Participatory Video for Peacebuilding in the Southern Philippines
Trainer's Report

InsightShare / UNICEF Philippines

*"I learned to feel for others,
to put myself in their position to better understand them."*

Joan, project participant

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Introduction

Between April and September 2016, a participatory video project in Mindanao, the Philippines brought together young representatives from four different religious/cultural backgrounds to explore and document how conflict related issues affect youth in the region and to articulate their visions for a more peaceful future.

The group of sixteen young people of mixed gender, between age 13 and 24, comprised of four indigenous youth, four Muslim youth, four Muslim youth from Moro Islamic Liberation Front (MILF) camps, and four Christian youth. Whilst a few of the MILF youth already knew each other, all others had never met before.

During the three stages of the project, the group explored and captured their experiences of cultural discrimination/conflict, their understanding of the causes and effects and their ideas about what youth can do to contribute to more social cohesion and peace.

At the end of the 6 month project, the participants are now able to effectively use their new knowledge and skills for compassionate communication and collective video making. Working together in small teams, the youth can plan, shoot and edit videos as well as facilitate screening events and post-screening dialogues.

Amongst the final outcomes of the project are six videos that were produced by the participants and that can be used to support peace building initiatives in the region. These videos are available to be used during video screening events as well as online to reach a wider audience.

The Stage I workshop of this project enabled the participants to develop a team bond and the basic skills necessary for compassionate compassion and collective video production. During the second stage of the project the participants used these skills to plan and shoot videos whilst working in small video teams.

Finally, the Stage III training workshop focussed on further developing the skills needed for independent editing and screening event and dialogue facilitation skills as well as post-project action planning. The screening events at the end of the Stage I and III workshops provided opportunities to see the participants in action and test the videos on local youth audiences.

This report provides documentation of the activities of the three stages of the project, an evaluation of the impact and outcomes and a set of lessons and recommendations to inform future peace building activities with youth in the region.

Background and context

In the Southern Philippines UNICEF has provided humanitarian and development support to children and women affected by the long-running armed conflict for a number of decades. Since the launch of its current country programme in 2012, UNICEF has also sought opportunities to promote peacebuilding.

The 'Participatory Video for Peacebuilding in the Southern Philippines' project was initiated by UNICEF Philippines. It is one of many activities under the UN Peacebuilding Fund (PBF) programme titled "Increasing Public Confidence and Participation in Support of Implementation of the Bangsamoro Peace Agreement". A call for proposals to deliver the participatory video project included in the programme was released in August 2015.

The stated purpose for the activities was to develop knowledge and skills of participatory video for peacebuilding in young people in Southern Philippines, whilst also supporting them to produce participatory video content that can be used to support conflict transformation and peacebuilding at the community, regional and national level.

A strong motivation for the project was the belief that in places like the Southern Philippines where conflict is associated with a "culture of violence", building the skills of young people to engage in peacebuilding can increase their resilience and ability to act as ambassadors of peace within their communities.

InsightShare's proposal was accepted in December 2015, since which time we have worked with UNICEF Philippines to develop the unique 3-stage participatory video project in Mindanao.
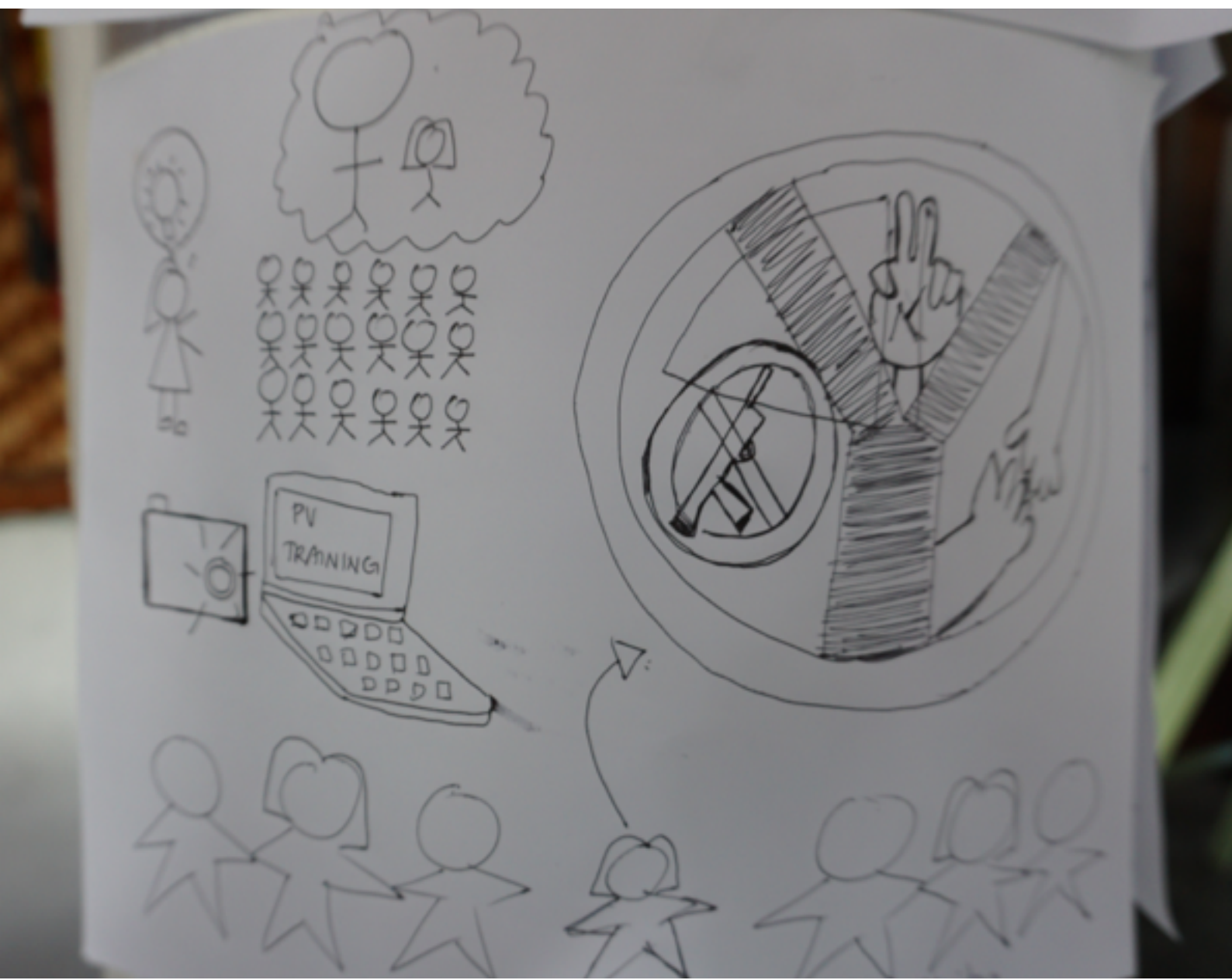
Project development

The conflict-related issues affecting young people in Mindanao were first proposed as a suitable focus for a participatory video process by UNICEF. The project was developed by InsightShare in collaboration with UNICEF Philippines, according to guidelines provided by InsightShare. All local logistics and preparations were undertaken by UNICEF Philippines, with oversight and guidance from InsightShare.

The intention of the process was to enable the participants to:
- take part in a closely facilitated process designed to create a safe space within which they can explore the complex themes of conflict, peacebuilding, violence and reconciliation;
- gradually gain the confidence to articulate their experiences, fears and dreams externally;
- obtain the knowledge to present complex issues and persuasive arguments;
- form bonds of trust and support networks within the group by learning to plan and act together;
- share skills and knowledge, learning from each other and from listening to other community members, exploring the similarities and differences between their different communities.
- learn the skills necessary to amplify their voices and act for positive social change through collaboratively-authored videos;
- learn facilitation skills in complimentary techniques enabling them to conduct community dialogues and consultations to involve the wider community in planning, decision-making and action in relation to the issues tackled by their video productions.

