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Consultancy for the Caribbean Knowledge Economy (CKE) Coordinating Network (106099-001)
Contract No 114593

Participatory Video Demonstration and Proposal Preparation

Final report

Submitted to
The International Development Research Centre

December 16 2011

1. Aims

To examine novel communications strategies in support of the mFisheries project component of the 2009/ 2011 IDRC-funded Caribbean ICT Research Programme, with a particular focus on increasing the policy impact of the project.

2. Objectives

1. To facilitate collaboration between UWI's mFisheries Team (UWI) and the Caribbean Natural Resources Institute (CANARI) regarding intersecting interests and complementary capacities.
2. To produce a basic participatory video as a demonstration point and to guide the preparation of the requirements analysis for a full proposal
3. On the basis of the participatory video demo, for CANARI and UWI mFisheries Teams to explore opportunities for collaboration with other agents, such as Groupshot (http://www.groupshot.org/) on a larger scale participatory video project
4. To prepare a proposal outlining the exploration and execution of opportunities for the use of participatory video amongst small scale fishers as a means of (i) personal and community expression and empowerment and (ii) an access channel to policy makers and other key change agents.

3. Activities conducted

Activities conducted under this project were:

1. ***Planning meetings between CANARI and UWI:*** A planning meeting was held on September 6 2011 at UWI, St. Augustine to select the community to participate in the

project and develop the workplan and roles and responsibilities. Regular communication was maintained via email and telephone.

2. ***Community mobilisation (***Meetings between CANARI, UWI and selected mFisheries fishers regarding participation in the video production exercise):
    a. The community originally selected for participation in the project was Claxton Bay, which is one of the communities involved in the mFisheries pilot. CANARI facilitated a one-day workshop in July 2011 in Claxton Bay with fisheries managers from the sub-region (Trinidad and Tobago, Brazil, Guyana, and Suriname) to facilitate a participatory analysis of the problems facing the small-scale fishing industry. This was therefore an ideal community to participate in the project. However, despite efforts by UWI to mobilise 5-10 fishers for a 2-day workshop in October, fishers were unable to commit to two consecutive or separate days or half days. The full range and deeper reasons are unclear, but stated reasons were that the State of Emergency curfew at the time meant that fishers had less time to fish and secondly that on one of the days previously agreed the community was told that a Minister of Government was visiting the community. After more than a month of unsuccessful attempts at mobilisation, on October 12 after discussion CANARI and UWI agreed to select another community to participate in the project.
    b. The community of Blanchisseuse was selected for participation in the project. This is one of the communities involved in the mFisheries pilot. CANARI has also been working closely with the community since January 2010 on developing sustainable livelihoods based on the use of natural resources (funded by the JB Fernandes Trust) and therefore also had built relationships and trust and participatory identification of problems and needs.
    c. Mobilisation was Blanchisseuse fishers was conducted by CANARI based on:
        - The list of fishers participating in the mFisheries pilot provided by UWI
        - Telephone calls to fishers
        - Use of Blanchisseuse community leaders to assist with mobilisation. This included Joslyn Lee Quay, Deputy Coordinator of the Caribbean Regional Fisherfolk Network (CNFO), with whom CANARI had a close existing relationship and Dexter Black, the President of the newly-formed Blanchisseuse Fisherfolk and Marine Life Association who was introduced to CANARI through the Fernandes sustainable livelihoods project. Both indicated that the Association had recently started looking for ways to effectively identify and address the problems in the fishing industry.

3. ***Meetings between CANARI, UWI and Mayaro Cable regarding their participation in the video production and airing exercises:*** No meeting was held with Mayaro Cable as the Blanchisseuse community is on the north coast of Trinidad and completely out of the focus of work and reach of Mayaro Cable.

4. ***CANARI facilitation of participatory video preparation process***
    a. A two-day workshop was held with 11 fishers in the Blanchisseuse community November 7-8 2011. The written report of the workshop and a technical account of the video preparation by UWI are attached and the workshop report is available at http://www.canari.org/documents/BlanchisseusePVvideoworkshopFinal08.12.11.pdf.

5. ***Hosting of video:***
    a. A meeting was held on November 30 2011 with four key partners (policy-makers and agencies that could provide technical or financial support to address the specific problems identified). The written report of the meeting is attached and is available at http://www.canari.org/documents/BlanchisseusePVpartnersmeetingFinal08.12.11pdf.pdf.
    b. The video was posted on CANARI's YouTube at http://www.youtube.com/watch?v=8SFnazhiu9Y&list=UU-tyl9LCv8VfFcyih60lkOQ&index=1&feature=plpp_video. To December 16 2011, it had received 208 views.

6. ***Approach to other teams with intersecting interests and complementary capacities, regarding their interest in participating in a collaborative project:***
    a. UWI has been in discussions with Groupshot, who have expressed interest.
    b. CANARI involved Raynaldo Phillips (an experienced videographer, facilitator and forest expert) from the Community Forestry Unit of the Forestry Division in Trinidad and Tobago in the PV workshop and he has submitted a report to the Forestry Division highlighting the potential uses of PV in forestry work.
    c. CANARI has discussed with Veni Apwann (an NGO in Trinidad and Tobago with the mission to build capacity in the civil society sector, see http://veniapwann.org/home/). Plans are under discussion for submitting a joint proposal to the Commonwealth Foundation for a training of trainers workshop in PV.
    d. CANARI has developed a partnership with the UWI mFisheries Team and the Centre for Resource Management and Environmental Studies (CERMES) at the UWI Cave Hill campus and submitted a joint proposal to Defra in December 2011 for a project using PV for participatory research on local knowledge of coastal communities in the Cayman Islands.

