions and join the trade union of his choice, subject only to the rules of the organization concerned, for the promotion and protection of his economic and social interests. No restrictions may be placed on the exercise of this right other than those prescribed by law and which are necessary in a democratic society in the interests of national security or public order or for the protection of the rights and freedoms of others;
 - (b) The right of trade unions to establish national federations or confederations and the right of the latter to form or join international trade-union organizations;
 - (c) The right of trade unions to function freely subject to no limitations other than those prescribed by law and which are necessary in a democratic society in the interests of national security or public order or for the protection of the rights and freedoms of others;
 - (d) The right to strike, provided that it is exercised in conformity with the laws of the particular country.
2. This article shall not prevent the imposition of lawful restrictions on the exercise of these rights by members of the armed forces or of the police or of the administration of the State.
3. Nothing in this article shall authorize States Parties to the International Labour Organisation Convention of 1948 concerning Freedom of Association and Protection of the Right to Organize to take legislative measures which would prejudice, or apply the law in such a manner as would prejudice, the guarantees provided for in that Convention.

Article 9

The States Parties to the present Covenant recognize the right of everyone to social security, including social insurance.

Article 10

The States Parties to the present Covenant recognize that:

1. The widest possible protection and assistance should be accorded to the family, which is the natural and fundamental group unit of society, particularly for its establishment and while it is responsible for the care and education of dependent children. Marriage must be entered into with the free consent of the intending spouses.
2. Special protection should be accorded to mothers during a reasonable period before and after childbirth. During such period working mothers should be accorded paid leave or leave with adequate social security benefits.
3. Special measures of protection and assistance should be taken on behalf of all children and young persons without any discrimination for reasons of parentage or other conditions. Children and young persons should be protected from economic and social exploitation. Their employment in work harmful to their morals or health or dangerous to life or likely to hamper their normal development should be punishable by law. States should also set age limits below which the paid employment of child labour should be prohibited and punishable by law.

Article 11

1. The States Parties to the present Covenant recognize the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions. The States Parties will take appropriate steps to ensure the realization of this right, recognizing

HUMAN RIGHTS INSTRUMENTS

to this effect the essential importance of international co- operation based on free consent.

2. The States Parties to the present Covenant, recognizing the fundamental right of everyone to be free from hunger, shall take, individually and through international co-operation, the measures, including specific programmes, which are needed:
 - (a) To improve methods of production, conservation and distribution of food by making full use of technical and scientific knowledge, by disseminating knowledge of the principles of nutrition and by developing or reforming agrarian systems in such a way as to achieve the most efficient development and utilization of natural resources;
 - (b) Taking into account the problems of both food-importing and food-exporting countries, to ensure an equitable distribution of world food supplies in relation to need.

Article 12

1. The States Parties to the present Covenant recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.
2. The steps to be taken by the States Parties to the present Covenant to achieve the full realization of this right shall include those necessary for:
 - (a) The provision for the reduction of the stillbirth-rate and of infant mortality and for the healthy development of the child;
 - (b) The improvement of all aspects of environmental and industrial hygiene;
 - (c) The prevention, treatment and control of epidemic, endemic, occupational and other diseases;
 - (d) The creation of conditions which would assure to all medical service and medical attention in the event of sickness.

Article 13

1. The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.
2. The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right:
 - (a) Primary education shall be compulsory and available free to all;
 - (b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;
 - (c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;
 - (d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;
 - (e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.
3. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions.
4. No part of this article shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of this article and to the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 14

Each State Party to the present Covenant which, at the time of becoming a Party, has not been able to secure in its metropolitan territory or other territories under its jurisdiction compulsory primary education, free of charge, undertakes, within two years, to work out and adopt a detailed plan of action for the progressive implementation, within a reasonable number of years, to be fixed in the plan, of the principle of compulsory education free of charge for all.

HUMAN RIGHTS INSTRUMENTS

Article 15

1. The States Parties to the present Covenant recognize the right of everyone:
 - (a) To take part in cultural life;
 - (b) To enjoy the benefits of scientific progress and its applications;
 - (c) To benefit from the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.
2. The steps to be taken by the States Parties to the present Covenant to achieve the full realization of this right shall include those necessary for the conservation, the development and the diffusion of science and culture.
3. The States Parties to the present Covenant undertake to respect the freedom indispensable for scientific research and creative activity.
4. The States Parties to the present Covenant recognize the benefits to be derived from the encouragement and development of international contacts and co-operation in the scientific and cultural fields.

PART IV

Article 16

1. The States Parties to the present Covenant undertake to submit in conformity with this part of the Covenant reports on the measures which they have adopted and the progress made in achieving the observance of the rights recognized herein.
2.
 - (a) All reports shall be submitted to the Secretary-General of the United Nations, who shall transmit copies to the Economic and Social Council for consideration in accordance with the provisions of the present Covenant;
 - (b) The Secretary-General of the United Nations shall also transmit to the specialized agencies copies of the reports, or any relevant parts therefrom, from States Parties to the present Covenant which are also members of these specialized agencies in so far as these reports, or parts therefrom, relate to any matters which fall within the responsibilities of the said agencies in accordance with their constitutional instruments.

Article 17

1. The States Parties to the present Covenant shall furnish their reports in stages, in accordance with a programme to be established by the Economic and Social Council within one year of the entry into force of the present Covenant after consultation with the States Parties and the specialized agencies concerned.
2. Reports may indicate factors and difficulties affecting the degree of fulfilment of obligations under the present Covenant.
3. Where relevant information has previously been furnished to the United Nations or to any specialized agency by any State Party to the present Covenant, it will not be necessary to reproduce that information, but a precise reference to the information so furnished will suffice.

Article 18

Pursuant to its responsibilities under the Charter of the United Nations in the field of human rights and fundamental freedoms, the Economic and Social Council may make arrangements with the specialized agencies in respect of their reporting to it on the progress made in achieving the observance of the provisions of the present Covenant falling within the scope of their activities. These reports may include particulars of decisions and recommendations on such implementation adopted by their competent organs.

Article 19

The Economic and Social Council may transmit to the Commission on Human Rights for study and general recommendation or, as appropriate, for information the reports concerning human rights submitted by States in accordance with articles 16 and 17, and those concerning human rights submitted by the specialized agencies in accordance with article 18.

Article 20

The States Parties to the present Covenant and the specialized agencies concerned may submit comments to the Economic and Social Council on any general recommendation under article 19 or reference to such general recommendation in any report of the Commission on Human Rights or any documentation referred to therein.

Article 21

The Economic and Social Council may submit from time to time to the General Assembly reports with recommendations of a general nature and a summary of the information received from the States Parties to the

HUMAN RIGHTS INSTRUMENTS

present Covenant and the specialized agencies on the measures taken and the progress made in achieving general observance of the rights recognized in the present Covenant.

