

Results of the synthesis research phase for dissemination

The research phase of the VISTA project was concerned with literature review of the use of Participatory Video approaches from six different European countries on perspectives of modern use of PV methodology for adult education and social inclusion. The six European countries are namely: Italy, United Kingdom, Spain, Greece, Germany and Lithuania.

The central part of the literature review consists of six research case studies. It is found that participatory video is appropriate to facilitate processes such as increase participative communication, provide empowerment for disadvantaged groups and facilitate knowledge generation and capacity building

The following sections describes a summary of the distinct functions of the cases of each participating country



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Case Study 1: Participating Country - UNITED KINGDOM

This literature review and report in the UK focused on the method of using Participatory Video (PV) for disadvantaged people especially (though not exclusively) for those with mental disabilities. The issues under investigation were to address experiences of the use of PV, issues around empowerment of marginalised and disadvantaged groups, investigating the “process” of using PV and evaluating the efficacy of use of PV. In summary, it was found that the majority of the research and applications of PV were concerned with empowerment of marginalised individuals who were socially excluded due to their social, physical, or mental health issues. In terms of the outcome, the reports on the experience of using PV were mostly positive. Many authors adopted a qualitative method and described the individuals’ experience, context, and processes that led to the outcome. Results of the UK literature review showed that the use of PV improves participative communication and facilitates learning, providing a scope for understanding participants’ experiences.