Project team

Name	Role	Designation & Organisation
Gareth Benest	Project Manager	Director of Programmes, InsightShare
Marleen Bovenmars	Lead Trainer	Operations Manager, InsightShare
Carolyn Davies	Specialist Trainer	Associate, InsightShare
Cielo Bayson	Co-Facilitator / Translator	Associate, InsightShare
Rebecca Pankhurst	Project Manager	UNICEF Phillippines, Chief of Field Office
Marlon Viejo	Project Coordinator / Translator	UNICEF Philippines, Programme Officer
Teng Mangansakan	Local Advisor / Translator	Independent Documentary Filmmaker
Judy Ann A Lubiano-Balabagan	Translator	
Vanjo B. Salinda	Translator	

Young people in Mindanao

The following are extracts from a UN Peacebuilding Fund concept note written in July 2015 to describe the project "Increasing Public Confidence and Participation in Support of Implementation of the Bangsamoro Peace Agreement".

Young people[1] (aged 10-24) make up approximately 30 per cent of the population in Bangsamoro regions of Mindanao with over 45 per cent of the population aged 0-18 years. However, compared to other population groups, young people receive relatively little programming and policy attention and have limited civic engagement roles and value within society.

Sizeable youth populations are both an opportunity and major challenge. Development can be accelerated when the majority of young people are able to make significant contributions to economic, social and political life in a way that improves poverty, ensures greater stability and promotes healthier societies. Alternatively, peace, progress and prosperity are often held back when nations are unable to meet the basic needs of their young people - particularly in the areas of education and employment.

The Millennium Declaration, adopted in 2000, made a promise to children to help the millennium generation fulfil their human potential. Millions of children have benefitted from this promise with those born in this milestone year now adolescents and many alive today as a result of the significant drop in the child mortality rate since 1990. Realising the 'youth potential' depends upon their preparation for and participation in development efforts and leveraging the millennium investments in childhood to prepare for future development outcomes.

Young people are assets to the process of national building and socio-economic development. To address the core issues of social development, human rights and equity, it is important to shift focus towards working with and for young people. Given the many challenges faced by young people, there is strong evidence and rationale for Governments and society to work together and act responsibly to invest in youth policy and programs in Bangsamoro.

Achieving (and sustaining) peace and the benefits of investments in young people depends on a belief by young people that they have a stake in governance, democracy and peacebuilding. Despite the enormous challenges young people face, particularly with regard to quality education, health and employment, the diverse stakeholders have recognised the Bangsamoro young generation as representatives of opportunity as future educators and innovators, entrepreneurs and investors, health professionals and scientists, politicians and peace-builders.

Over the years various efforts have been made to define peacebuilding. In 2007, the Secretary-General's Policy Committee described peacebuilding as "a range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels for conflict management, and to lay the foundation for sustainable peace and development."

There is also broad agreement that to be successful peacebuilding should: address root causes of the conflict; enhance social cohesion (society-society relationships); build trust in governments (state-society relationships); and build capacity of individuals, communities and institutions to manage conflict and deliver services.

Within this general framework, this programme aims to create space for young people and enhance their capacity to participate in decision-making linked to the Government of the Republic of the Philippines (GRP) and Moro Islamic Liberation Front (MILF) peace process, whilst simultaneously promoting non-violent, pro-peace knowledge, attitudes and behaviours.

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[1] The World Health Organization defines 'adolescents' as people age 10-19; 'youth as those age 15-24; and "young people" as those age 10-24. The terms 'youth' and 'young people' used in this report are intended to refer to those aged 10-24.

Project design

The project was been developed to ensure the participants have opportunities to: undertake deep analysis and exploration of conflict issues; record powerful video testimonies; craft effective videos for advocacy purposes; and learn sufficient skills to continue using video as a tool for community engagement and improvement into the future.

In order to achieve the ambitious objectives established for the project, the process was structured into the following three key stages:

Stage I	Participatory video workshop and production
Duration	12 days
Scheduled	April 2016
Activities	- Explore key conflict and peace related topics for young people - Learn basic video production skills and techniques - Develop basic skills in compassionate communication - Develop inter-personal relationships and group bonding - Determine audience(s) and issue(s) for first practice videos - Plan and produce videos on selected issue(s) - Post-production of videos - Screen and discuss videos locally - Develop advocacy and dissemination strategies for videos - Divide into groups for additional shooting - Develop plans for how to practice and share skills learned
Stage II	Participant-led video production and exploration
Duration	4 months
Scheduled	May - August 2016
Activities	- Investigate and examine conflict issues in greater depth - Produce additional video footage - Practice using video production equipment - Establish framework and patterns for accessing video equipment - Review (and edit) new footage
Stage III	Participatory video workshop and production
Duration	7 days*
Scheduled	September 2016
Activities	- Post-production of videos with footage from Stage II - Additional training in compassionate communication - Video planning and shooting refresher - Training in screening planning and facilitation - Training in post-screening group dialogue facilitation - Two screening events including group dialogues - Digital archiving and storage training* - Post-project action-planning*

* InsightShare designed the Stage III workshop to be 7 days long. Unfortunately UNICEF cut the workshop short by one day which meant that several activities had to be skipped or shortened. In particular the last two planned activities didn't get the as much attention as planned.

Participants

This participatory video project seeks to engage young people with direct personal experience and understanding of the issues facing youth in their communities, as a result of the conflict in Mindanao. With this in mind, participant selection guidelines (see annex 1) were created by InsightShare and shared with UNICEF Philippines.

UNICEF Philippines subsequently undertook the recruitment of participants in collaboration with their local partners, according to their experience and deep understanding of the communities involved and the issues being faced. InsightShare provided advice and guidance and contributed to the final selection decisions based upon detailed profiles for all prospective participants. After face-to-face and phone interviews, eighteen young people between 14 and 23 years old were eventually selected and invited to directly participate in the process.

The group was formed to include participants who represent the diversity of religions, ethnicities, backgrounds, affiliations and experiences present in the region. The selection process endeavoured to convene an evenly balanced group of young people drawn from Muslim and Christian communities, indigenous communities, and former combatants (principally women and former child-soldiers) from the various groups engaged in the conflict.

As the participatory video process is experiential and action-based in nature, the selection guidelines emphasised that any young people could apply to participate, regardless of their literacy levels or exposure to formal education. It was also noted that prior experience of producing or consuming media (audio/visual, print, digital etc.) would be of no advantage for participants, nor that it would necessarily be desirable. As a result there is a variety amongst the participants in terms of educational background and previous media exposure.

"My nervousness and happiness got mixed up because I do not know if I am operating the camera properly. I am happy because its my first time to operate a camera."
Cris, video diary

Stage I - Training Workshop

Over the course of a 12-day residential workshop that took place at a resort near Lake Sebu in South Cotabato, the participants quickly got to know each other better during days filled with participatory exercises followed by evenings of socialising.

During the first week they quickly developed basic video making skills through experimental video exercises followed by reflection discussions, that supported full participation for everyone regardless of age, language, education, experience or technical competence.

Interspersed with the video exercises, a progressive series of playful games and activities introduced the participants to all the basics concepts and skills necessary for compassionate communication. In addition, a myriad of energiser games contributed to group bonding.

During the second week the focus slowly shifted from learning to practicing skills as the group started to explore and capture their experiences of cultural discrimination/conflict, their understanding of the causes and effects and their ideas about what youth can do to contribute to more social cohesion and peace.

To experience what it is like to produce a video for a targeted audience, the group shot and edited three videos which they proudly presented to an audience of several hundred youth at a camp for young regional leaders on the penultimate evening of the workshop.

On the last day the participants were provided with three complete sets of video production equipment, with which they will continue to work in small groups to document young people's perspectives on conflict related issues and peacebuilding efforts until they all came back together for the Stage III training workshop in September 2016.

For more information on the Stage I activities see the 'Activity Lists' in annex 3 or the 'Detailed Workshop Programme' in annex 4. The Stage I photo album can be accessed by clicking here.