Article 22

The Economic and Social Council may bring to the attention of other organs of the United Nations, their subsidiary organs and specialized agencies concerned with furnishing technical assistance any matters arising out of the reports referred to in this part of the present Covenant which may assist such bodies in deciding, each within its field of competence, on the advisability of international measures likely to contribute to the effective progressive implementation of the present Covenant.

Article 23

The States Parties to the present Covenant agree that international action for the achievement of the rights recognized in the present Covenant includes such methods as the conclusion of conventions, the adoption of recommendations, the furnishing of technical assistance and the holding of regional meetings and technical meetings for the purpose of consultation and study organized in conjunction with the Governments concerned.

Article 24

Nothing in the present Covenant shall be interpreted as impairing the provisions of the Charter of the United Nations and of the constitutions of the specialized agencies which define the respective responsibilities of the various organs of the United Nations and of the specialized agencies in regard to the matters dealt with in the present Covenant.

Article 25

Nothing in the present Covenant shall be interpreted as impairing the inherent right of all peoples to enjoy and utilize fully and freely their natural wealth and resources.

PART V

Article 26

1. The present Covenant is open for signature by any State Member of the United Nations or member of any of its specialized agencies, by any State Party to the Statute of the International Court of Justice, and by any other State which has been invited by the General Assembly of the United Nations to become a party to the present Covenant.
2. The present Covenant is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.
3. The present Covenant shall be open to accession by any State referred to in paragraph 1 of this article.
4. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the United Nations.
5. The Secretary-General of the United Nations shall inform all States which have signed the present Covenant or acceded to it of the deposit of each instrument of ratification or accession.

Article 27

1. The present Covenant shall enter into force three months after the date of the deposit with the Secretary-General of the United Nations of the thirty-fifth instrument of ratification or instrument of accession.
2. For each State ratifying the present Covenant or acceding to it after the deposit of the thirty-fifth instrument of ratification or instrument of accession, the present Covenant shall enter into force three months after the date of the deposit of its own instrument of ratification or instrument of accession.

Article 28

The provisions of the present Covenant shall extend to all parts of federal States without any limitations or exceptions.

Article 29

1. Any State Party to the present Covenant may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate any proposed amendments to the States Parties to the present Covenant with a request that they notify him whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that at least one third of the States Parties favours such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of the States Parties present and voting

HUMAN RIGHTS INSTRUMENTS

- at the conference shall be submitted to the General Assembly of the United Nations for approval.
2. Amendments shall come into force when they have been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of the States Parties to the present Covenant in accordance with their respective constitutional processes.
 3. When amendments come into force they shall be binding on those States Parties which have accepted them, other States Parties still being bound by the provisions of the present Covenant and any earlier amendment which they have accepted.

Article 30

Irrespective of the notifications made under article 26, paragraph 5, the Secretary-General of the United Nations shall inform all States referred to in paragraph 1 of the same article of the following particulars:

- a. Signatures, ratifications and accessions under article 26;
- b. The date of the entry into force of the present Covenant under article 27 and the date of the entry into force of any amendments under article 29.

Article 31

1. The present Covenant, of which the Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited in the archives of the United Nations.
2. The Secretary-General of the United Nations shall transmit certified copies of the present Covenant to all States referred to in article 26.

INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS

Source:



Office of the United Nations High Commissioner for Human Rights

Language:

English

Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966

Entry into force 23 March 1976, in accordance with Article 49

Preamble

The States Parties to the present Covenant,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Recognizing that these rights derive from the inherent dignity of the human person,

Recognizing that, in accordance with the Universal Declaration of Human Rights, the ideal of free human beings enjoying civil and political freedom and freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his civil and political rights, as well as his economic, social and cultural rights,

Considering the obligation of States under the Charter of the United Nations to promote universal respect for, and observance of, human rights and freedoms,

Realizing that the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant,

Agree upon the following articles:

HUMAN RIGHTS INSTRUMENTS

PART I

Article 1

1. All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.
2. All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence.
3. The States Parties to the present Covenant, including those having responsibility for the administration of Non-Self-Governing and Trust Territories, shall promote the realization of the right of self-determination, and shall respect that right, in conformity with the provisions of the Charter of the United Nations.

PART II

Article 2

1. Each State Party to the present Covenant undertakes to respect and to ensure to all individuals within its territory and subject to its jurisdiction the rights recognized in the present Covenant, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.
2. Where not already provided for by existing legislative or other measures, each State Party to the present Covenant undertakes to take the necessary steps, in accordance with its constitutional processes and with the provisions of the present Covenant, to adopt such laws or other measures as may be necessary to give effect to the rights recognized in the present Covenant.
3. Each State Party to the present Covenant undertakes:
 - (a) To ensure that any person whose rights or freedoms as herein recognized are violated shall have an effective remedy, notwithstanding that the violation has been committed by persons acting in an official capacity;
 - (b) To ensure that any person claiming such a remedy shall have his right thereto determined by competent judicial, administrative or legislative authorities, or by any other competent authority provided for by the legal system of the State, and to develop the possibilities of judicial remedy;
 - (c) To ensure that the competent authorities shall enforce such remedies when granted.

Article 3

The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all civil and political rights set forth in the present Covenant.

Article 4

1. In time of public emergency which threatens the life of the nation and the existence of which is officially proclaimed, the States Parties to the present Covenant may take measures derogating from their obligations under the present Covenant to the extent strictly required by the exigencies of the situation, provided that such measures are not inconsistent with their other obligations under international law and do not involve discrimination solely on the ground of race, colour, sex, language, religion or social origin.
2. No derogation from articles 6, 7, 8 (paragraphs 1 and 2), 11, 15, 16 and 18 may be made under this provision.
3. Any State Party to the present Covenant availing itself of the right of derogation shall immediately inform the other States Parties to the present Covenant, through the intermediary of the Secretary-General of the United Nations, of the provisions from which it has derogated and of the reasons by which it was actuated. A further communication shall be made, through the same intermediary, on the date on which it terminates such derogation.

Article 5

1. Nothing in the present Covenant may be interpreted as implying for any State, group or person any right to engage in any activity or perform any act aimed at the destruction of any of the rights and freedoms recognized herein or at their limitation to a greater extent than is provided for in the present Covenant.
2. There shall be no restriction upon or derogation from any of the fundamental human rights recognized or existing in any State Party to the present Covenant pursuant to law, conventions, regulations or custom on the pretext that the present Covenant does not recognize such rights or that it recognizes them to a lesser extent.