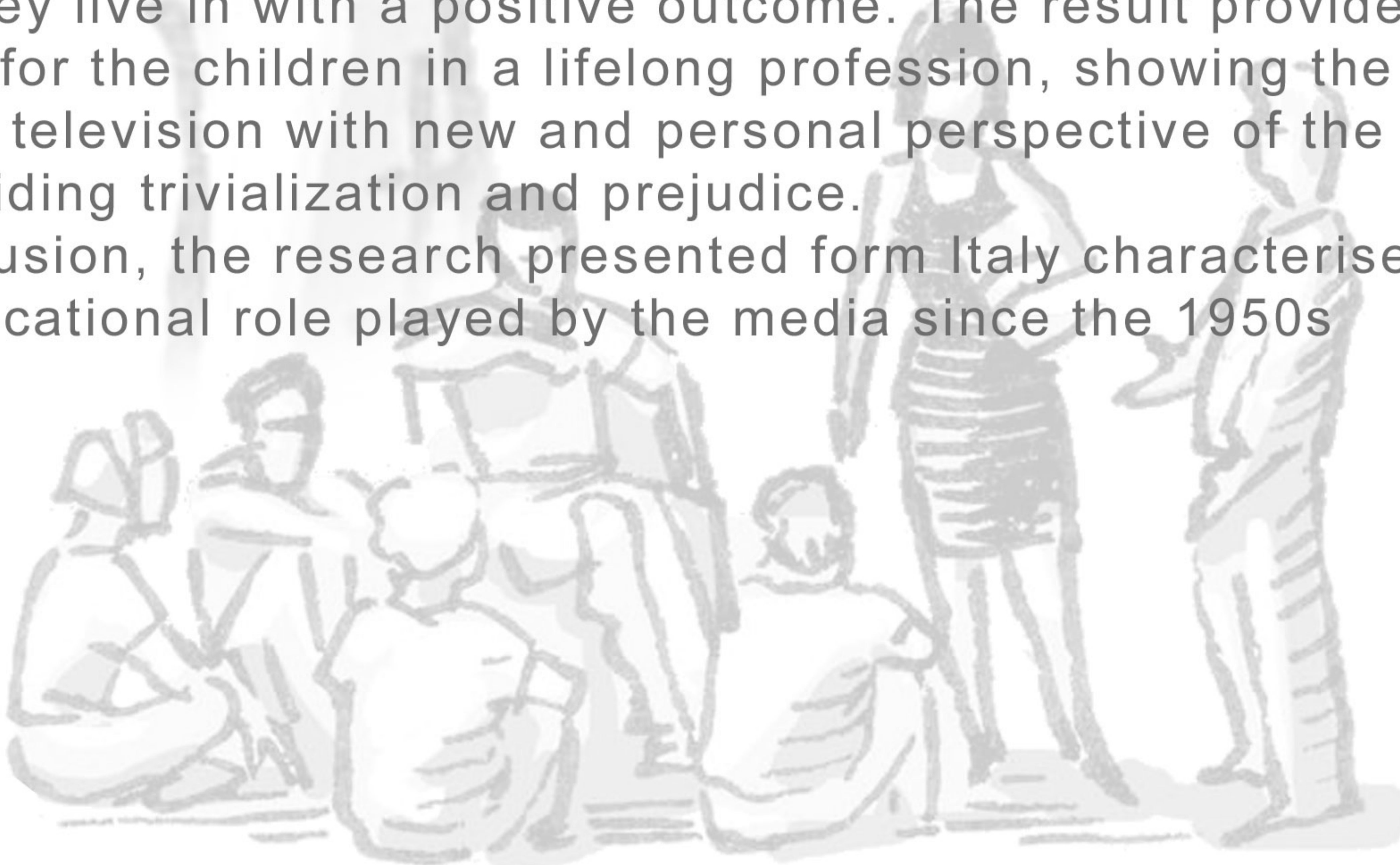


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Case Study 2: Participating Country - ITALY

The literature review from Italy shows that Participatory Video (PV) method is clearly directed more towards reflection than towards the actual production of a video as the whole process is centred on participation. Furthermore, the use of PV has manifold impact: it disseminates technological knowledge, it allows collective realisation and action; develops creativity; it processes and disseminates unforeseen and unaccounted for visions originated by a collective process of self-comprehension and narration. Hence, the areas of development of PV are several: therapy, the social outcomes of PV production; advocacy, the use of PV as a tool to promote justice and social protection; empowerment, the use of audiovisual production allowing a group or community to become protagonist of a possible change. One of the review showed that opportunities were given to many street kids in the slums of Kenya's capital to take part in the "TV Slum project" to use the camera in telling their stories with the hope of redesigning themselves and the world they live in with a positive outcome. The result provided training for the children in a lifelong profession, showing the film on national television with new and personal perspective of the slums and avoiding trivialization and prejudice. In conclusion, the research presented from Italy characterise the new educational role played by the media since the 1950s