7. ***Collaborative preparation of proposal for a full participatory video project:***
    a. A proposal for facilitating a PV process for policy influence in one group or community in the Caribbean was prepared. The proposal is attached.

8. ***Communication and dissemination:***
    a. A media release about the video and the process was placed on CANARI's

website and distributed to local media houses in Trinidad and Tobago. The release is available at http://www.canari.org/documents/PVnewsarticle161211final.pdf.

b. A project page with project outputs was developed on CANARI's website and is available at http://www.canari.org/cm1.asp.

4. Lessons learnt

1. ***Mobilisation of fishers:***
    a. Pre-existing relationships and built trust through previous collaboration is important in getting community buy-in and participation
    b. Use of a variety of techniques in mobilisation in important
    c. Use of several trusted local community leaders in mobilisation helps to reach the right people
    d. Selecting a community that is ready to undertake advocacy ensures that there is community buy-in and the need is not imposed
2. ***Participatory video production workshops:***
    a. Two days for the video production workshop in the community were not sufficient time to capture all of the video clips and the editing was very rushed. The amount of funding available did not allow for more time to be spent but ideally the team recommends four days for this workshop.
3. ***Mobilisation of policy-makers to attend video showing and discussion:***
    a. Where key representatives are unable to attend a meeting, direct follow-up with them via email, telephone, and individual meetings, is needed.

5. Results achieved

1. CANARI and the UWI mFisheries Team collaborated to test the potential of PV using mFisheries smartphones for policy influence. CANARI provided facilitation expertise and mFisheries provided technical expertise with video production and using the smartphones.
2. A 10-minute (approximately) participatory video was produced by 11 Blanchisseuse fishers on problems identified and solutions proposed in a facilitated participatory process.
3. The video was shown to four key partners and a rich discussion facilitated to analyse the potential solutions and identify priority next steps.
4. Verbal commitments were secured from the partners to provide technical and financial support to Blanchisseuse fishers to address the problems they identified.
5. A proposal was prepared for facilitating a PV process for policy influence in one group or community in the Caribbean. This will be used as a basis for development of proposals targeting specific donors.
6. CANARI and the UWI mFisheries Team are actively exploring opportunities for further use and testing of PV with fishers, and already submitted one proposal (to Defra for a project in the Cayman Islands). Other donors identified include the Commonwealth Foundation and the Green Fund of Trinidad and Tobago.

6. Evaluation

The video workshop was highly successful. The participants were able to identify and document challenges they face in the fishing industry in Blanchisseuse and possible solutions to those challenges. They were also able to understand the process of making participatory videos to use as a tool for advocacy.

Participatory video is a tool that had several advantages for the Blanchisseuse community.

- The video helped to visually portray the challenges in the community to make them real to the audience. There was a larger impact when presenting the issues to the decision-makers with the video than presenting the issues without the video.
- The video empowered the community by giving them a voice. The video is an avenue that all the stakeholders can use to articulate their challenges. Many community members are intimidated when directly addressing decision-makers but they are more comfortable expressing their opinions to their peers who are interviewing them.
- The video also empowered the community because the participants were the authors, directors, producers, videographers and editors of the video. Participants said that they felt very proud of their work.
- The video was used to take the community and its challenges to the decision-makers. This allows the decision-makers to see the challenges without visiting the sites. It saved the decision-makers time as they did not have to visit the community to see and hear about problems.
- The use of the video helped the community to simplify a complex story. The video produced as part of this project was less than 10 minutes and was able to address both the challenges and suggest solutions to those problems.
- Making the video was an interesting process of documenting the challenges in the community. Many of the participants commented that they had fun during the two-days of video capture.

7. Recommendations for next steps

1. CANARI and UWI mFisheries Team continue to collaborate to explore potential opportunities for:
    a. using PV for policy influence with other fishers;
    b. testing other uses of PV, including for participatory research, planning, and monitoring and evaluation.
2. CANARI and UWI mFisheries Team continue to explore opportunities for other partnerships on using PV as a tool with fishers and other community groups.
3. CANARI continue to support the Blanchisseuse community to advocate with partners on the problems and to develop potential solutions, including through its JB Fernandes rural livelihoods project in 2012.

Making a participatory video: documenting the challenges of the Blanchisseuse fishing industry

Video workshop

Community Centre and Primary School, Blanchisseuse

November 07th - 8th, 2011

1 INTRODUCTION

The Caribbean Natural Resources Institute (CANARI) and the University of the West Indies are implementing a pilot project to use participatory video to help the fishers of Blanchisseuse document challenges fishing in their community and share these with partners who can help them to address these problems. It is funded by the International Development Research Centre (IDRC).

Figure 1 Participants get tips on capturing video on their smartphones from the UWI mFisheries Team members

A team of fishers and others from the community worked together in a two-day workshop to develop a video that told the story of their challenges, how those challenges were affecting the fishers and possible ideas to address those challenges. The participants in this participatory video project were the producers, writers, videographers, narrators and interviewers. The videos were captured on the Motorola Defy smartphones that were provided courtesy of BG Trinidad and Tobago (BGTT) as part of the mFisheries project.

The eleven participants met over two days to:

- identify challenges in the fishing industry in Blanchisseuse;
- identify potential solutions to the challenges identified;
- document the challenges and solutions using video captured on the smartphones;
- create a video telling the story;

- discuss ways to use the video for advocacy with partners to address the challenges identified.

Many of the participants were members of the newly formed Blanchisseuse Fisherfolk and Marine Life Association but two members of the community also participated in the two-day meeting (see Appendix 1 for the list of participants).