HUMAN RIGHTS INSTRUMENTS

PART III

Article 6

1. Every human being has the inherent right to life. This right shall be protected by law. No one shall be arbitrarily deprived of his life.
2. In countries which have not abolished the death penalty, sentence of death may be imposed only for the most serious crimes in accordance with the law in force at the time of the commission of the crime and not contrary to the provisions of the present Covenant and to the Convention on the Prevention and Punishment of the Crime of Genocide. This penalty can only be carried out pursuant to a final judgement rendered by a competent court.
3. When deprivation of life constitutes the crime of genocide, it is understood that nothing in this article shall authorize any State Party to the present Covenant to derogate in any way from any obligation assumed under the provisions of the Convention on the Prevention and Punishment of the Crime of Genocide.
4. Anyone sentenced to death shall have the right to seek pardon or commutation of the sentence. Amnesty, pardon or commutation of the sentence of death may be granted in all cases.
5. Sentence of death shall not be imposed for crimes committed by persons below eighteen years of age and shall not be carried out on pregnant women.
6. Nothing in this article shall be invoked to delay or to prevent the abolition of capital punishment by any State Party to the present Covenant.

Article 7

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his free consent to medical or scientific experimentation.

Article 8

1. No one shall be held in slavery; slavery and the slave-trade in all their forms shall be prohibited.
2. No one shall be held in servitude.
3.
 - (a) No one shall be required to perform forced or compulsory labour;
 - (b) Paragraph 3 (a) shall not be held to preclude, in countries where imprisonment with hard labour may be imposed as a punishment for a crime, the performance of hard labour in pursuance of a sentence to such punishment by a competent court;
 - (c) For the purpose of this paragraph the term «forced or compulsory labour» shall not include:
 - i) Any work or service, not referred to in subparagraph (b), normally required of a person who is under detention in consequence of a lawful order of a court, or of a person during conditional release from such detention;
 - ii) Any service of a military character and, in countries where conscientious objection is recognized, any national service required by law of conscientious objectors;
 - iii) Any service exacted in cases of emergency or calamity threatening the life or well-being of the community;
 - iv) Any work or service which forms part of normal civil obligations.

Article 9

1. Everyone has the right to liberty and security of person. No one shall be subjected to arbitrary arrest or detention. No one shall be deprived of his liberty except on such grounds and in accordance with such procedure as are established by law.
2. Anyone who is arrested shall be informed, at the time of arrest, of the reasons for his arrest and shall be promptly informed of any charges against him.
3. Anyone arrested or detained on a criminal charge shall be brought promptly before a judge or other officer authorized by law to exercise judicial power and shall be entitled to trial within a reasonable time or to release. It shall not be the general rule that persons awaiting trial shall be detained in custody, but release may be subject to guarantees to appear for trial, at any other stage of the judicial proceedings, and, should occasion arise, for execution of the judgement.
4. Anyone who is deprived of his liberty by arrest or detention shall be entitled to take proceedings before a court, in order that that court may decide without delay on the lawfulness of his detention and order his release if the detention is not lawful.
5. Anyone who has been the victim of unlawful arrest or detention shall have an enforceable right to compensation.

Article 10

1. All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of

HUMAN RIGHTS INSTRUMENTS

the human person.

2.
 - (a) Accused persons shall, save in exceptional circumstances, be segregated from convicted persons and shall be subject to separate treatment appropriate to their status as unconvicted persons;
 - (b) Accused juvenile persons shall be separated from adults and brought as speedily as possible for adjudication.
3. The penitentiary system shall comprise treatment of prisoners the essential aim of which shall be their reformation and social rehabilitation. Juvenile offenders shall be segregated from adults and be accorded treatment appropriate to their age and legal status.

Article 11

No one shall be imprisoned merely on the ground of inability to fulfil a contractual obligation.

Article 12

1. Everyone lawfully within the territory of a State shall, within that territory, have the right to liberty of movement and freedom to choose his residence.
2. Everyone shall be free to leave any country, including his own.
3. The above-mentioned rights shall not be subject to any restrictions except those which are provided by law, are necessary to protect national security, public order (ordre public), public health or morals or the rights and freedoms of others, and are consistent with the other rights recognized in the present Covenant.
4. No one shall be arbitrarily deprived of the right to enter his own country.

Article 13

An alien lawfully in the territory of a State Party to the present Covenant may be expelled therefrom only in pursuance of a decision reached in accordance with law and shall, except where compelling reasons of national security otherwise require, be allowed to submit the reasons against his expulsion and to have his case reviewed by, and be represented for the purpose before, the competent authority or a person or persons especially designated by the competent authority.

Article 14

1. All persons shall be equal before the courts and tribunals. In the determination of any criminal charge against him, or of his rights and obligations in a suit at law, everyone shall be entitled to a fair and public hearing by a competent, independent and impartial tribunal established by law. The press and the public may be excluded from all or part of a trial for reasons of morals, public order (ordre public) or national security in a democratic society, or when the interest of the private lives of the parties so requires, or to the extent strictly necessary in the opinion of the court in special circumstances where publicity would prejudice the interests of justice; but any judgement rendered in a criminal case or in a suit at law shall be made public except where the interest of juvenile persons otherwise requires or the proceedings concern matrimonial disputes or the guardianship of children.
2. Everyone charged with a criminal offence shall have the right to be presumed innocent until proved guilty according to law.
3. In the determination of any criminal charge against him, everyone shall be entitled to the following minimum guarantees, in full equality:
 - (a) To be informed promptly and in detail in a language which he understands of the nature and cause of the charge against him;
 - (b) To have adequate time and facilities for the preparation of his defence and to communicate with counsel of his own choosing;
 - (c) To be tried without undue delay;
 - (d) To be tried in his presence, and to defend himself in person or through legal assistance of his own choosing; to be informed, if he does not have legal assistance, of this right; and to have legal assistance assigned to him, in any case where the interests of justice so require, and without payment by him in any such case if he does not have sufficient means to pay for it;
 - (e) To examine, or have examined, the witnesses against him and to obtain the attendance and examination of witnesses on his behalf under the same conditions as witnesses against him;
 - (f) To have the free assistance of an interpreter if he cannot understand or speak the language used in court;
 - (g) Not to be compelled to testify against himself or to confess guilt.
4. In the case of juvenile persons, the procedure shall be such as will take account of their age and the desirability of promoting their rehabilitation.
5. Everyone convicted of a crime shall have the right to his conviction and sentence being reviewed by a higher

HUMAN RIGHTS INSTRUMENTS

tribunal according to law.

6. When a person has by a final decision been convicted of a criminal offence and when subsequently his conviction has been reversed or he has been pardoned on the ground that a new or newly discovered fact shows conclusively that there has been a miscarriage of justice, the person who has suffered punishment as a result of such conviction shall be compensated according to law, unless it is proved that the non-disclosure of the unknown fact in time is wholly or partly attributable to him.
7. No one shall be liable to be tried or punished again for an offence for which he has already been finally convicted or acquitted in accordance with the law and penal procedure of each country.