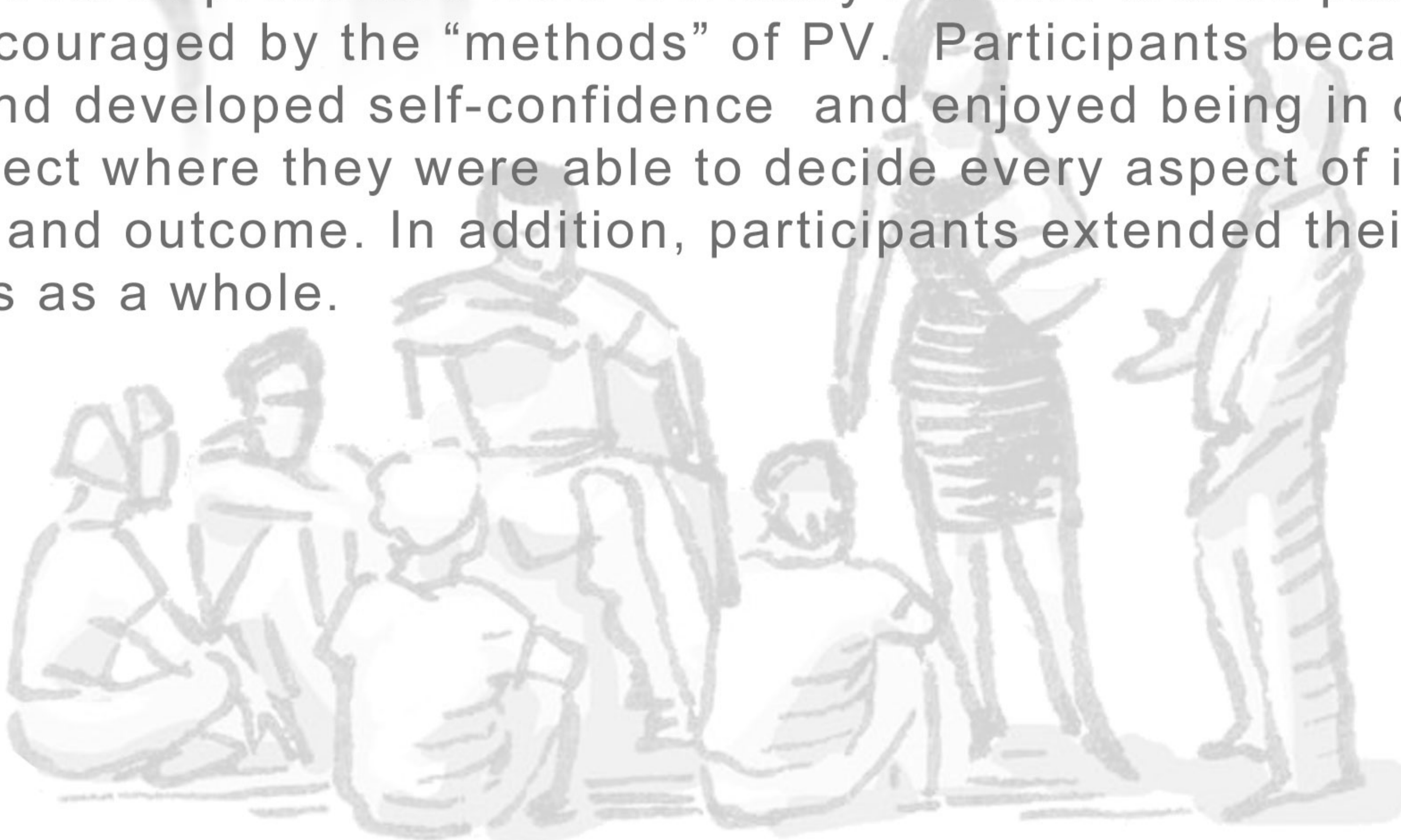


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Case Study 3: Participating Country - GERMANY

The practice of participatory video methods in adult education in Germany is still in its infancy stage. There are single institutions/people who apply the method in preparatory seminars for people getting ready to work in developing countries and in socially problematic and deprive areas. Participatory video is also used in combination with other media methods such as documentary or fictional filmmaking. Researches were mainly carried out in the context of independent work that focused on visual methods in adult education with an outcome on social inclusion. Other methods included interviews by field specialists, with a focus on young people that dropped out of school with problems of integration in further vocational training and employment. Others focused on migrant and refugee women in Cuxhaven. The Specific Problems addressed were multi-dimensional in nature: social exclusion, which involves economic, political, and exclusion as well as lack of access to specific areas such as education, housing and security. The results of the research presented from Germany indicate that all participants were encouraged by the “methods” of PV. Participants became more active and developed self-confidence and enjoyed being in charge of a project where they were able to decide every aspect of its process and outcome. In addition, participants extended their networks as a whole.



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Case Study 4: Participating Country - GREECE

Due to constraints and LACK of the use of Participatory Video (PV) methods in Greece, there is only one research on Participatory Video (PV) reported. This involved students and adolescents who took part in participatory video workshop and created small clips of preventative educational videos on substance abuse. The program involved: Secondary Education of Prefecture of Ilias; Health Education; 2nd TEE High school of Amaliada and The Prevention Center of Substance Ilea INTERVENTIONS (In collaboration with OKANA). The project addressed specific problems faced by students who had negative issues with their education and threatened with exclusion. The results were positive. The conclusion drawn is that all students became more active in their school and were motivated to work as a team to solve their problems. Additionally, all students motivated other students against the use of drugs with students feeling more confident, more creative and became more popular. Due to limited research on Participatory Video (PV), in Greece, the literature review focused on alternative type of “documentary video” which employs some of the ethics that underpins Participatory Video (PV) methods.