2 METHOD: THE PARTICIPATORY VIDEO PROCESS

The workshop was very interactive and participatory. The participants analysed the problems, voted on the problems that they wanted to document, created a storyboard, captured video clips of interviews with stakeholders and scene shots; and directed editing of the video clips.

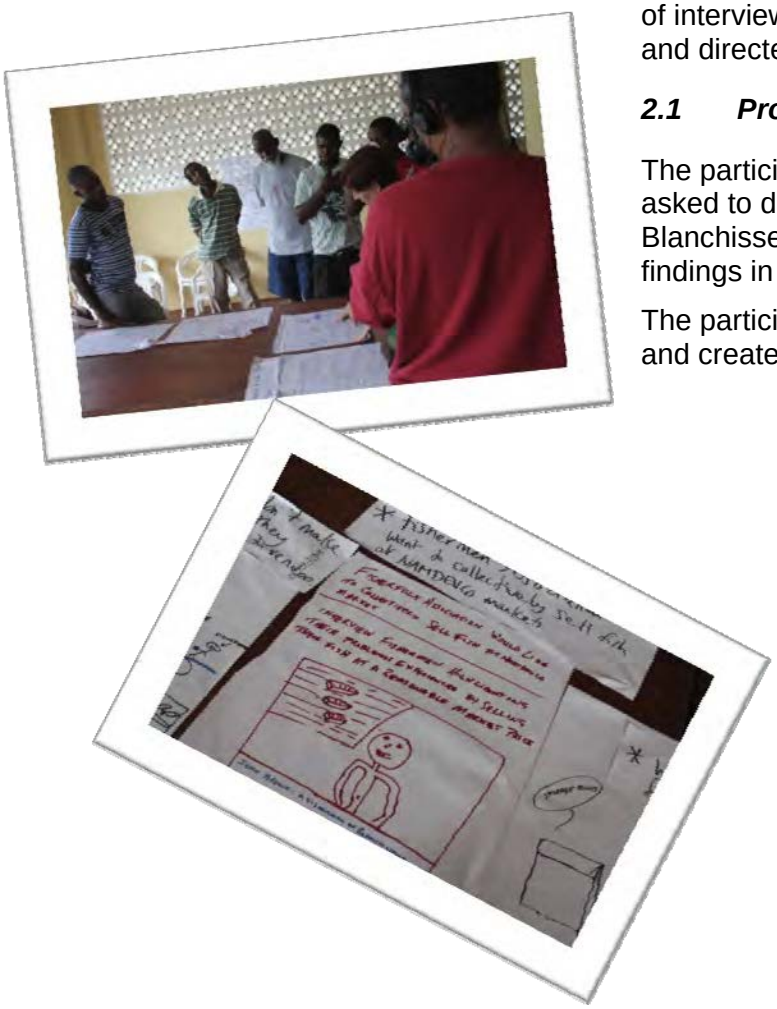

Figure 2 Participants discuss the storyboard elements (above). The image below shows one of the scenes to be captured on video.

2.1 Problem identification and analysis

The participants were divided into groups and were asked to draw the challenges facing fishing in Blanchisseuse. The groups presented their findings in plenary.

The participants discussed the challenges identifed and created a problem tree. They then voted on the challenges that they wanted to present in the video.

2.2 Storyboard

The participants disucssed the target audience for the video as partners who could assist the fishers to solve the problems identified.

The participants discussed and listed the scenes that they wanted portrayed in the video. Each was given a scene to draw out. They then established the order of the scenes. The participants divided into teams to capture the video.

2.3 Capturing and editing of the video

The UWI mFisheries team gave a quick overview of how to capture video on the smartphones and upload the videos to a computer. The participants practiced capturing videos and Raynaldo Phillips of the Forestry Division offered advice on framing, composing and shooting the videos. The first videos were captured on the afternoon of the first day and the morning of the second day of the workshop. After viewing the first videos, the participants decided to reshoot several scenes. The participants directed an engineer from the UWI mFisheries team to edit the videos using the *Adobe Premiere Pro* software. The video was

called *Fish for Gas: The Challenge of fishing in Blanchisseuse*. The participants selected music to use as background for the video.

Figure 3 Raynaldo (right) gives the participants tips on capturing video

3 FINDINGS

3.1 Problem identification

Problems identified included:

- The ramp to take the boats from sea to shore is non-existent. The rough sea in the area makes moving the vessels difficult. Seven men are required to move the vessels.
- There is no security at the facility.
- There are not enough lockers to serve the number of fishers and boats in the community.
- The area where boats are parked is too small to accommodate all the vessels. Fishers have difficulty accessing their boats.
- There is no gas station in Blanchisseuse. The fishers have to purchase gas from a few vendors who go to the community. If the fishers do not sell their fish to the vendors, they cannot purchase gas. The vendors pay below market price for the fish and charge above market price for the gas.
- There is no cold storage facility at Blanchisseuse so the fishers are forced to sell their fish to the vendors immediately. The fishers also purchase ice from those vendors.

Figure 4 Participants take a first look at their videos

The problems chosen to highlight in the video were:

- There is no gas station in Blanchisseuse. The fishers have to purchase gas from a few vendors who go to the community. If the fishers do not sell their fish to the vendors, they cannot purchase gas. The vendors pay below market price for the fish and charge above market price for the gas.
- There is no cold storage facility at Blanchisseuse so the fishers are forced to

Figure 5 Ramon captures Kurt's interview on his smartphone

sell their fish to the vendors immediately. The fishers also purchase ice from those vendors.

3.2 Target audiences

Target audiences identified for the video were:

- Fisheries Division
- The National Agricultural Marketing and Development Corporation (NAMDEVCO)
- UWI mFisheries
- National Entrepreneurship Development Company Limited (NEDCO)
- Trinidad and Tobago National Petroleum Marketing Company Limited (NP)

Both Seafood Industry Development Company Limited (SIDC) and the Ministry of Energy and Energy Affairs (MEEA) were later added as target audiences and NEDCO removed as an immediate target for this meeting.