Article 15

1. No one shall be held guilty of any criminal offence on account of any act or omission which did not constitute a criminal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time when the criminal offence was committed. If, subsequent to the commission of the offence, provision is made by law for the imposition of the lighter penalty, the offender shall benefit thereby.
2. Nothing in this article shall prejudice the trial and punishment of any person for any act or omission which, at the time when it was committed, was criminal according to the general principles of law recognized by the community of nations.

Article 16

Everyone shall have the right to recognition everywhere as a person before the law.

Article 17

1. No one shall be subjected to arbitrary or unlawful interference with his privacy, family, or correspondence, nor to unlawful attacks on his honour and reputation.
2. Everyone has the right to the protection of the law against such interference or attacks.

Article 18

1. Everyone shall have the right to freedom of thought, conscience and religion. This right shall include freedom to have or to adopt a religion or belief of his choice, and freedom, either individually or in community with others and in public or private, to manifest his religion or belief in worship, observance, practice and teaching.
2. No one shall be subject to coercion which would impair his freedom to have or to adopt a religion or belief of his choice.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health, or morals or the fundamental rights and freedoms of others.
4. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.

Article 19

1. Everyone shall have the right to hold opinions without interference.
2. Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice.
3. The exercise of the rights provided for in paragraph 2 of this article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputations of others;
 - (b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 20

1. Any propaganda for war shall be prohibited by law.
2. Any advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence shall be prohibited by law.

Article 21

The right of peaceful assembly shall be recognized. No restrictions may be placed on the exercise of this right other

HUMAN RIGHTS INSTRUMENTS

than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 22

1. Everyone shall have the right to freedom of association with others, including the right to form and join trade unions for the protection of his interests.
2. No restrictions may be placed on the exercise of this right other than those which are prescribed by law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others. This article shall not prevent the imposition of lawful restrictions on members of the armed forces and of the police in their exercise of this right.
3. Nothing in this article shall authorize States Parties to the International Labour Organisation Convention of 1948 concerning Freedom of Association and Protection of the Right to Organize to take legislative measures which would prejudice, or to apply the law in such a manner as to prejudice, the guarantees provided for in that Convention.

Article 23

1. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.
2. The right of men and women of marriageable age to marry and to found a family shall be recognized.
3. No marriage shall be entered into without the free and full consent of the intending spouses.
4. States Parties to the present Covenant shall take appropriate steps to ensure equality of rights and responsibilities of spouses as to marriage, during marriage and at its dissolution. In the case of dissolution, provision shall be made for the necessary protection of any children.

Article 24

1. Every child shall have, without any discrimination as to race, colour, sex, language, religion, national or social origin, property or birth, the right to such measures of protection as are required by his status as a minor, on the part of his family, society and the State.
2. Every child shall be registered immediately after birth and shall have a name.
3. Every child has the right to acquire a nationality.

Article 25

Every citizen shall have the right and the opportunity, without any of the distinctions mentioned in article 2 and without unreasonable restrictions:

- a. To take part in the conduct of public affairs, directly or through freely chosen representatives;
- b. To vote and to be elected at genuine periodic elections which shall be by universal and equal suffrage and shall be held by secret ballot, guaranteeing the free expression of the will of the electors;
- c. To have access, on general terms of equality, to public service in his country.

Article 26

All persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall prohibit any discrimination and guarantee to all persons equal and effective protection against discrimination on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 27

In those States in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practise their own religion, or to use their own language.

PART IV

Article 28

1. There shall be established a Human Rights Committee (hereafter referred to in the present Covenant as the Committee). It shall consist of eighteen members and shall carry out the functions hereinafter provided.
2. The Committee shall be composed of nationals of the States Parties to the present Covenant who shall be

HUMAN RIGHTS INSTRUMENTS

persons of high moral character and recognized competence in the field of human rights, consideration being given to the usefulness of the participation of some persons having legal experience.

3. The members of the Committee shall be elected and shall serve in their personal capacity.

Article 29

1. The members of the Committee shall be elected by secret ballot from a list of persons possessing the qualifications prescribed in article 28 and nominated for the purpose by the States Parties to the present Covenant.
2. Each State Party to the present Covenant may nominate not more than two persons. These persons shall be nationals of the nominating State.
3. A person shall be eligible for renomination.

Article 30

1. The initial election shall be held no later than six months after the date of the entry into force of the present Covenant.
2. At least four months before the date of each election to the Committee, other than an election to fill a vacancy declared in accordance with article 34, the Secretary-General of the United Nations shall address a written invitation to the States Parties to the present Covenant to submit their nominations for membership of the Committee within three months.
3. The Secretary-General of the United Nations shall prepare a list in alphabetical order of all the persons thus nominated, with an indication of the States Parties which have nominated them, and shall submit it to the States Parties to the present Covenant no later than one month before the date of each election.
4. Elections of the members of the Committee shall be held at a meeting of the States Parties to the present Covenant convened by the Secretary General of the United Nations at the Headquarters of the United Nations. At that meeting, for which two thirds of the States Parties to the present Covenant shall constitute a quorum, the persons elected to the Committee shall be those nominees who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

Article 31

1. The Committee may not include more than one national of the same State.
2. In the election of the Committee, consideration shall be given to equitable geographical distribution of membership and to the representation of the different forms of civilization and of the principal legal systems.

Article 32

1. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. However, the terms of nine of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these nine members shall be chosen by lot by the Chairman of the meeting referred to in article 30, paragraph 4.
2. Elections at the expiry of office shall be held in accordance with the preceding articles of this part of the present Covenant.

Article 33

1. If, in the unanimous opinion of the other members, a member of the Committee has ceased to carry out his functions for any cause other than absence of a temporary character, the Chairman of the Committee shall notify the Secretary-General of the United Nations, who shall then declare the seat of that member to be vacant.
2. In the event of the death or the resignation of a member of the Committee, the Chairman shall immediately notify the Secretary-General of the United Nations, who shall declare the seat vacant from the date of death or the date on which the resignation takes effect.

Article 34

1. When a vacancy is declared in accordance with article 33 and if the term of office of the member to be replaced does not expire within six months of the declaration of the vacancy, the Secretary-General of the United Nations shall notify each of the States Parties to the present Covenant, which may within two months submit nominations in accordance with article 29 for the purpose of filling the vacancy.
2. The Secretary-General of the United Nations shall prepare a list in alphabetical order of the persons thus nominated and shall submit it to the States Parties to the present Covenant. The election to fill the vacancy shall then take place in accordance with the relevant provisions of this part of the present Covenant.
3. A member of the Committee elected to fill a vacancy declared in accordance with article 33 shall hold office for the remainder of the term of the member who vacated the seat on the Committee under the provisions of that

HUMAN RIGHTS INSTRUMENTS

article.