Stage II - Fieldwork

Between May and September 2016 the participants practiced the skills that they had developed during the Stage I workshop. Supported by UNICEF staff and a well known documentary film maker from the region, the youth came together several times over the course of the summer to plan, shoot and edit three more videos. Meanwhile the InsightShare trainer provided distance support and advice to the local project team via email, guidance documents (see annex 5) and Skype calls as well as directly to the participants via Facebook.

The participants worked in three groups that were formed largely based on where the participants lived to make it logistically easier to gather together. Each group choose a different topic to explore during their field period, which resulted in three videos that each capture different stories and messages related to peace building in the region (see table below). Click here to watch the videos.

Title	Description
Women for Peace	This video is a portrait of Madam Violi, who shares her story of how the hardship that she experienced under the Martial Law regime of Ferdinand Marcos eventually led her to become a peace activist. Now one of the leader of the Moro Islamic Liberation Front, Violi is an inspiration for many other women, and even men, within the movement and beyond. The video shows how women are playing a a key role in promoting peace in the region.
Education for Peace	This video takes us to Pikit High School, where we hear from several students who share their experiences and messages in relation to conflict and peace. We also hear parents' views about the relationship between education and peace. The key message of the video is that youth should and can contribute to peace building.
My Journey	This video tells the story of Roxanne, an indigenous girl who moved to the city to earn money and go to school. As we see Roxanne discovering her new city environment, her words demonstrate how she uses her positive attitude to overcome her practical and emotional challenges. Her key message is that poverty or cultural background shouldn't be a hindrance for achieving one's dreams.

Stage III - Training Workshop

The Stage III training workshop took place in September 2016 at a hotel in Cotabato City. The main aim of the workshop was to get the participants to a level of confidence and skill that would enable them to independently produce more videos and facilitate more screening events and group dialogues.

During the workshop the participants first of all reviewed their experiences during their Stage II field work period. They presented their draft cuts or rough footage to the other participants before (further) editing their videos based on the feedback that they received.

Interspersed with the editing sessions, several participatory exercises were used to refresh their compassionate communication skills whist group reflection discussions were used to clarify how they participants could use the compassionate communication concepts and techniques in their daily lives.

Finally, a final video planning and shooting exercise on day 5 was used to assess the participants final levels of video production skills and provide the participants that had not been able to participate (fully) during the Stage II fieldwork to refresh their basic video making skills.

On the morning of day six of the workshop, two screening events (one at a local high school and one in a local community) were organised to provide the participants with the opportunity to test their videos and their group dialogue skills on a real audience of local youth, including students and out of school youth.

To be properly prepared for these events, the participants split into two groups to do a mock screening event with each other as an audience. This exercise very helpful to identify the gaps in their planning process, clarify the roles within their teams, decrease their nerves and increase their confidence.

During the screening events the groups in both locations used the same format. After doing the introduction by each explaining a part of the project or the event, they screened their three new videos with just a one simple reflection question that the audience discussed in teams of two after each video.

After screening all three films, the participants asked the audience to divide into three roughly equal groups. In these subgroups they facilitate a feedback and group dialogue session on the content of one of the three videos guided by several simple questions.

Both screening events, that were attended by 35-50 youth, ended with a presentation of the key discussion points from each of the break-out groups (see annex 8) and the collection of pledges for action/change from each of the audience members (see annex 9)

The last afternoon of the project was used to thoroughly reflect on the highlights, challenges and lessons from both screening events. Finally, the project ended with a project evaluation and action planning session (see annex 15 and 16), followed by a celebration with food and karaoke.

For more information on the Stage III activities see the 'Activity Lists' in annex 3 or the 'Detailed 'Workshop Programme' in annex 4

Monitoring and Evaluation

The monitoring, evaluation, and learning framework that was applied during the Stage I workshop used a combination of methods to provide an integrated account of the impacts and outcomes by collecting different types of data:

- Application interviews: to establish a qualitative baseline (see annex 10);
- Self assessment questionnaires: to collect quantitative baseline and midline data (see annex 11 and 12);
- Video diaries: to record participants' immediate responses to field experiences (see annex 13);
- Witness camera and photography: to record the workshop process as it unfolded;
- Regular sessions with opportunities for reflection (such as group discussions, participatory and visual exercises without guiding questions): to provide spaces to harvest unexpected learning and outcomes;
- Several participatory self-evaluation techniques (the 'Walking Evaluation' and the 'Highlights Round'): to collect midline data and raise awareness amongst the participants of their collective learning journey;
- A visual, public, self-assessment exercise: to collect end of project quantitative data (see annex 14) .

The following sections of this report draw together the collected quantitative, qualitative, observational, and interview data, to show how the baseline compares to project outcomes and achievements. Several sections also reflect on areas that provided challenges and thus required special focus.

"My knowledge enriched because of the addition
of new ways that I didn't know before."
Hassan, video diary

Group cohesion and team work

Baseline: A group of slightly uncomfortable and nervous individuals

The group of participants was formed to include youth representing the diversity of religions, ethnicities, backgrounds, affiliations and experiences present in the region. As a result, on the first evening before the start of the Stage I workshop, the participants were a group of individuals who clearly felt a bit uncomfortable being around each other. Whilst the Christian youth already knew each other and some of the MILF youth had met each other before, all others didn't know anyone. During the first few days it became clear that there were varying levels of confidence and comfort in the group and that six participants (three indigenous youth, as well as two of the MILF young men and the youngest male Christian participant) were initially considerably less outspoken and more shy than the others. The participants' video diary reflections, on how they felt the evening before the start of the Stage I workshop, illustrate the varying levels of comfort.

"I was shy at first because I felt that I may be out of place
and also maybe unable to interact and mingle with the other participants."
Kier Gabriel, video diary

"I felt excited because I know I'll be able to meet new people and make friends. But I also felt intimidated because a
lot of the participants possess leadership qualities."
Jerome, video diary

"I felt free and open to make new friends. We might not know each other but there is enough time to cultivate
friendships and lasting relationships."
Hassan, video diary

Achievement: Active participation and a supportive atmosphere

During the two workshops the trainers observed that all participants were enabled to fully take part in the workshop regardless of their gender, age, background or experience. This observation is supported by the 'behind the scenes' photos and video footage. The way their engagement and contribution of the six less outspoken participants increased was especially noticeable. Most of the time, whenever less confident participants spoke up, they received the full attention of their fellow participants who encouraged them to express their views. It was also noticeable that the female participants were generally as active and expressive as the male participants and that youth from different ages participated equally in the activities despite a large age range (14 to 23 years old). During the last few days of the Stage I workshop and during the Stage III workshop, even those youth who had been very shy at the beginning of the project, would sometimes challenge others or joke with them, which indicated how relaxed the participants felt amongst each other.

Outcome: Group spirit and cross cultural friendships

By allocating the participants to different mixed teams for each exercise, the trainers ensured that they got to work with everyone, including anyone who they might have initially not been attracted to or not completely comfortable with (because of a difference in personality, interests, gender, age or cultural/religious background). During the exercises, group discussions and break times of the Stage I workshop the trainers observed how the participants became increasingly at ease with each other. During the evenings and meal times of both workshops the participants chose to socialise with others from the same as well as different cultural backgrounds. Over the course of the project the group of participants gradually transformed into a team with cross cultural friendships. One way in which they expressed their appreciation for their new bonds was through long series of team photographs on the last few days of both workshops.

Special focus: Ensuring equal participation

As always in group processes, there were a few participants who were more confident and vocal than the average and who were inclined to take on a more leading role in the collective exercises and discussions. Through clever group equalising mechanisms that are build into all exercises and additional sensitive facilitation during group discussions and decision making processes, the trainers ensured that none of them took such a dominant role that they excluded others from participation during the Stage I workshop. During the Stage II process levels of participation were inevitably unequal as some participants were able to attend all gatherings whilst others only managed to attend a few or none at all. As the participants worked in three small sub groups during Stage II, the trainers made an extra effort to strengthen the group bonds again during the Stage III workshop. The trainers also worked on gently increasing the young people's self-awareness about the fine line between contributing their best to a collective effort and leaving room for others to contribute their views, ideas and skills. During large group discussions and activities in smaller groups they regularly reminded the participants to listen to each other and switch roles. Despite these efforts, the end of workshop evaluation did point out that a couple of participants felt that they had not learned as much as others and that some of their group members had managed to dominate a bit, particularly during the video editing (see page 18 for more info).