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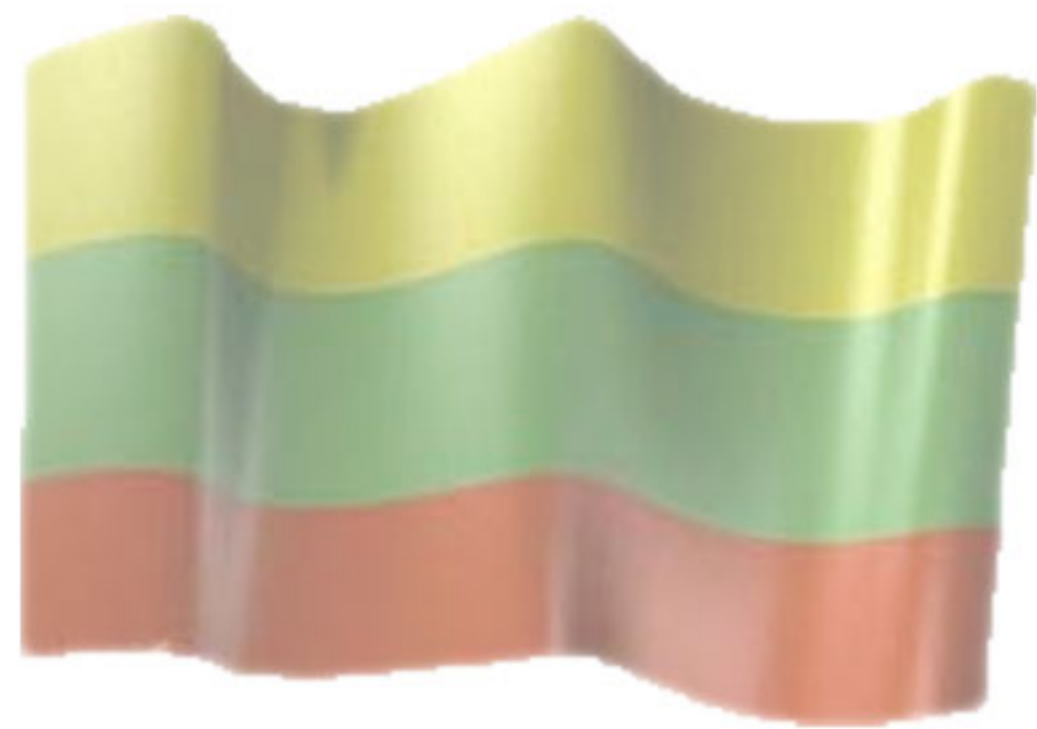


Case Study 5: Participating Country - SPAIN

There are many existing bibliography about the use of teaching videos for adults in Spain but NOT much about the use of Participatory Video (PV) as a methodology in the true sense. Zalab Television is described as the first international television over the Internet, exclusively dedicated to participatory video methods. Graphic documents at its disposal are stored and shared within a virtual space deemed as a meeting place, a place of exchange, and a forum for stakeholders to share audiovisual materials and simultaneously collect and provide ideas for workshops. The goal is to tell stories on Zalab TV, however this is intertwined with education and cultural narrative based on the exchange of stories told by protagonists. The results of the process of the teaching videos on Zalab Television for adults were positive, however not representative of PV methods.



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Case Study 6: Participating Country - LITHUANIA

To summarise, Participatory Video is not practiced at all in Lithuania. However, there are a number of other practices, methodologies, and experiences. The elements of other practices such as film therapy, story-telling therapy and psychodrama can be exceptionally valuable if applied in Participatory video to enhance learning experiences. During the course of the literature review, several useful contacts were identified (mostly psychologists), who are willing to share their knowledge during the project itself, and hope that it will add value to the knowledge of Participatory Video methodology (PV) as there are no research on the topic at present





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CONCLUSION

In current theoretical understanding, the partnership Literature review of Participatory Video (PV) Methodology from - **Italy, United Kingdom, Spain, Greece, Germany and Lithuania** fall into many realms of Participatory video methods and appears impossible to draw justifiable boundaries around the Literature review ('this is how far participatory video's impact reaches'), which would be a precondition to determine causal relations. Of particular importance to the partnership literature review from all participating countries is the **concept of 'Empowerment'**. This concept is located somewhere in the middle between 'therapy' and 'activism'. It integrates the two approaches by using the full potential of both, the people and the development communicator. Additionally, aspects of all the partnership literature review involved three key activities: filming, performing (being filmed), and watching the film. In addition, the development communicator played an active role as a facilitator.



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