Figure 6 Participants review the video after capture in the field to determine if the quality of the video clip was acceptable

4 NEXT STEPS

The video will be presented to representatives of partner organisations that can help the fishers address the challenges identified. The video will be hosted on both the UWI mFisheries' and CANARI's web pages. The video can be viewed on CANARI's YouTube page at http://www.youtube.com/watch?v=8SFnazhiu9Y&feature=youtu.be. The fishers will also discuss other avenues for sharing the video and messages with a wider audience.

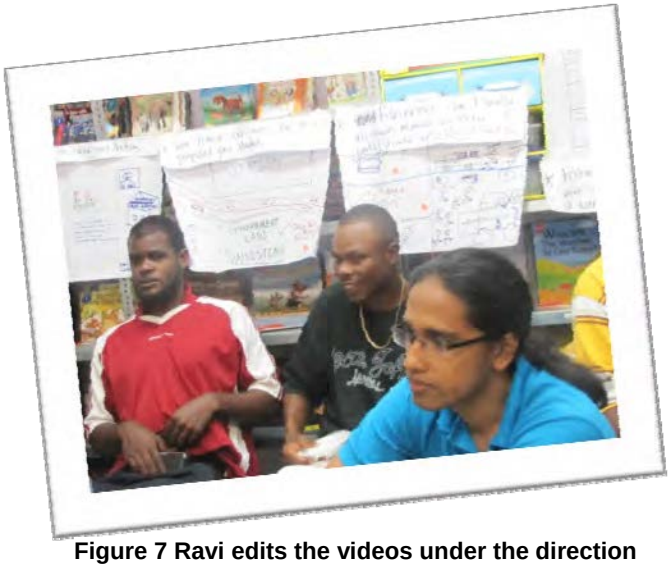

Figure 7 Ravi edits the videos under the direction of the participants

5 CONCLUSION

The video workshop was highly successful. The participants were able to identify and document challenges they face in the fishing industry in Blanchisseuse and possible solutions to those challenges. They were also able to understand the process of making participatory videos to use as a tool for advocacy.

Participatory video is a tool that had several advantages for the Blanchisseuse community.

- The video helped to visually portray the challenges in the community to make them real to the audience. There will be a

larger impact when presenting the issues to the decision-makers with the video than presenting the issues without the video.

- The video empowered the community by giving them a voice. The video is an avenue that all the stakeholders can use to articulate their challenges. Many community members are intimidated when directly addressing decision-makers but they are more comfortable expressing their opinions to their peers who are interviewing them.
- The video also empowered the community because the participants were the authors, directors, producers, videographers and editors of the video. Participants said that they felt very proud of their work.
- The video can also be used to take the community and its challenges to the decision-makers. This allows the decision-makers to see the challenges without visiting the sites. It can save the decision-makers time as they do not have to visit the community to see and hear about problems.
- The use of the video helps the community to simplify a complex story. The video produced as part of this project was less than 10 minutes and was able to address both the challenges and suggest solutions to those problems.
- Making the video was an interesting process of documenting the challenges in the community. Many of the participants commented that they had fun during the two-days of video capture.

APPENDIX 1: LIST OF PARTICIPANTS AND RESOURCE PERSONS

Name	Organisation	Contact
Blanchisseuse participants		
Dexter Black	Blanchisseuse Fisherfolk and Marine Life Association	312-6814
Marvin Clarke	Blanchisseuse Fisherfolk and Marine Life Association	337-0801
Ramon Fournillier	Blanchisseuse Fisherfolk and Marine Life Association	487-7022
Rojer Fournillier	Blanchisseuse Fisherfolk and Marine Life Association	374-5044
Tamica Fournillier	Blanchisseuse Fisherfolk and Marine Life Association	359-0507
Clive Gill	Blanchisseuse Fisherfolk and Marine Life Association	377-0359
Joslyn Lee Quay	Caribbean Network of Fisherfolk Organisations (CNFO)	760- 7333
Raymond Lowe	Blanchisseuse Fisherfolk and Marine Life Association	314-6594/732-2474
Wayne Pile	Fisher Assistant	737-1199
Phil Radix	Blanchisseuse resident	
Kurt Ramdial	Blanchisseuse Fisherfolk and Marine Life Association	373-7878
Resource persons		
Candice Simonta-Dyer	University of the West Indies (UWI) mFisheries	Candice.Simonta-Dyer@sta.uwi.edu 662-2002 ext. 82637
Kevon Andrews	UWI mFisheries	Kevon.Andrews@sta.uwi.edu
Ravi Deonarine	UWI mFisheries	Ravi.Deonarine@sta.uwi.edu 662-2002 ext. 82638
Amanda Suraj	UWI mFisheries	Amanda.Suraj@sta.uwi.edu 662-2002 ext.83758/82073
Raynaldo Phillips	Forestry Division	raynaldo.phillips@gmail.com
Nicole Leotaud	Caribbean Natural Resources Institute (CANARI)	nicole@canari.org 626-6062
Keisha Sandy	CANARI	keisha@canari.org 626-6062
Stacy Selby	CANARI	626-6062

Blanchisseuse Participatory Video – Technical Report

3 December 2011

Preparation for Video Editing

Preparation for the video session included analyzing video from participants' mobile phones and configuration of the video editing platform. Prior to the exercise, a sample of video from the phone was acquired and analyzed using the MediaInfo software tool to determine the media container format and the coding of the video and audio streams.