"I am happy because we finished our activities calmly and systematically.
I am all happy that each team is united and we really helped each other."
Roxanne, video diary

"I feel great because I really learned a lot. (…) I am happy because we are
all doing the tasks as a group and we understand each other so it is fun."
Fods, video diary

Communication skills

Baseline: Big differences in levels of confidence and competence

During the first days of the Stage I workshop the trainers observed that that the communication skills and confidence varied a lot between in the participants. Whilst some participants were very outspoken, articulate and skilled at presenting clear and coherent statements in front of the camera, the more quiet participants were quite shy whilst speaking in front of the camera, and generally even more so whilst speaking in the group. These observations fit well with the participants' Stage I baseline self assessment scores.

	total	male	female	Indigenous	Muslim	MILF	Christian
0. not at all confident	1				1		
1. a tiny bit confident							
2. a little confident	5	2	3			3	2
3. pretty confident	5	4	1		2	2	1
4. very confident	7	2	5	3	2	1	1
5. totally confident							

Self assessment scores for communication tasks such as presenting ideas to small and large groups, talking in front of a camera, presenting ideas creatively and visually etc.

"I felt shy because I didn't know anyone. My inability to communicate properly made me nervous."
Kashmir, video diary

"When was the one being filmed, I stuttered because I felt conscious. How do I look? What will I answer?"
Al Anzar, video diary

Outcome: Improved self-esteem and communication skills

From observing the young people and listening to them speak, both on and off camera, it became clear that their communication skills gradually improved over the course of the project, particularly in terms of presenting short but clear and powerful statements. During the second week of the Stage I workshop, the more quiet and shy participants spoke up more frequently and became better at expressing their views clearly and with confidence. Interestingly, seven participants gave themselves a lower rate for some communication skills on their Stage I post-workshop questionnaire forms, compared to scores given on the pre-workshop form. The trainers expect that some of the lower post-workshop scores were unintentional as it is quite likely that the participants did not necessarily remember what scores they had selected in their pre-workshop questionnaire. However, it is also possibly that some or all seven participants realised during the Stage I workshop that clear and effective communication and speaking confidently in a group or in front of a camera is more challenging than they thought before starting the project. The final self assessment exercise however showed that at the end of the project all participants felt they had developed a good level of communication skills: ranging between 6.5 and 9 for speaking in a group and between 6.5 and 9 for speaking on camera (see annex 14).

"I feel good because I became more confident especially when we worked as a group and did interviews. Even though it is not perfect, I learned a lot especially on being focused and not to be distracted."
Kashmir, video diary

Goal: Broadening media-literacy and video storytelling skills

On day one of the Stage I workshop it became clear - from the quality of the footage shot as well as from the discussions following each video exercise - that most participants already had a high media literacy. The footage of the video exercises suggested that they were copying shooting and editing styles that are common on television and in news broadcasts, social media clips, promotional videos and talk shows (this was particularly clear from the footage from the 'Show & Tell' exercises). During the Stage I training workshop, a series of video exercises enabled the participants to explore several other types of storytelling with video which broadened their understanding. The six completed videos that came out of the project clearly show that the participants developed an increased understanding of different ways in which they can use video to 'show' and 'tell' to convey messages and stories.

Technical skills

Baseline: Varying levels of confidence and competence

During the workshop the participants learned to communicate using video in a participatory and egalitarian way. Anyone with prior experience was asked to 'forget what they know' and learn together with those who had none. During the video exercises on the first days of the Stage I workshop it became clear that there was a big skills gap in terms of confidence and competence with handling the video, screening and editing equipment amongst the participants. This observation was supported by the young people's self assessment of their confidence level in the pre-workshop baseline questionnaire.

"Not everyone is privileged to operate this equipment, and I'm not usually exposed to operating these things. (…) I know only professionals use them. It's really quite overwhelming."
Jerome, video diary

"When I'm the one filming, I am happy with myself. I feel that I am sort of a techie person. I am thinking oh, this camera is so high-tech!"
Al Anzar, video diary

	total	male	female	Indigenous	Muslim	MILF	Christian
0. not at all confident							
1. a tiny bit confident	2	2		1	1		
2. a little confident	1						1
3. pretty confident	7	5	2	1		4	2
4. very confident	6	1	5	1	2	2	1
5. totally confident	1(2)				1(2)		

Self assessment scores for technical tasks such as: video shooting, planning, editing, setting up equipment etc.

Outcome: Improved technical skills for all

Trainers' observations of the way the participants handled the equipment during the final days of the Stage III workshop, and comparisons of the quality of the footage that they had shot over the course of the project, confirmed that all participants had gained considerable new technical skills during the six months. Due to different levels of pre-project knowledge/skills, project attendance and exposure to television and film, there were inevitably still varying degrees in video making skills at the end of the project. The young people's self assessment at the end of the Stage III workshop however showed that all participants felt good about their technical skills. For video planning they all gave themselves scores between 6.5 and 9 (average score: 7.7). For video shooting the scores were between 7 and 10 (average score: 8.1) and finally, even for editing the scores were between 7 and 10 (average score: 8).

Outcome: Competent video teams

The participants' team work performance during the final collective video making exercise during the Stage III workshop, demonstrated that the young people had developed into competent video teams that were able to plan and shoot short videos, even when under time pressure. In addition, the quality of the final videos, that were edited entirely by the participants shows that a good levels of editing skills are present amongst the participants. Finally, the participants' group work during the Stage II screening events showed that they have all the knowledge and skills to collective prepare for the technical aspects of facilitating screening events. During the set-up and packing up process, the trainers were able to fully sit back and let the participants manage independently.

"I learned a lot about interviewing. It's important to get consent, and prepare the equipment before you do the actual interview. It's also important to identify a conducive environment for the interview. When you're done with the interview, don't forget to express your gratitude."
Sitty, video diary

"Actually I learned a lot about handling the equipment. First is how to make the tripod stand up. Next is how to manage the camera itself. How to take the battery off, how to attach the mic, how to attach the headset, how to turn it on and off and how to playback. In terms of editing, its like my skills developed more. Not like I'm already an expert but at least the basics, I learned them."
Al Anzar, video diary

Special focus: Decreasing skills gap and increasing editing proficiency

According to the trainers' assessments, the confidence and skills gap between the various participants already noticeably decreased over the course of the Stage I workshop. This was also confirmed by the self assessment scores that varied between 3 to 5 after the workshop (compared to 1-5 before). However, particularly in terms of video editing there was still a considerable gap between participants at the end of Stage I. As four participants in particular did not seem entirely confident with some basic editing steps in the final days, one of the trainers invited them to join her for an extra practice session on the penultimate day of the Stage I workshop. This way she ensured that these participants were also able to carry out the key editing actions (including, trimming, adding cutaways shots and simple sound editing). Despite a continued special focus on editing during Stage III, the trainers observed that there was still a clear difference in terms of editing confidence and skills at the end of the project. This was confirmed by the comments of two participants during the end of workshop evaluation. Factors that contributed to the skills and confidence gap not decreasing as much as hoped were: the different attendance levels and the group dynamics and the role divisions established during Stage II. Finally, during the Stage III workshop, further editing skills development for some participants was hindered by their limited workshop attendance as well as the general time pressures. Due lack of editing time during Stage II, a lot more actual editing work had to be fit into the Stage III workshop than planned. Instead of having plenty of time for the least confident/skilled people to do a lot of practice under guidance of their peers and the trainers, the more confident/skilled participants had to do a significant amount of the editing work to get the videos finished before the screening events.