Article 35

The members of the Committee shall, with the approval of the General Assembly of the United Nations, receive emoluments from United Nations resources on such terms and conditions as the General Assembly may decide, having regard to the importance of the Committee's responsibilities.

Article 36

The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Covenant.

Article 37

1. The Secretary-General of the United Nations shall convene the initial meeting of the Committee at the Headquarters of the United Nations.
2. After its initial meeting, the Committee shall meet at such times as shall be provided in its rules of procedure.
3. The Committee shall normally meet at the Headquarters of the United Nations or at the United Nations Office at Geneva.

Article 38

Every member of the Committee shall, before taking up his duties, make a solemn declaration in open committee that he will perform his functions impartially and conscientiously.

Article 39

1. The Committee shall elect its officers for a term of two years. They may be re-elected.
2. The Committee shall establish its own rules of procedure, but these rules shall provide, inter alia, that:
 - (a) Twelve members shall constitute a quorum;
 - (b) Decisions of the Committee shall be made by a majority vote of the members present.

Article 40

1. The States Parties to the present Covenant undertake to submit reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made in the enjoyment of those rights:
 - (a) Within one year of the entry into force of the present Covenant for the States Parties concerned;
 - (b) Thereafter whenever the Committee so requests.
2. All reports shall be submitted to the Secretary-General of the United Nations, who shall transmit them to the Committee for consideration. Reports shall indicate the factors and difficulties, if any, affecting the implementation of the present Covenant.
3. The Secretary-General of the United Nations may, after consultation with the Committee, transmit to the specialized agencies concerned copies of such parts of the reports as may fall within their field of competence.
4. The Committee shall study the reports submitted by the States Parties to the present Covenant. It shall transmit its reports, and such general comments as it may consider appropriate, to the States Parties. The Committee may also transmit to the Economic and Social Council these comments along with the copies of the reports it has received from States Parties to the present Covenant.
5. The States Parties to the present Covenant may submit to the Committee observations on any comments that may be made in accordance with paragraph 4 of this article.

Article 41

1. A State Party to the present Covenant may at any time declare under this article that it recognizes the competence of the Committee to receive and consider communications to the effect that a State Party claims that another State Party is not fulfilling its obligations under the present Covenant. Communications under this article may be received and considered only if submitted by a State Party which has made a declaration recognizing in regard to itself the competence of the Committee. No communication shall be received by the Committee if it concerns a State Party which has not made such a declaration. Communications received under this article shall be dealt with in accordance with the following procedure:
 - (a) If a State Party to the present Covenant considers that another State Party is not giving effect to the provisions of the present Covenant, it may, by written communication, bring the matter to the attention of that State Party. Within three months after the receipt of the communication the receiving State shall afford the State which sent the communication an explanation, or any other statement in writing clarifying the matter which should include, to the extent possible and pertinent, reference to domestic procedures and remedies taken,

HUMAN RIGHTS INSTRUMENTS

- pending, or available in the matter;
- (b) If the matter is not adjusted to the satisfaction of both States Parties concerned within six months after the receipt by the receiving State of the initial communication, either State shall have the right to refer the matter to the Committee, by notice given to the Committee and to the other State;
- (c) The Committee shall deal with a matter referred to it only after it has ascertained that all available domestic remedies have been invoked and exhausted in the matter, in conformity with the generally recognized principles of international law. This shall not be the rule where the application of the remedies is unreasonably prolonged;
- (d) The Committee shall hold closed meetings when examining communications under this article;
- (e) Subject to the provisions of subparagraph (c), the Committee shall make available its good offices to the States Parties concerned with a view to a friendly solution of the matter on the basis of respect for human rights and fundamental freedoms as recognized in the present Covenant;
- (f) In any matter referred to it, the Committee may call upon the States Parties concerned, referred to in subparagraph (b), to supply any relevant information;
- (g) The States Parties concerned, referred to in subparagraph (b), shall have the right to be represented when the matter is being considered in the Committee and to make submissions orally and/or in writing;
- (h) The Committee shall, within twelve months after the date of receipt of notice under subparagraph (b), submit a report:
 - i) If a solution within the terms of subparagraph (e) is reached, the Committee shall confine its report to a brief statement of the facts and of the solution reached;
 - ii) If a solution within the terms of subparagraph (e) is not reached, the Committee shall confine its report to a brief statement of the facts; the written submissions and record of the oral submissions made by the States Parties concerned shall be attached to the report. In every matter, the report shall be communicated to the States Parties concerned.
- 2. The provisions of this article shall come into force when ten States Parties to the present Covenant have made declarations under paragraph 1 of this article. Such declarations shall be deposited by the States Parties with the Secretary-General of the United Nations, who shall transmit copies thereof to the other States Parties. A declaration may be withdrawn at any time by notification to the Secretary-General. Such a withdrawal shall not prejudice the consideration of any matter which is the subject of a communication already transmitted under this article; no further communication by any State Party shall be received after the notification of withdrawal of the declaration has been received by the Secretary-General, unless the State Party concerned has made a new declaration.

Article 42

1.
 - (a) If a matter referred to the Committee in accordance with article 41 is not resolved to the satisfaction of the States Parties concerned, the Committee may, with the prior consent of the States Parties concerned, appoint an ad hoc Conciliation Commission (hereinafter referred to as the Commission). The good offices of the Commission shall be made available to the States Parties concerned with a view to an amicable solution of the matter on the basis of respect for the present Covenant;
 - (b) The Commission shall consist of five persons acceptable to the States Parties concerned. If the States Parties concerned fail to reach agreement within three months on all or part of the composition of the Commission, the members of the Commission concerning whom no agreement has been reached shall be elected by secret ballot by a two-thirds majority vote of the Committee from among its members.
2. The members of the Commission shall serve in their personal capacity. They shall not be nationals of the States Parties concerned, or of a State not Party to the present Covenant, or of a State Party which has not made a declaration under article 41.
3. The Commission shall elect its own Chairman and adopt its own rules of procedure.
4. The meetings of the Commission shall normally be held at the Headquarters of the United Nations or at the United Nations Office at Geneva. However, they may be held at such other convenient places as the Commission may determine in consultation with the Secretary-General of the United Nations and the States Parties concerned.
5. The secretariat provided in accordance with article 36 shall also service the commissions appointed under this article.
6. The information received and collated by the Committee shall be made available to the Commission and the Commission may call upon the States Parties concerned to supply any other relevant information.
7. When the Commission has fully considered the matter, but in any event not later than twelve months after having been seized of the matter, it shall submit to the Chairman of the Committee a report for communication to the States Parties concerned:

HUMAN RIGHTS INSTRUMENTS

- (a) If the Commission is unable to complete its consideration of the matter within twelve months, it shall confine its report to a brief statement of the status of its consideration of the matter;
 - (b) If an amicable solution to the matter on tie basis of respect for human rights as recognized in the present Covenant is reached, the Commission shall confine its report to a brief statement of the facts and of the solution reached;
 - (c) If a solution within the terms of subparagraph (b) is not reached, the Commission's report shall embody its findings on all questions of fact relevant to the issues between the States Parties concerned, and its views on the possibilities of an amicable solution of the matter. This report shall also contain the written submissions and a record of the oral submissions made by the States Parties concerned;
 - (d) If the Commission's report is submitted under subparagraph (c), the States Parties concerned shall, within three months of the receipt of the report, notify the Chairman of the Committee whether or not they accept the contents of the report of the Commission.
8. The provisions of this article are without prejudice to the responsibilities of the Committee under article 41.
 9. The States Parties concerned shall share equally all the expenses of the members of the Commission in accordance with estimates to be provided by the Secretary-General of the United Nations.
 10. The Secretary-General of the United Nations shall be empowered to pay the expenses of the members of the Commission, if necessary, before reimbursement by the States Parties concerned, in accordance with paragraph 9 of this article.

Article 43

The members of the Committee, and of the ad hoc conciliation commissions which may be appointed under article 42, shall be entitled to the facilities, privileges and immunities of experts on mission for the United Nations as laid down in the relevant sections of the Convention on the Privileges and Immunities of the United Nations.

Article 44

The provisions for the implementation of the present Covenant shall apply without prejudice to the procedures prescribed in the field of human rights by or under the constituent instruments and the conventions of the United Nations and of the specialized agencies and shall not prevent the States Parties to the present Covenant from having recourse to other procedures for settling a dispute in accordance with general or special international agreements in force between them.

Article 45

The Committee shall submit to the General Assembly of the United Nations, through the Economic and Social Council, an annual report on its activities.

PART V

Article 46

Nothing in the present Covenant shall be interpreted as impairing the provisions of the Charter of the United Nations and of the constitutions of the specialized agencies which define the respective responsibilities of the various organs of the United Nations and of the specialized agencies in regard to the matters dealt with in the present Covenant.

Article 47

Nothing in the present Covenant shall be interpreted as impairing the inherent right of all peoples to enjoy and utilize fully and freely their natural wealth and resources.

PART VI

Article 48

1. The present Covenant is open for signature by any State Member of the United Nations or member of any of its specialized agencies, by any State Party to the Statute of the International Court of Justice, and by any other State which has been invited by the General Assembly of the United Nations to become a Party to the present Covenant.
2. The present Covenant is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.
3. The present Covenant shall be open to accession by any State referred to in paragraph 1 of this article.
4. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the

HUMAN RIGHTS INSTRUMENTS

United Nations.

5. The Secretary-General of the United Nations shall inform all States which have signed this Covenant or acceded to it of the deposit of each instrument of ratification or accession.

Article 49

1. The present Covenant shall enter into force three months after the date of the deposit with the Secretary-General of the United Nations of the thirty-fifth instrument of ratification or instrument of accession.
2. For each State ratifying the present Covenant or acceding to it after the deposit of the thirty- fifth instrument of ratification or instrument of accession, the present Covenant shall enter into force three months after the date of the deposit of its own instrument of ratification or instrument of accession.

Article 50

The provisions of the present Covenant shall extend to all parts of federal States without any limitations or exceptions.

Article 51

1. Any State Party to the present Covenant may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General of the United Nations shall thereupon communicate any proposed amendments to the States Parties to the present Covenant with a request that they notify him whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that at least one third of the States Parties favours such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of the States Parties present and voting at the conference shall be submitted to the General Assembly of the United Nations for approval.
2. Amendments shall come into force when they have been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of the States Parties to the present Covenant in accordance with their respective constitutional processes. 3. When amendments come into force, they shall be binding on those States Parties which have accepted them, other States Parties still being bound by the provisions of the present Covenant and any earlier amendment which they have accepted.

Article 52

1. Irrespective of the notifications made under article 48, paragraph 5, the Secretary-General of the United Nations shall inform all States referred to in paragraph 1 of the same article of the following particulars:
 - (a) Signatures, ratifications and accessions under article 48;
 - (b) The date of the entry into force of the present Covenant under article 49 and the date of the entry into force of any amendments under article 51.

Article 53

1. The present Covenant, of which the Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited in the archives of the United Nations.
2. The Secretary-General of the United Nations shall transmit certified copies of the present Covenant to all States referred to in article 48.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

Source:



United Nations Permanent Forum on Indigenous Issues

Language:

English (also available in 6 official UN languages plus many unofficial translations)

Adopted by General Assembly Resolution 61/295 on 13 September 2007

The General Assembly,

Guided by the purposes and principles of the Charter of the United Nations, and good faith in the fulfilment of the

HUMAN RIGHTS INSTRUMENTS

obligations assumed by States in accordance with the Charter,

Affirming that indigenous peoples are equal to all other peoples, while recognizing the right of all peoples to be different, to consider themselves different, and to be respected as such,

Affirming also that all peoples contribute to the diversity and richness of civilizations and cultures, which constitute the common heritage of humankind,

Affirming further that all doctrines, policies and practices based on or advocating superiority of peoples or individuals on the basis of national origin or racial, religious, ethnic or cultural differences are racist, scientifically false, legally invalid, morally condemnable and socially unjust,

Reaffirming that indigenous peoples, in the exercise of their rights, should be free from discrimination of any kind,

Concerned that indigenous peoples have suffered from historic injustices as a result of, inter alia, their colonization and dispossession of their lands, territories and resources, thus preventing them from exercising, in particular, their right to development in accordance with their own needs and interests,

Recognizing the urgent need to respect and promote the inherent rights of indigenous peoples which derive from their political, economic and social structures and from their cultures, spiritual traditions, histories and philosophies, especially their rights to their lands, territories and resources,

Recognizing also the urgent need to respect and promote the rights of indigenous peoples affirmed in treaties, agreements and other constructive arrangements with States,

Welcoming the fact that indigenous peoples are organizing themselves for political, economic, social and cultural enhancement and in order to bring to an end all forms of discrimination and oppression wherever they occur,

Convinced that control by indigenous peoples over developments affecting them and their lands, territories and resources will enable them to maintain and strengthen their institutions, cultures and traditions, and to promote their development in accordance with their aspirations and needs,

Recognizing that respect for indigenous knowledge, cultures and traditional practices contributes to sustainable and equitable development and proper management of the environment,

Emphasizing the contribution of the demilitarization of the lands and territories of indigenous peoples to peace, economic and social progress and development, understanding and friendly relations among nations and peoples of the world,

Recognizing in particular the right of indigenous families and communities to retain shared responsibility for the upbringing, training, education and well-being of their children, consistent with the rights of the child,