Table 1 lists the details of the video files produced by the device, a Motorola Defy MB525.

Container	3gp
Video stream	H.264 (640x480 @ 23.97 fps, ~4000 kbps data rate)
Audio stream	AAC (LC profile, 2 channels, 44.1 kHz sample rate, 96 kbps data rate)

Table 1 Specification of video file from Motorola Defy MB525

These specifications were used as a guide to configure the video editing platform:

1. Software platform: Editing software is required that is able to import and use the video files directly from the Motorola Defy. Otherwise conversion of source video to an intermediate format is required prior to editing
2. Hardware platform: The resolution, quality and size of source material require particular levels of CPU and disk performance from the video editing platform.

lists the software deployed on the laptop. All software was tested to ensure full function. It was confirmed that the selected video editing software could open video files from the mobile device directly. Just in case conversion to an intermediate format was necessary on the day, some additional utilities were installed. Finally, to ensure smooth operation, the hard disk of the laptop was optimized using the Disk Cleanup and Defrag utilities.

Software	**Purpose**
Adobe Premiere Pro CS5	Non-linear video editing
Quicktime	Necessary for Premiere to read from and export to various media file formats
VLC Media Player	Plays most media formats, supports sequenced playlists
Virtualdub	Recodes video and audio to different formats
Yamb	Extracts video and audio streams from mp4 and 3gp file containers. Packs video and audio streams into mp4 and 3gp file containers.
WinDV	Saves DV stream from Firewire interface to hard disk. (In case it was necessary to capture footage from a MiniDV video camera.)

Table 2 Software installed on laptop

As standard definition video was used and editing was to be done on location, a laptop configured as shown in Table 3, was selected to host the editing software.

CPU	Intel i7, 2.5 GHz
Memory	5 GB
Hard Disk	500 GB, 7200 RPM
Operating System	Windows 7 Ultimate

Table 3 Configuration of laptop used for video editing

Video Editing on Location

The production of the participatory video was split into two one day sessions. On the first day the theme of the video was chosen and the video was planned by developing a storyboard. Participants received basic training in recording and reviewing videos on their mobile phones. They were sent out in pairs to record mock interviews. These videos were reviewed by the group and critiqued by a professional videographer present at the session. Participants were then grouped into teams and assigned various aspects of the storyboard. The session ended mid-afternoon, with the participants departing to shoot their assigned sequences on the same day and the next morning.

On the day of the live editing session, the laptop was set up at the venue with a multimedia projector and a set of external speakers. As the group gathered, members responsible for shooting video turned in their phones at the editing station so that the captured video could be downloaded to the laptop. Video was organized into folders labeled with the name of the participant who produced it.

After collection, the videos were reviewed by the whole group by playing the videos in each folder using VLC Media Player. The video sequences were mapped to the elements of the storyboard. The introductory part of the story was quickly prototyped and reviewed by creating a playlist of the selected videos and playing it so that the videos ran back to back.

Some elements in the storyboard were not properly covered by the available material either because a suitable video sequence was not shot or the quality of the video produced was not acceptable. Quality issues with the captured video are listed below:

- The phone was held vertically so that the video captured is rotated 90^0.
- The audio was not clear as the environment was very noisy from the sea breeze and the phone was not close enough to the subject to pick up dialog.
- A speaking subject was not properly tracked in the picture.
- A finger was visible on the camera lens.

Another problem was that video sequences often started and ended abruptly with no lead in and lead out material. This was not used as a basis to reject sequences, however.

The group adjourned to record the missing elements of the storyboard, with particular sub-groups responsible for different sequences. During this break the initial material in the VLC playlist was

assembled into an Adobe Premiere project. The relevant media were imported, trimmed and placed on the timeline. Basic video transitions (cross fading) were included between key scenes and the introductory title graphic was made. (The video timeline in the Adobe Premiere project was configured to match the source video – 640x480 video @ 23.97 fps with 44.1 kHz stereo audio.)

A similar procedure was followed after the participants regrouped. Newly captured video was collected, organized and reviewed. The remaining elements for the storyboard were mapped to captured videos. With input from the participants new and previously captured videos were added to the timeline of the Adobe Premiere project to build the final sequence. Small changes were made to the storyboard in order to adjust to the footage available and to better portray the necessary themes. The performance of the video editing platform during timeline editing and previewing was found to be satisfactory during this live editing session.

As the source video was shot in an ad hoc manner, often without lead in or lead out material, and there was no time for extra shooting the following editing techniques were used to assist in effective communication:

- Fading to black and then fading in from black in order to create artificial pauses that pace the delivery.
- Intercutting long narrative sequences with short scenes that visualize the underlying point.
- Unlinking the video from the audio and intercutting only the video on some long narrative sequences.
- Aggressively trimming some captured sequences, often cutting mid-sentence.
- Cross fading the audio during scene changes to prevent harsh changes in the background noise.
- Using the ever present background noise of the sea breeze as an auditory motif by ending the video with a black screen and the sea breeze sound alone.

The live editing session lasted approximately 5.5 hours, starting at 11:00 am and ending at 4:30pm. This includes the supplementary video recording and breaking for lunch (the editor worked through part of the lunch break).

By the end of the session a complete video capturing the chosen theme was produced. The nine minute long video was exported and played full screen for the participants who unanimously approved of it.

Post Session Follow up Work

The following changes were made to the video after the on-site session:

- No major edits were made from the first cut reviewed by the participants during the live editing session
- Minor edits ware made to the video to clean up awkward scene transitions
- Captions of interviewee names were added

- Rolling closing titles were added
- Music was added to the start and end of the video (one of the participants, a musician, supplied locally produced Pan instrumentals with no royalty obligation).