Conflict resolution skills

Baseline: Significant levels of confidence but limited understanding of processes

The participants' baseline assessments of their own mediation skills indicated that there was some difference between them in terms of their confidence in supporting others to resolve conflicts (e.g. friends, family members, community members, and strangers). Whilst their self assigned confidence levels ranged from 2 to 5, 14 out of the 16 participants assessed themselves at a confidence level 3 or 4 (see annex 12). The participants' answers during the application interviews also showed a significant difference: whilst many participants demonstrated quite an impressive understanding of conflict resolution theory, others seemed considerably less knowledgable, or at least less articulate, in this area. Despite the high levels of theoretical knowledge and high self assessment scores, it became clear to the trainers in the first few days of the Stage I workshop that most participants actually lacked the confidence and practical knowledge needed to successfully apply conflict resolution theory to facilitate mediation processes. In addition, some of the personal stories that they shared during their application interviews, as well as during the workshop, indicated that they were already unsure how best to communicate in conflict situations that involved themselves, let alone help others work through conflicts.

	total	male	female	Indigenous	Muslim	MILF	Christian
0. not at all confident							
1. a tiny bit confident							
2. a little confident	1	1		1			
3. pretty confident	9	5	4		1	4	4
4. very confident	5	1	4	1	3	1	
5. totally confident	3	2	1	1	1	1	

Self assessment scores for helping various groups resolve conflicts: friends, family members, community members, and strangers

"I think I have some kind of fight with people around me almost everyday. (…) I resolve my daily conflicts by slowly trying to give attention to the person I have the fight with, but usually this is initiated by my friends."
Lea, application interview

"The factors to consider to avoid conflict are: learn to forgive and forget; try to communicate to avoid misunderstanding; give love, respect and care; do not forget to pray, ask for forgiveness and thanks; be fair and objective to everyone you meet. Peace starts within ourselves so it is important that we initiate it."
Ammarah, application interview

Outcome: A practical taste of self-help and peer support concepts and techniques

One of the aims of the project was that the participants would leave with some basic self-help and peer support tools that they could use in conflict situations. During the first week of the Stage II workshop the participatory video exercises were mixed with playful exercises that enabled the participants to practise how to recognise and respond to their own feelings and needs in conflict situations, as well as to develop basic skills for compassionate communication (also called non violent communication) with others. They learned the difference between feelings and needs, commands and requests, and judgemental and non-judgmental responses to conflict triggering situations. The participants clearly understood the key concepts and methods as they successfully carried out these exercises through collaboration.

"What I learned about feelings is that sometimes it gives you discomfort when you express them. For needs, one must try to understand the other person so that we may be able to identify what they need."
Ivan, video diary

"I learned to feel for others, to put myself in their position to better understand. This has personally helped me understand my own complex relationship with my mother. Now I'm more aware of her position and feelings because of the exercise."
Marrah, video diary

Special focus: Increased understanding of how to apply learning in daily life

After the Stage I workshop, eleven of the participants gave themselves a self assessment score of 4 or 5 for their confidence with mediation processes. Whilst only three participants' post-workshop self-assessment scores were significantly higher than their pre-workshop scores, five participants gave themselves lower scores and all remaining participants' scores were the same or only slightly higher. The trainers' impression during final Stage I exercises was that there were still big differences between the participants in terms of their understanding and skills in terms of compassionate communication (NVC). This observation was supported by the differences in the participants' comments in their Stage I video diaries. During the Stage III workshop several exercises were therefore used to refresh the participants' knowledge of basic compassionate communication techniques. In addition, special focus was given to discussing how the concepts and methods from the exercises could be of value to the participants in daily life conflict and peer support situations. During the end of project evaluation several participants indicated that they considered their learning in terms of compassionate communication as their most valuable learning from the project. Many of the participants also indicated to be keen to learn even more in this area. One of the trainers' recommendations therefore is to organise additional training activities in compassionate communication (NVC).

Facilitation and dissemination skills

One of the aims of the project was for the young people to gain some facilitation skills in techniques that will enable them to conduct community dialogues and consultations that involve their peers or community members in planning, decision-making and action in relation to the issues tackled by their video productions. The participant selection guidelines indicated that young people with prior experience of, or a keen interest in, community mobilisation and positive social action would be especially welcome as participants.

Baseline: strongly varying levels of confidence in group facilitation

During their application interviews, all selected participants expressed interest in engaging with people around them. There was, however, a clear difference between them in terms of their current or past experiences with youth or community engagement activities. Whilst some had ideas of how they would share their new learning during and after the three stages of the programme, others were unclear about how they could reach out. In addition, the self assessment scores of the pre-workshop questionnaire also show varying degrees of confidence with facilitating dialogues and team building exercises, as well as supporting groups with collective decision making (see annex 12).

	total	male	female	Indigenous	Muslim	MILF	Christian
0. not at all confident							
1. a tiny bit confident	1	1			1		
2. a little confident	6	2	4	1		3	2
3. pretty confident	4	3	1			2	2
4. very confident	6	2	4	2	3	1	
5. totally confident	1		1		1		

Self assessment scores for facilitating small and large group dialogues, facilitating team building exercises, and supporting groups during collective decision making processes and reaching consensus

Achievement: successful first team performance at large screening event

At the end of the Stage I workshop, the participants screened their three Stage I videos at a youth camp to several hundred young leaders from the region. It proved to be a great opportunity for the group to show off their new skills. For most of them it was the first time they had been involved in facilitating a group session on such a large scale. They prepared questions for the audience and collected feedback. The three films were very well received by the youth at the camp and their enthusiastic responses about the value of the videos seemed to greatly boost the participants' feelings of accomplishment. At the end of the event, the participants all seemed to be buzzing with pride, they were excited by the responses from the audience, and seemed grateful for their new friendships that had grown over the course of the two weeks.

Challenge: sharing learning, organising screenings and involvement of others in video planning

The focus of the Stage I workshop was on enabling the participants to learn participatory exercises and techniques through experiencing them themselves. The intention of Stage II was for the participants to build on these experiences and use the same exercises to engage and consult with their peers and other community members. On the last day of the workshop each participant therefore developed some concrete plans about how they would practice their facilitation skills and share their experiences, learning, or the videos. Their plans ranged from facilitating participatory exercises at youth events, to organising video screenings at their schools followed by audience member dialogues. Whilst some were planning to work by themselves, many were considering working in small teams. In practice many of the participants got so busy with school or work during the 5 months between the Stage I and III workshops that they did not manage to act on most of their plans.

Achievement: involvement of others through interviews and dialogues

The limited days that the participants could come together between the two project workshops, were used to meet the main aim of the Stage II process which was to further explore issues of discrimination and conflict, reach out to other young people and community members to capture their views and experiences and produce powerful videos that could be used to inspire dialogues. In line with this aim, two of the three Stage II video teams decided to capture the views and stories of others in their videos. One team interviewed their peers at Pikit High School, whilst another interviewed the members of a MILF women's group. In addition, the Stage III screening events were also very successful in reaching out. The screening in event in the community of one of the participants, attracted over 50 local youth (including a large percentage of out of school youth) whilst the screening at Pikit High School was attended by over 35 students (despite the fact that the event took place on a Sunday morning). After screening the three videos, the participants split the audience into three groups for participatory feedback and dialogue sessions which actively engaged the young people that had gathered together. Their responses, questions and pledges were captured on flip charts and presented back by volunteers from each group (see annex 8 and 9).

Outcomes: confidence and skills to facilitate screening events with dialogues

After the Stage I workshop, nine of the participants gave themselves a self assessment score of 4 or 5 for their confidence with facilitating group processes. Interestingly, whilst six participants' post-workshop self-assessment scores were significantly higher than their pre-workshop scores, five participants gave themselves lower scores (the remaining participants' scores were the same or only slightly higher). Through observations over the course of the project it became clear to the trainers that in practice there were widely varying levels of confidence, skills, and understanding in terms of group facilitation processes amongst the participants. At the end of Stage I, the trainers assessed that roughly half of the participants were ready to take a leading role in facilitating screenings. Subsequently, the great group performance of the participants during the Stage III screenings showed that everyone's confidence and skills had considerably increased since the beginning of the project. Although there were still considerable differences between in terms of their facilitation skills, all participants showed that in teams of two they were able to facilitate a group feedback sessions and dialogue.