Considering that the rights affirmed in treaties, agreements and other constructive arrangements between States and indigenous peoples are, in some situations, matters of international concern, interest, responsibility and character,

Considering also that treaties, agreements and other constructive arrangements, and the relationship they represent, are the basis for a strengthened partnership between indigenous peoples and States,

Acknowledging that the Charter of the United Nations, the International Covenant on Economic, Social and Cultural Rights (2) and the International Covenant on Civil and Political Rights,² as well as the Vienna Declaration and Programme of Action,⁽³⁾ affirm the fundamental importance of the right to self-determination of all peoples, by virtue of which they freely determine their political status and freely pursue their economic, social and cultural development,

Bearing in mind that nothing in this Declaration may be used to deny any peoples their right to self-determination, exercised in conformity with international law,

HUMAN RIGHTS INSTRUMENTS

Convinced that the recognition of the rights of indigenous peoples in this Declaration will enhance harmonious and cooperative relations between the State and indigenous peoples, based on principles of justice, democracy, respect for human rights, non-discrimination and good faith,

Encouraging States to comply with and effectively implement all their obligations as they apply to indigenous peoples under international instruments, in particular those related to human rights, in consultation and cooperation with the peoples concerned,

Emphasizing that the United Nations has an important and continuing role to play in promoting and protecting the rights of indigenous peoples,

Believing that this Declaration is a further important step forward for the recognition, promotion and protection of the rights and freedoms of indigenous peoples and in the development of relevant activities of the United Nations system in this field,

Recognizing and reaffirming that indigenous individuals are entitled without discrimination to all human rights recognized in international law, and that indigenous peoples possess collective rights which are indispensable for their existence, well-being and integral development as peoples,

Recognizing that the situation of indigenous peoples varies from region to region and from country to country and that the significance of national and regional particularities and various historical and cultural backgrounds should be taken into consideration,

Solemnly proclaims the following United Nations Declaration on the Rights of Indigenous Peoples as a standard of achievement to be pursued in a spirit of partnership and mutual respect:

Article 1

Indigenous peoples have the right to the full enjoyment, as a collective or as individuals, of all human rights and fundamental freedoms as recognized in the Charter of the United Nations, the Universal Declaration of Human Rights and international human rights law.

Article 2

Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity.

Article 3

Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Article 4

Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions.

Article 5

Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.

Article 6

Every indigenous individual has the right to a nationality.

Article 7

1. Indigenous individuals have the rights to life, physical and mental integrity, liberty and security of person.
2. Indigenous peoples have the collective right to live in freedom, peace and security as distinct peoples and shall not be subjected to any act of genocide or any other act of violence, including forcibly removing children of the group to another group.

HUMAN RIGHTS INSTRUMENTS

Article 8

1. Indigenous peoples and individuals have the right not to be subjected to forced assimilation or destruction of their culture.
2. States shall provide effective mechanisms for prevention of, and redress for:
 - (a) Any action which has the aim or effect of depriving them of their integrity as distinct peoples, or of their cultural values or ethnic identities;
 - (b) Any action which has the aim or effect of dispossessing them of their lands, territories or resources;
 - (c) Any form of forced population transfer which has the aim or effect of violating or undermining any of their rights;
 - (d) Any form of forced assimilation or integration;
 - (e) Any form of propaganda designed to promote or incite racial or ethnic discrimination directed against them.

Article 9

Indigenous peoples and individuals have the right to belong to an indigenous community or nation, in accordance with the traditions and customs of the community or nation concerned. No discrimination of any kind may arise from the exercise of such a right.

Article 10

Indigenous peoples shall not be forcibly removed from their lands or territories. No relocation shall take place without the free, prior and informed consent of the indigenous peoples concerned and after agreement on just and fair compensation and, where possible, with the option of return.

Article 11

1. Indigenous peoples have the right to practise and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.
2. States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.

Article 12

1. Indigenous peoples have the right to manifest, practise, develop and teach their spiritual and religious traditions, customs and ceremonies; the right to maintain, protect, and have access in privacy to their religious and cultural sites; the right to the use and control of their ceremonial objects; and the right to the repatriation of their human remains.
2. States shall seek to enable the access and/or repatriation of ceremonial objects and human remains in their possession through fair, transparent and effective mechanisms developed in conjunction with indigenous peoples concerned.

Article 13

1. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.
2. States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

HUMAN RIGHTS INSTRUMENTS

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

Article 16

1. Indigenous peoples have the right to establish their own media in their own languages and to have access to all forms of non-indigenous media without discrimination.
2. States shall take effective measures to ensure that State-owned media duly reflect indigenous cultural diversity. States, without prejudice to ensuring full freedom of expression, should encourage privately owned media to adequately reflect indigenous cultural diversity.

Article 17

1. Indigenous individuals and peoples have the right to enjoy fully all rights established under applicable international and domestic labour law.
2. States shall in consultation and cooperation with indigenous peoples take specific measures to protect indigenous children from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development, taking into account their special vulnerability and the importance of education for their empowerment.
3. Indigenous individuals have the right not to be subjected to any discriminatory conditions of labour and, inter alia, employment or salary.

Article 18

Indigenous peoples have the right to participate in decision-making in matters which would affect their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own indigenous decision-making institutions.

Article 19

States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free, prior and informed consent before adopting and implementing legislative or administrative measures that may affect them.

Article 20

1. Indigenous peoples have the right to maintain and develop their political, economic and social systems or institutions, to be secure in the enjoyment of their own means of subsistence and development, and to engage freely in all their traditional and other economic activities.
2. Indigenous peoples deprived of their means of subsistence and development are entitled to just and fair redress.

Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.
2. States shall take effective measures and, where appropriate, special measures to ensure continuing improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities.

Article 22

1. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities in the implementation of this Declaration.
2. States shall take measures, in conjunction with indigenous peoples, to ensure that indigenous women and children enjoy the full protection and guarantees against all forms of violence and discrimination.

Article 23

Indigenous peoples have the right to determine and develop priorities and strategies for exercising their right to

HUMAN RIGHTS INSTRUMENTS

development. In particular, indigenous peoples have the right to be actively involved in developing and determining health, housing and other economic and social programmes affecting them and, as far as possible, to administer such programmes through their own institutions.

Article 24

1. Indigenous peoples have the right to their traditional medicines and to maintain their health practices, including the conservation of their vital medicinal plants, animals and minerals. Indigenous individuals also have the right to access, without any discrimination, to all social and health services.
2. Indigenous individuals have an equal right to the enjoyment of the highest attainable standard of physical and mental health. States shall take the necessary steps with a view to achieving progressively the full realization of this right.