The final video was output and delivered in the following formats:

- MP4 file containing H.264 video (640x480@23.97fps) and AAC audio (44.1 kHz sample rate, stereo).
- Standard NTSC video DVD suitable for private distribution or broadcast (2:3 pulldown used to convert video to standard 29.97 fps).

Post editing, output and DVD authoring took approximately 8 hours.

Ravi Deonarine
mFisheries Team
Caribbean ICT Research Programme

Making a participatory video: addressing the challenges of the Blanchisseuse fishing industry

Meeting with partners

Caribbean Natural Resources Institute, Laventille

2:00 – 4:00 p.m., November 30, 2011

1 INTRODUCTION

The Caribbean Natural Resources Institute (CANARI) and the University of the West Indies are implementing a pilot project to use participatory video to help the fishers of Blanchisseuse document challenges fishing in their community and share these with partners who can help them to address these problems. It is funded by the International Development Research Centre (IDRC).

Under this project, a team of fishers and others from the community worked together for two days to develop a video that told the story of their challenges, how those challenges were affecting the fishers and possible ideas to address those challenges. The participants in this participatory video project were the producers, writers, videographers, narrators and interviewers. The videos were captured on the Motorola Defy smartphones that were provided courtesy of BG Trinidad and Tobago (BGTT) as part of the mFisheries project.

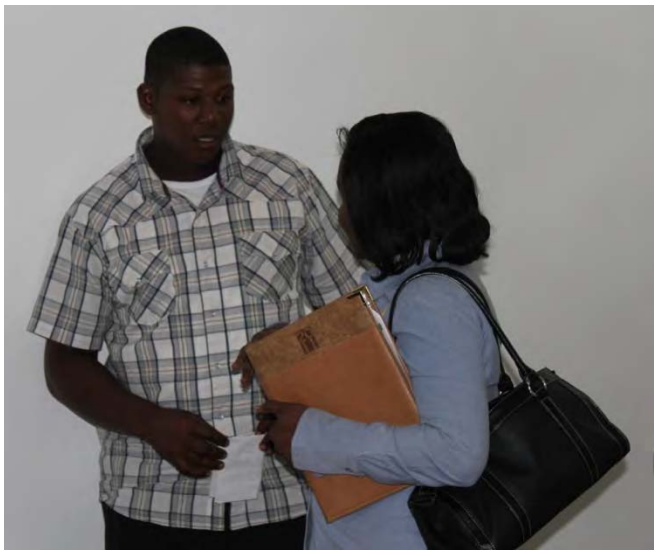

Figure 1 Rojer Fournillier discussing options for fuel supply in Blanchisseuse with the representative from NP

This meeting with partners was to present the video developed by the fishers of Blanchisseuse and served as a space to:

- Discuss the challenges in the Blanchisseuse fishing industry
- Discuss possible solutions to the challenges
- Form partnerships with various organisations to address the challenges in the Blanchisseuse fishing industry

Several partner organisations attended the meeting. They were the Fisheries Division, Seafood Industry Development Company Limited (SIDC), National Petroleum Marketing Company Limited (NP), the Caribbean Network of Fisherfolk Organisations (CNFO) and

CANARI. The National Marketing and Development Corporation (NAMDEVCO) and the Ministry of Energy and Energy Affairs (MEEA) were invited but were unable to attend the meeting. Five representatives of the Blanchisseuse Fisherfolk and Marine Life Association participated. See Appendix 1 for the list of participants and resource persons.

2 FINDINGS

Several challenges were identified in the video. These are discussed below with the solutions suggested at the meeting.

2.1 Ice and cold storage facility

The fishers of Blanchisseuse are forced to sell their fish to the vendors because they do not have a ready supply of ice so that they can store their catch.

Organisations that can offer assistance

- Seafood Industry Development Company Limited (SIDC)
- National Agricultural Marketing and Development Corporation (NAMDEVCO)
- Fisheries Division
- Private commercial companies that the fishers can approach

Solution	Advantages	Disadvantages
Ask a private company to supply the ice box and truck the ice to the community as needed (short-term solution)	• There will be no maintenance cost for the fisherfolk	• The fishers will have to convince the private company that taking ice to the community is cost-effective for its business.
Install a small ice maker at the facility (6ftx3ft).	• Ready supply of ice in the community	• The fishers will have to maintain the ice machine and this can be costly • The small ice machine may not supply enough ice for the fishers in the area[1]
Ask SIDC to conduct a feasibility study to determine an appropriate location for an ice facility that will serve the north coast (Blanchisseuse to Maracas).		• Las Cuevas may be the most suitable location for the facility. • If another site is chosen, Blanchisseuse will need to arrange transportation for ice to the community. • If Blanchisseuse is chosen as an appropriate site, the fisherfolk association will have to maintain the

[1] In subsequent investigations it was learned that a small ice machine can serve the Blanchisseuse community

Solution	Advantages	Disadvantages
		facility and put measures in place to ensure that there is transparency and accountability. This applies to all communities or cooperatives in T&T.

2.2 Fuel supply in Blanchisseuse

The fishers purchase gasoline from the vendors who sell from unapproved containers. The fishers are not eligible for gasoline rebates from the Fisheries Division because the fuel was not purchased from an approved vendor.

The vendors purchase gasoline from the Maraval service station as it "accepts" the unapproved containers. Maraval service station does not sell regular gasoline that is recommended by the manufacturer of the boat engines. The Maraval service station is also further away from the community than the Maracas service station that sells regular gasoline.