Mutual understanding

Baseline: Limited understanding of each other's experiences

During the project participants were invited to share their experiences, stories and perspectives with one another. Anyone wishing to participate therefore had to be willing to speak within the context and confines of the participant group. Whilst no structural baseline data was collected to measure the participants' pre-project understanding of each other's experience of conflict or their understanding of the conflict dynamics that affect their own cultural/religious group, many participants' comments indicated that their understanding of the conflict experiences of indigenous groups and people living in MILF camps was particularly limited. After the problem tree exercise during the Stage I workshop all four groups shared that it was the first time they had analysed their own experiences of conflict and its causes, or their ideas about ways to address these in a structured way.

Outcome: Increased understanding of different conflict experiences

The levels of connection and respect between young people from different backgrounds slowly increased with each day during the Stage I workshop, and the topics that were explored became more personal and more relevant to the issues of cultural discrimination and conflict. The issues that the participants brought up included the MILF's long struggle for a sovereign state, as well as the ongoing structural discrimination of indigenous people. Whilst these topics are hugely complex and sensitive, a range of participatory exercises helped to break them down and enabled the participants to gain new insights. This process gradually increased their understanding of their own and each other's experiences, and enabled them to capture their ideas of the key causes and effects — as well as ways to tackle these. The 'problem tree' drawing exercise and the following discussion and video shooting activities were particularly powerful. Most of the participants had never explored their experience of discrimination or conflict in a structural way. Considering that some sensitive issues were captured in the problem trees (of the indigenous and MILF groups in particular) it was a sign of respect and group cohesion that the youth were able to listen to each other in a calm, attentive and equitable way during the group dialogues. The new insights gained and the interest shown in each other's experiences and views provided a great starting point to deepen their mutual understanding during Stage II and III.
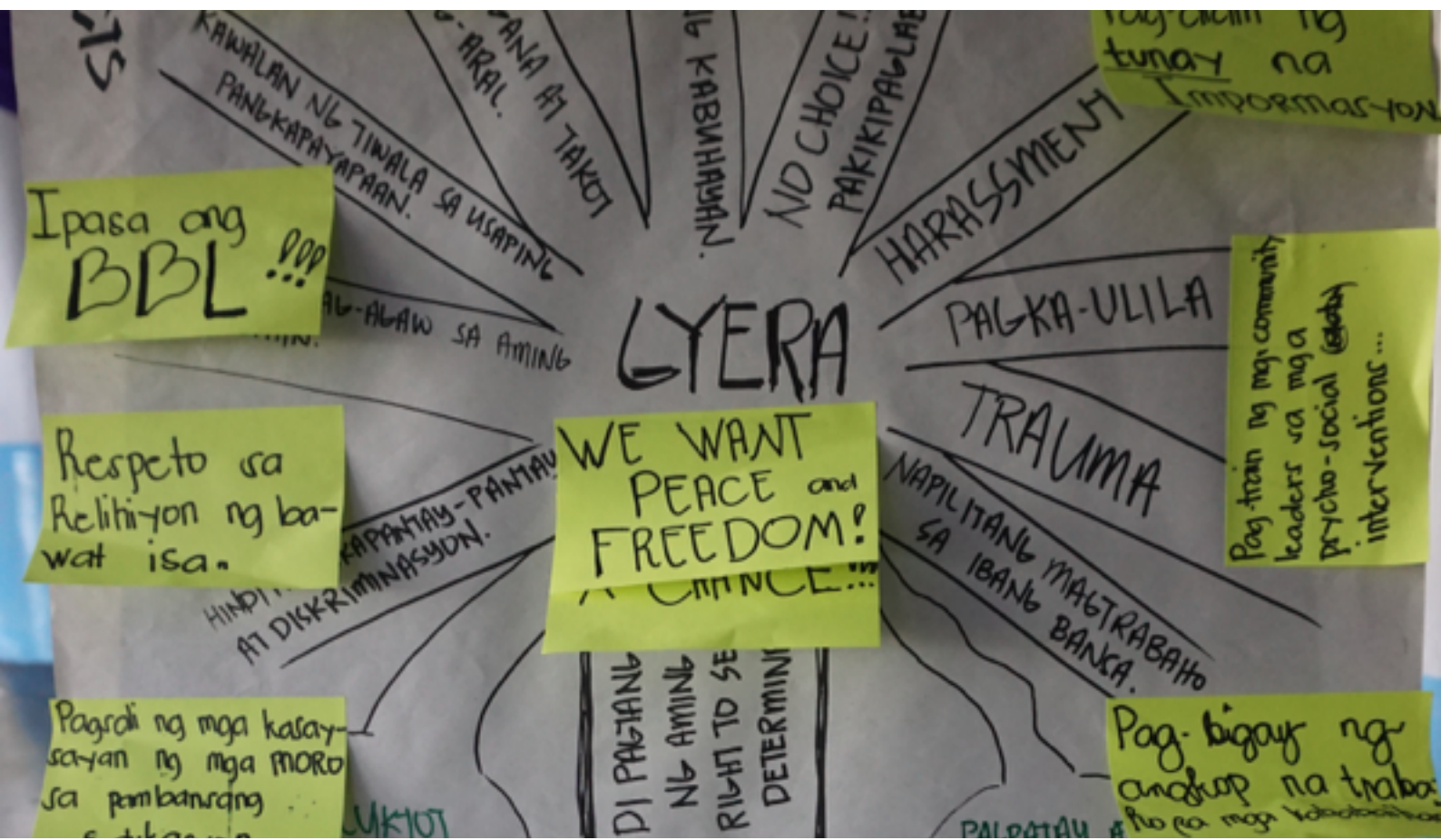
Achievement: a safe space for therapeutic journeys

During the 'talking circle' exercise on day six of the Stage I workshop, the participants were split into three mixed groups and invited to share any experience of conflict that they wanted to talk about in that group. Surprisingly, despite the invitation to talk about 'an experience of conflict', most participants choose to talk about a difficult emotional experience in relation to their family. Some of the youth even chose to talk about experiences that they had hardly ever, or even never, talked about before. The young people were clearly emotional at the end of the exercise, touched by the experience of talking about their own challenges as well as hearing about others'. The main feeling amongst them seemed to be relief of having let go of an emotional load whilst being listened to respectfully and patiently by a group of half a dozen people. The fact that they chose to talk about such loaded topics as abandonment, death, abuse, and rape clearly showed how comfortable and safe they felt in the presence of their fellow participants and the facilitators. The therapeutic impact of the emotional unloading was most clearly observed in several young people who gradually became significantly more relaxed and outspoken during the following days.

Outcome: Increased understanding of shared experiences and views

During the Stage I workshop a series of exercises enabled the group to reflect on what it is like to be a young person in Mindanao. As the participants' ideas were visualised on cards, flip charts and white boards, these exercises demonstrated how much young people from varying backgrounds have in common (see annex 17). The group was able to see and hear to what degree they have similar dreams for their future and experience the same challenges and have complementary ideas about the positive role that young people can play in conflict resolution and peacebuilding. The Stage II and III activities further stimulated mutual understanding through the stories and messages that were captured in the videos and the experiences and opinions that were shared during the exercises and group dialogues (see annex 8).

"What I learned is that you need to put yourself in other people's shoes to understand them, to learn their perspective. This is important to avoid conflict."
Kashmir, video diary

Future perspective and direction

Baseline: Motivation to contribute to peacebuilding efforts

From the baseline pre-project application interviews it was clear that participants were motivated to find ways to contribute personally to conflict resolution or peacebuilding activities in their homes, amongst their friends, in their school, or their communities. It was also clear that some had a much clearer sense of how they could do that than others. Similarly, some had a much clearer sense of how they would share the things that they would learn during the project with their peers.