Article 25

Indigenous peoples have the right to maintain and strengthen their distinctive spiritual relationship with their traditionally owned or otherwise occupied and used lands, territories, waters and coastal seas and other resources and to uphold their responsibilities to future generations in this regard.

Article 26

1. Indigenous peoples have the right to the lands, territories and resources which they have traditionally owned, occupied or otherwise used or acquired.
2. Indigenous peoples have the right to own, use, develop and control the lands, territories and resources that they possess by reason of traditional ownership or other traditional occupation or use, as well as those which they have otherwise acquired.
3. States shall give legal recognition and protection to these lands, territories and resources. Such recognition shall be conducted with due respect to the customs, traditions and land tenure systems of the indigenous peoples concerned.

Article 27

States shall establish and implement, in conjunction with indigenous peoples concerned, a fair, independent, impartial, open and transparent process, giving due recognition to indigenous peoples' laws, traditions, customs and land tenure systems, to recognize and adjudicate the rights of indigenous peoples pertaining to their lands, territories and resources, including those which were traditionally owned or otherwise occupied or used. Indigenous peoples shall have the right to participate in this process.

Article 28

1. Indigenous peoples have the right to redress, by means that can include restitution or, when this is not possible, just, fair and equitable compensation, for the lands, territories and resources which they have traditionally owned or otherwise occupied or used, and which have been confiscated, taken, occupied, used or damaged without their free, prior and informed consent.
2. Unless otherwise freely agreed upon by the peoples concerned, compensation shall take the form of lands, territories and resources equal in quality, size and legal status or of monetary compensation or other appropriate redress.

Article 29

1. Indigenous peoples have the right to the conservation and protection of the environment and the productive capacity of their lands or territories and resources. States shall establish and implement assistance programmes for indigenous peoples for such conservation and protection, without discrimination.
2. States shall take effective measures to ensure that no storage or disposal of hazardous materials shall take place in the lands or territories of indigenous peoples without their free, prior and informed consent.
3. States shall also take effective measures to ensure, as needed, that programmes for monitoring, maintaining and restoring the health of indigenous peoples, as developed and implemented by the peoples affected by such materials, are duly implemented.

Article 30

1. Military activities shall not take place in the lands or territories of indigenous peoples, unless justified by a relevant public interest or otherwise freely agreed with or requested by the indigenous peoples concerned.
2. States shall undertake effective consultations with the indigenous peoples concerned, through appropriate procedures and in particular through their representative institutions, prior to using their lands or territories for

6 HUMAN RIGHTS INSTRUMENTS

military activities.

Article 31

1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.
2. In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.

Article 32

1. Indigenous peoples have the right to determine and develop priorities and strategies for the development or use of their lands or territories and other resources.
2. States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free and informed consent prior to the approval of any project affecting their lands or territories and other resources, particularly in connection with the development, utilization or exploitation of mineral, water or other resources.
3. States shall provide effective mechanisms for just and fair redress for any such activities, and appropriate measures shall be taken to mitigate adverse environmental, economic, social, cultural or spiritual impact.

Article 33

1. Indigenous peoples have the right to determine their own identity or membership in accordance with their customs and traditions. This does not impair the right of indigenous individuals to obtain citizenship of the States in which they live.
2. Indigenous peoples have the right to determine the structures and to select the membership of their institutions in accordance with their own procedures.

Article 34

Indigenous peoples have the right to promote, develop and maintain their institutional structures and their distinctive customs, spirituality, traditions, procedures, practices and, in the cases where they exist, juridical systems or customs, in accordance with international human rights standards.

Article 35

Indigenous peoples have the right to determine the responsibilities of individuals to their communities.

Article 36

1. Indigenous peoples, in particular those divided by international borders, have the right to maintain and develop contacts, relations and cooperation, including activities for spiritual, cultural, political, economic and social purposes, with their own members as well as other peoples across borders.
2. States, in consultation and cooperation with indigenous peoples, shall take effective measures to facilitate the exercise and ensure the implementation of this right.

Article 37

1. Indigenous peoples have the right to the recognition, observance and enforcement of treaties, agreements and other constructive arrangements concluded with States or their successors and to have States honour and respect such treaties, agreements and other constructive arrangements.
2. Nothing in this Declaration may be interpreted as diminishing or eliminating the rights of indigenous peoples contained in treaties, agreements and other constructive arrangements.

Article 38

States in consultation and cooperation with indigenous peoples, shall take the appropriate measures, including legislative measures, to achieve the ends of this Declaration.

Article 39

Indigenous peoples have the right to have access to financial and technical assistance from States and through international cooperation, for the enjoyment of the rights contained in this Declaration.

6 HUMAN RIGHTS INSTRUMENTS

Article 40

Indigenous peoples have the right to access to and prompt decision through just and fair procedures for the resolution of conflicts and disputes with States or other parties, as well as to effective remedies for all infringements of their individual and collective rights. Such a decision shall give due consideration to the customs, traditions, rules and legal systems of the indigenous peoples concerned and international human rights.

Article 41

The organs and specialized agencies of the United Nations system and other intergovernmental organizations shall contribute to the full realization of the provisions of this Declaration through the mobilization, inter alia, of financial cooperation and technical assistance. Ways and means of ensuring participation of indigenous peoples on issues affecting them shall be established.

Article 42

The United Nations, its bodies, including the Permanent Forum on Indigenous Issues, and specialized agencies, including at the country level, and States shall promote respect for and full application of the provisions of this Declaration and follow up the effectiveness of this Declaration.

Article 43

The rights recognized herein constitute the minimum standards for the survival, dignity and well-being of the indigenous peoples of the world.

Article 44

All the rights and freedoms recognized herein are equally guaranteed to male and female indigenous individuals.

Article 45

Nothing in this Declaration may be construed as diminishing or extinguishing the rights indigenous peoples have now or may acquire in the future.

Article 46

1. Nothing in this Declaration may be interpreted as implying for any State, people, group or person any right to engage in any activity or to perform any act contrary to the Charter of the United Nations or construed as authorizing or encouraging any action which would dismember or impair, totally or in part, the territorial integrity or political unity of sovereign and independent States.
2. In the exercise of the rights enunciated in the present Declaration, human rights and fundamental freedoms of all shall be respected. The exercise of the rights set forth in this Declaration shall be subject only to such limitations as are determined by law and in accordance with international human rights obligations. Any such limitations shall be non-discriminatory and strictly necessary solely for the purpose of securing due recognition and respect for the rights and freedoms of others and for meeting the just and most compelling requirements of a democratic society.
3. The provisions set forth in this Declaration shall be interpreted in accordance with the principles of justice, democracy, respect for human rights, equality, non-discrimination, good governance and good faith.

(2) See resolution 2200 A (XXI), annex.

(3) A/CONF.157/24 (Part I), chap. III.

(4) Resolution 217 A (III).

Tape number:

Project title:

[illegible]