Organisations that can offer assistance

- Ministry of Energy and Energy Affairs (MEEA)
- National Petroleum Marketing Company Limited (NP)
- Commissioner of State Lands
- Fisheries Division

Solution	Advantages	Disadvantages
Purchase approved containers and collectively arrange for transportation to Blanchisseuse	• The fishers can purchase gasoline from Maracas service station that is closer • Offers an interim solution to the problem	• Limited supply of gasoline. The approved containers are generally smaller than the unapproved ones. • The service stations are allowed to fill only limited number of containers per person
Write to the MEEA and the CEO of NP asking that they install an above-ground storage tank with dispenser at or near the site for the use by the fishers	• Ready supply of gasoline in the community that will reduce costs	• The procedure of obtaining the storage tank may be difficult: o The fishers will need to write to the Commissioner of State Lands asking for the use of the site near the fishing facility. o The fishers may also need to verify that the site proposed has the

Solution	Advantages	Disadvantages
		space needed including the setback from nearby sites o The fishers will also need to enter into a supply agreement with NP and obtain a marketing licence from the MEEA. • Only fishers will be able to purchase the gasoline

2.3 Marketing fish in Blanchisseuse

Fishers sell their catch to the vendors at costs that are below market price.

Organisations that can offer assistance

- SIDC
- NAMDEVCO

Solution	Advantages	Disadvantages
Implementation of new regulations that state that the fishers have to sell fish at a designated site	• Fishers will gain certification in fish handling • Fish can be sold at market price • SIDC has offered to assist the fishers with marketing development	• The designated site may be at Maracas or Las Cuevas. Fisheries Division is still reviewing the consultant's report. The consultation did not involve any stakeholders. • Fish will not be sold in the Blanchisseuse

2.4 Other challenges

"*It is remarkable to capture the needs and suggestions of the fisherfolk and to see a lot of the stakeholders being represented in the room.*" **Raymond Lowe**

Both the Fisheries Division and the SIDC indicated that the fishers needed to be properly organised with good governance to manage an ice facility and a fuel station. Several options were offered. These were to:

- Form a cooperative with the fishers of Blanchisseuse that can receive more concessions than an association. Cooperatives have more formal structures than associations.
- Form a cooperative with fishers from Maracas and Las Cuevas
- Form a cooperative that includes Blanchisseuse fishers and others (e.g. farmers)

The formal structure can offer greater accountability and transparency to the transactions that will be managed by the organisation.

3 CONCLUSION

The meeting was very productive. Both the fishers and the decision-makers were able to discuss the challenges in Blanchisseuse and the short and long-term solutions that can be implemented. All parties expressed their commitment to working together to address the challenges.

The partners believed that the video brought the community to them virtually. They believed that the video helped to capture the reality of the issues facing the fishing industry in Blanchisseuse. The fishers believed that producing the video and then having the meeting with the partners allowed them to effectively show their challenges to those partners.

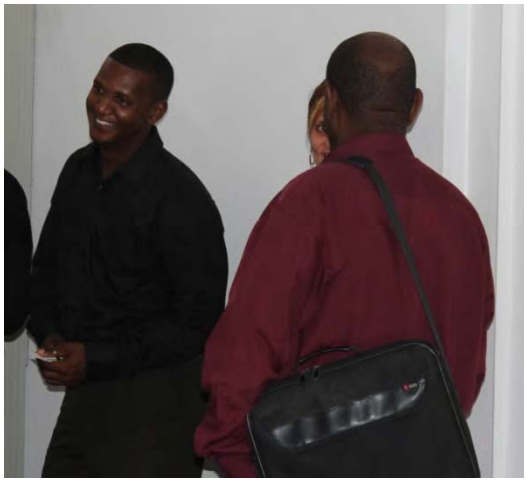

Figure 2 Ramon Fournillier smiling at the end of the meeting while Dexter Black discusses options for ice in Blanchisseuse with Nicole Leotaud of CANARI

Appendix 1: List of participants

Name	Organisation	Contact information
Fisherfolk representatives		
Dexter Black	Blanchisseuse Fisherfolk and Marine Life Association	312-6814
Lennox Ryan	Blanchisseuse Fisherfolk and Marine Life Association	
Ramon Fournillier	Blanchisseuse Fisherfolk and Marine Life Association	487-7022
Rojer Fournillier	Blanchisseuse Fisherfolk and Marine Life Association	374-5044
Raymond Lowe	Blanchisseuse Fisherfolk and Marine Life Association	314-6594/732-2474
Agencies		
Nicole Leotaud	Caribbean Natural Resources Institute (CANARI)	nicole@canari.org 626-6062
Keisha Sandy	CANARI	keisha@canari.org 626-6062
Stacy Selby	CANARI	626-6062
Joslyn Lee Quay	Caribbean Network of Fisherfolk Organisations (CNFO)	leequayj@yahoo.com joslee_56@msn.com 760-7333
Christine Chan-A-Shing	Fisheries Division	cchanashing@gmail.com 625-8525
Michelle Picou-Gill	Fisheries Division	625-8525
Sherma Gomez	Fisheries Division	625-8525
Angelique Balbosa-Philip	National Petroleum Marketing Company Limited (NP)	abphilip@NP.CO.TT 625-1364
Charles Nurse	Seafood Industry Development Company Limited (SIDC)	cnurse@sidctt.com 390-7653

Participatory video: Strengthening community voice in the development, management and use of their natural resources in Trinidad and Tobago

Concept note
December 2011

1. Background

There is a shift in attitudes towards participatory natural resource management in the Caribbean. Policy makers and natural resource managers have become increasingly convinced of the value of stakeholder participation, as evidenced by the number of policies and legislative instruments that mandate or enshrine some form of participatory process or collaborative management arrangement. However, there remains a gap between policy and practice; and many stakeholders (particularly in government and civil society) have inadequate resources or skills to effectively lead, or participate in, such processes and arrangements. Civil society in particular believes that both vertical and horizontal communication can be more effective so that they can bridge the divide between policy and practice regarding how they are engaged by governments in decision-making.