"I want to join to share what I will learn and share also my stories. I want to go back to school and live without guns. I want to increase my knowledge of my religion but not hold guns and kill my fellow human beings. (…) I don't want other young people like me to experience what I have experienced in an armed group."
Aznar, application interview

"I can demonstrate commitment to work for peace, through establishing peace and creating a more harmonious relationship with myself and family. After that stage, I will join as a front-liner on any peace movement activities aiming for the betterment of our society. I will also organise a youth for peace movement within my community."
Joan, application interview

Outcome: Visions for their personal future

During the 'talking circle' in the Stage I workshop all the participants talked about emotional challenges. Following this exercise the trainers gave them some space to individually reflect on their lives, hopes and dreams during the 'my future journey' exercise. This drawing exercise enabled them to form a vision of what they would like their future lives to be like, and how they could work towards it. During the recorded presentations of their drawings, most of the participants talked about their ideal career path and how they hope to contribute to positive changes in their environment. Thanks to this exercise all participants left the 12-day workshop with a vision for their future (recorded on paper and video) and with an increased sense of direction.

Goal: strengthening the belief in the power of youth

In the Philippines, young people generally have great respect for their parents and other adults. This can unintentionally feed a sense of dependence on the decisions of parents, adults, and politicians. From their application forms it became clear that, before participating in the workshop, some of the participants were not very confident about what they could contribute to their families and communities in terms of peacebuilding. During the workshop the participants agreed that young people are not generally seen as a driving force for change in their communities. Several participants said that they expected that some, or even the majority, of people in their communities would not necessarily believe that they had participated in a peacebuilding training or had learned how to make videos. The plans that the participants wrote up during action planning session at the end of the Stage I workshop (see annex 16) indicated that they had already developed a sense of what concrete actions they could undertake with their newly developed skills and confidence. On day 7 of the Stage III workshop the trainers had planned another full collective action planning session. Unfortunately this day was cancelled by UNICEF because of limited availability of the participants (to to school and work commitments). On the final day of the workshop the participants did reflect on their learning and planned who they wanted to show their videos to, where they could organise screening events and on what topics they wanted to make additional videos. Their plans (see annex 16) demonstrated that they had a sense of how they could use their videos and their new skills to inspire positive changes in their neighbourhoods, communities and schools.

Powerful video products

Achievement: a lot of powerful data and video footage

Over the course of the first 1.5 weeks of the Stage I workshop, the participants explored a wide variety of topics during a progressive series of participatory video exercises. These exercises resulted in a significant collection of interesting - and in some cases very passionate, surprising, funny or emotional - video footage. The young people created video footage on a variety of topics, including their understanding of the challenges that young people in the region face and how they relate to each other; their analysis of the causes and effects of conflict experienced by their own cultural or religious group; their ideas for ways in which young people and other actors can tackle conflict drivers and their personal plans for the future.

Special focus: cultural discrimination, conflict and peace building

The participants spent three of the twelve days of the Stage I workshop planning, shooting and editing their first videos for an external audience: the attendees of the camp for youth who have been identified as (potential) young leaders in the region. The three films that they made for this audience focus on teenage pregnancy, young people's understanding of globalisation, and the importance of education. Although these topics are relevant to young people in the region and although the videos encouraged a lot of passionate responses and feedback from the youth audience during the screening event, they are not (closely) related to cultural/religious discrimination or conflict and they did not generate any questions or discussions around these topics. During Stage II the trainers therefore provided clear guidelines (see annex 5) to support the participants to plan and shoot videos on the key topics of the project.

Outcome: six videos especially produced for youth in Mindanao

The Stage II and III processes resulted in three additional videos that closely matched the project aims. The Stage III screening events provided an opportunity to test these videos on local youth audiences. During the post-screening group sessions, all three Stage II/III videos generated relevant questions and fruitful content for group dialogues (see annex 8). Two of the videos ('My Journey' and 'Women for Peace') proved to be particularly powerful because of the personal and emotional stories they contain and the way in which they provided the audience with insights into how issues of cultural discrimination affect different cultural/religious groups. The third video ('Education for Peace') was powerful because the young audience members found it easy to related to and feel inspired and motivated by the content. At the end of the screening the audience members were asked to write down a pledge for personal action or change. These pledge responses (see annex 9) show that the videos were successful in stimulating some of the audience members to identify what they themselves can do to contribute to more peace. The six final videos could be used online and in screening events to generate discussions, raise awareness of the issues presented, and potentially to inspire small behavioural changes.

Challenges

Limitations in trust and translation

Tensions, disagreements and difficult discussions are part of any peacebuilding project. To reach a place of increased understanding and respect, a group needs to work through any sensitive topics that initially divide them. The trainers therefore ensured that sessions on serious topics were interspersed with relaxed, reflective exercises, and playful games to stimulate a comfortable atmosphere throughout.

Unfortunately, a few times the supportive atmosphere during more serious sessions of the Stage I workshop was temporarily disturbed, or constructive conversation was interrupted, by the local team members because of misunderstandings, feelings of discomfort or worries. Several times during the two weeks - r9ather than supporting the trainers to guide the participants to go deeper and work through sensitive topics or feelings of discomfort that had arisen - they tried to patch things up and/or skip to the next step of an activity. In these instances they gave direct instructions to the participants (rather than translating). A couple of times the trainers felt undermined and had to provide alternative instructions to continue with an exercise.

The trainers respected that the attempts of the local team to divert or even end certain discussions during Stage I came from good intentions or worries, they however requested that the staff involved in Stage III would trust them to lead the process and provide them with feedback and recommendations before or after activities. During Stage III the UNICEF staff member provided valuable logistical support to the workshop and only once interrupted during an exercise. Although his comments were valuable, the trainers had been building up the discussion for the participants to come to the same conclusions themselves, so it was still a shame that the lessons and pieces of advice had been provided by the staff member in a traditional educational format.

Cultural differences in communication norms

Local staff can provide invaluable support because of their cultural and political knowledge and language skills. They can pick up on important dynamics that might go unseen/unheard by the trainers. The local staff involved in the project were very committed to this role. However, in several instances during the Stage I workshop the local team waited with sharing feedback, observations or information (gathered from conversations with participants or even full translations of what was said during exercises) with the trainers. The trainers believe that this information was possibly not passed on earlier because of cultural norms or because of good intentions to deal with certain tensions without 'bothering' the trainers.

The trainers clarified after the Stage I workshop that they would like to receive any important information that might have escaped their attention as soon as possible after an event/exercise to inform immediate responses or actions (if needed). As cultural differences (see Box 1) are likely to have been at the root of some of the challenges experienced by the team during Stage I, the trainers met with the Stage III translators prior to the workshop to discuss their approach to communication. In general the communication with the UNICEF staff member went better during Stage III, although he still provided the key information that the workshop would be cut short with an entire day, at a much later stage then would have been ideal.

Low-context cultures - North America, Australia, North Europe	High-context cultures South(East) Asia, Africa, Middle East, South Europe
Be direct and task-focused	Be indirect and relationship-focused
Be explicit and specific	Communicate between the lines or through non-verbal means
Write things down and 'spell things out'	Keep things oral
Give feedback as soon as possible, in a direct manner	Give feedback indirectly, and at the right time in order to save face
Believe that trust in your competence leads to deeper levels of relationships, so begin with the task	Believe that deeper levels of personal trust are required for tasks to be carried out effectively, so begin with relationship building
Believe that being clear shows respect	Believe that sensitivity about saving face shows respect

Box 1: Communication Style Differences (Source: Oxfam GB (2007) 'Building Trust in Diverse Teams')

Feelings of discomfort and pressure

A few times during the Stage I workshop, feelings of discomfort arose when participants expressed their pride in their own religious or cultural background. In addition, during several sessions when the mission of the MILF came up in the discussion, the comments and body language of several participants suggested feelings of confusion, mistrust and disagreement.

Because of the failure of the Bangsamoro Basic Law (BBL) to pass congress in February 2016, it was a particularly difficult time for the MILF youth to talk about their communities' experiences of conflict and their views for a peaceful future. They were certainly proud to participate in the project as MILF representatives and they were happy to share facts as well as their views and some experiences to help the other participants to learn more about the MILF.

Through conversations with individuals outside of the exercises it also became clear that they had left certain things unsaid and that they had requested not to screen some of their footage as they feared that their peers would struggle to understand and sympathise with their experiences or perspectives. They also indicated that they feared to misrepresent the position and directions of the MILF on video because of the disagreement and confusion amongst the MILF leadership about the new course of action after the denial of the BBL.

Whenever feelings of discomfort arose, the local team were particularly quick in noticing this and the trainers would respond to their indications by reminding all the participants that there was no obligation to speak in any exercise and encouraged them to focus on speaking from their own perspective and only share whatever they felt comfortable with.

Influence on video topics

During the first week of the Stage I workshop the topics of teenage pregnancy and education were regularly mentioned by the UNICEF staff member and the young staff member from a partner organisation (who had joined the workshop as a participant). The trainers initially warmly welcomed their comments and suggestions about these topics as they were a good fit with first part of the workshop (which aimed for the participants to become aware of how much young people from different backgrounds have in common). The two staff members also asked if time could be freed up in the workshop schedule for modules on these kind of topics. In response, the trainers explained although such sessions would be valuable for the young people, the aim of the workshop was to provide an outlet for the participants' existing conflict-related experiences, understandings, ideas and hopes (rather than 'teaching' them new things).

During the second week of the Stage I workshop the UNICEF staff member expressed his worries about presenting videos on the topics of conflict and cultural discrimination at the youth camp where he had arranged the screening. The trainers explained that they were confident to support the group to craft videos that would be sensitive and appropriate, whilst taking into account that the majority of the youth at the camp would be of Christian background. At this point the trainers thought that they had sufficiently reassured the UNICEF staff member. However, the way he interrupted an exercise (about video structures to influence behavioural change) on day 9, suggested that he was possibly still uncomfortable with the idea of creating videos on the key topics of the project to screen at the youth camp.

During the topic selection process that followed, it seemed that the comments/suggestions and worries of the staff members had (consciously or unconsciously) influenced the participants, as they choose to focus their three videos on: education, teenage pregnancy and globalisation. Fortunately, whilst these topics are not closely related to the aims of the project, they did not limit the participants' learning process. At the Stage I debrief meeting the choice of topics was discussed and it was agreed that during Stage II and III the local team would have to be comfortable with supporting the participants to plan and shoot videos on topics related to the key focus areas of the project: conflict and cultural discrimination. Subsequently, during the Stage II and III activities, the participants were properly supported to explore, capture and discuss messages and stories related to the key project topics.

Lessons and recommendations

Keeping potential change makers involved

The 3-stage project provided a great insight into the character, skills and motivation of the participants. Based on their performance and commitment the trainers' identified several participants (see annex 2) that they expect have the potential to inspire their peers and work as change makers in their schools or communities. Providing these youth with opportunities to continue to use their new confidence and skills after the Stage III workshop would be a great way to stimulate their further development and keep them engaged with UNICEF's mission.

Compassionate communication and mediation skills

During the group reflection after the final project evaluation, many of the participants indicated to have found it useful to have learned the basics of compassionate communication that they can apply in daily life situations. In addition, several participants indicated to be particularly interested to learn more compassionate communication (NVC) and/or mediation skills. Inviting young people who are particularly active in their schools and/or communities and have a clear interest in this area (including several of the participants of this project, see annex 2) would be a valuable follow-up activity in response to the demand that was demonstrated by this project.

Video production

As described on page 17, the participants all have the skills to play a role in the production of further videos. Our experience shows that these skills are best maintained if participants have easy access to all the items of the video production and screening kit (see annex 18) and are actively encouraged to produce more videos. In order to make the most of the investment into the knowledge and skills development of this group of participants, our strong recommendation is to encourage (at least some of) the participants to produce more short videos that contribute to UNICEFs mission as soon as possible. As the Stage II period demonstrated how busy the young people were, offering to pay them small stipends to compensate for their time investments would be a great way to provide them with an extra incentive and recognise the value of their new expertise. Annex 16 includes an overview of topics that the participants are interested in exploring and documenting with video.

Consent

During the Stage II video shooting not all free, prior and informed consent processes that were taught during the Stage I workshop were followed. No consent forms were signed and brought to the Stage III workshop. During the post Stage III debrief meeting, the InsightShare trainers therefore recommended that a UNICEF staff would work together with some of the participants to ensure that consent forms would be collected from all people who appear in the Stage II/III (eg. the youth that were interviewed at Pikit High School and the women of the women's group). The missing Stage II consent forms emphasises the need to include consent forms as a key deliverable in any TOR for people coordinating video production activities.

Further dissemination

After collecting these consent forms the videos could be used during further screening events as well as uploaded online and disseminated through social media. As youth in the Philippines are very active on social media, sharing the videos on platforms such as Facebook, could be a very effective way to reach a broad audience. The trainers' impression is that all videos, except the 'Women for Peace' video are suitable for online sharing with short content and background descriptions.

Screening events

As mentioned on pages 22 and 23, the participants are also all able to prepare for and facilitate small to medium size video screening events in small teams including group dialogues on the topics presented in the videos. Again these skills are best maintained if practiced regularly. During this project the participants learned an easy to follow format (see annex 19). By working in small teams and by following this same format, the participants could organise many more screening events in the region. In many cases they could do this entirely independently, whilst in others some logistical and financial support would be needed from UNICEF. Annex 16 provides an overview of the participants' concrete ideas for further post project video dissemination. The trainers expect encouragement and coordination from UNICEF staff would be needed to ensure the participants actually put (some of) these plans into action. Some financial investment would be needed to cover the basic coordination time of a UNICEF staff member, as well as some basic logistical costs and in some cases potentially some stipends.

GOVERNMENT
3. ... ... of rebellion ...
2. Pagsang-ayon usa implementasyon ng kapaya-paan.

fects

HATRED
(GALIT)

MEDIA ITSELF
2. Ikwalidad ng pag-bibigay ng tamang impormasyon para sa mamamayan.

WRONG INTERPRETATION
(MALING INTERPRETASYON)

TRUST ISSUES
(KAWALAN NG TIWALA)

YOUNG EDUCATORS
+ informatively teach people about cultural diversities in Mindanao
2. Pagtuturo sa mga tao tungkol
+ sa tulong ng social media.

EVACUATION
(EBAKWIT) (PAGKAWALA NG HANAPBUHAY/ ARI-ARIAN)
LOSS OF LIVELIHOOD

FEAR & TRAUMA
(TAKOT)

(KAWALANG-PAG-ASA)
HOPELESS

EVERYBODY
2. to RESPECT each cultural differences (and) feelings and needs.
ng kultura.

POOR GOVERNANCE
(KAGULUHAN)
ARMED CONFLICT
(DISKRIMINASYON SA KULTURA)
Cultural Discrimination

(KAMATAYAN)
DEATH (CASUALTIE...

SLOW INDUSTRIAL PROG...
(MABAGAL na PAG-UN...)

MASS / PEOPLE
2. to choose the right leaders ...
tamang Lider.

ACTIVISM
(PAG WILCA...)

POVERTY
(KAHIRAPAN)

GOVERNMENT
2. Effective Leader-ship.
2. Transparency
2. Transparensya

Causes

InEquality
(PAGKAKAIBA)

MEDIA
(MEDYA)

Ignorance
(KAWALANG-ALAM)

POLITICAL ISSUES
(ISYU SA POLITIKA)

PANGINGIKIL

LAND GRABBING
(AGAWAN NG LUPA)

CORRUPTION
(KURAPSYON)

GEOGRAPHICAL LOCATION
(LOKASYON)

FRAUD LEADERS
(...)