Communities feel that their ideas and experiences are not well known or understood by many of the government agencies across sectors with responsibilities for rural development. Their messages often do not reach policy makers to influence how decisions concerning rural development and livelihoods are made. Moreover, if they do get through they do so as second-hand, sometimes diluted or distorted, reports. Unfortunately, decision-makers are often isolated from reality, and constrained and over-burdened by bureaucracy. "Consultations" held with rural communities are often passive, placating, or even manipulative. They present decisions already made and do not fundamentally seek to engage rural communities in shaping their future.

Decision-makers lack confidence that rural communities can provide meaningful input to strategic decision-making. At the same time, decision-makers at all scales often demonstrate low capacity in using tools that can effectively engage communities. Communities themselves have grown accustomed to this mode of "consultation" and sometimes have difficulties with positively asserting themselves and their ideas. Sometimes this results in negative conflict, and an oppositional or obstructive style of communication by rural communities. Opportunities for direct interaction with policy makers are few and do not place them on an equal power footing. There is inadequate opportunity, space and capacity for effective communication from rural communities to government agencies, funders and others who can support them.

As a result, rural communities may be excluded from existing initiatives designed to stimulate development of rural livelihoods in much of the region because of low capacity to develop and clearly communicate needs and ideas for projects. Communities are not able to effectively input into decision-making, or be part of the solution.

Communities are also not effectively sharing ideas and experiences with each other, so that communities are not learning from each other and spreading and adapting good ideas.

Participatory Video (PV) is a tool that has been very successfully used to facilitate communities telling their own stories and shaping their own ideas about the solutions to rural poverty. PV has been used widely around the world[1] as a powerful means of documenting people's experiences, needs and hopes from their own perspective. It presents the "inside view" and celebrates local knowledge and practice, while

[1] For more information and examples see www.insightshare.org.

facilitating reflection and critical analysis and stimulating creativity and local innovation. PV gives a voice and a face to people who are not normally heard or seen. It is thus is an excellent tool for facilitating endogenous rural development in the Caribbean islands, based on communities' own resources, strategies and values. It can be effectively applied to enhance vertical communication with decision-makers as well as horizontal communication with other rural communities. **PV is both a process of facilitation to enhance participation and a communication product to give voice.** This powerful medium will bring the voices of rural poor directly to policy makers, government agencies supporting rural development, and funders. It will also link communities, and facilitate greater sharing of ideas and experiences among them.

2. Project goal

The goal of the project is to strengthen the voice of a group or community to advocate for change in the development, management and use of their natural resources, through helping them to develop a video to communicate their issues and ideas and to use and disseminate the video to key target audiences in ways that will effect change in policy and practice.

3. Project focus

The project will be conducted in a selected rural community in Trinidad and Tobago where there is an identified need for community input into decision making about the development, management and use of their natural resources, with emphasis on documenting the process to be used in other Caribbean islands.

4. Project implementation

The project will be implemented by the Caribbean Natural Resources Institute (CANARI) in partnership with organisations and/ or individuals in Trinidad and Tobago that have technical videography skills such as the Communication Systems Group in the Department of Electrical and Computer Engineering at the University of the West Indies (UWI), St. Augustine. During communication of the video, CANARI will also engage organisations that can potentially assist with the implementation of solutions, including through the provision of technical and financial assistance. These will include other civil society organisations, government agencies, donor and technical assistance agencies, and the private sector.

5. Project timeframe

The project will be implemented over a three-month period in 2012.

6. Project objectives

The objectives of the project are to:

- help the group or community to more effectively communicate its ideas and messages about how to develop, manage and use natural resources sustainably through facilitation of a participatory video process;
- empower the group or community to engage partners and to advocate for enhanced input into decision-making and support of their efforts through facilitating video showing and discussions.

7. Outline of activities

[*Projected timeframe identified in square brackets*]

1. Selection of a group or community in Trinidad and Tobago based on its needs. *[1 month]*
2. Mobilisation of the selected community *[2 weeks]*
3. Facilitation of the participatory video process through a four-day workshop in the community including filming and editing of the video *[1 week]*

4. Facilitation of meeting(s) with partners (including potentially other communities) to show the video and discuss issues and ideas identified *[1 week]*
5. Dissemination of the video through pathways that will have the most impact e.g. through YouTube, local television stations, regional conferences. *[1 month]*

8. Budget

Activity	Estimated cost (USD)
Selection of the community	3,000.00
Mobilisation of the selected community	1,000.00
Participatory video workshop	7,500.00
Facilitating meeting with partners	2,500.00
Video dissemination through various pathways	1,500.00
Writing workshop and meeting reports	1,500.00
Stipend for the community members to attend the workshop	500.00
Project management	2,500.00
Total for project	**20,000.00**

9. Project results

Outputs

The direct and immediate results of the project will be:

- built capacity of the group or community to use video as a tool to develop and communicate their needs and ideas about the development, management and use of their natural resources;
- a short video produced by the community on issues and ideas for how to develop, manage and use their natural resources, for example on:
    - Community adaptation to climate change
    - Sustainable agriculture
    - Sustainable forest-based and fisheries livelihoods
    - Sustainable rural livelihoods
    - Community-based tourism
    - Community entrepreneurship
- built confidence and communication skills in the group or community ;
- group or community sharing ideas and experiences with other communities and with government agencies, policy makers, NGOs, private sector, donors and technical assistance agencies through video showings and discussions;
- wider dissemination of the community video via:
    - showings with key decision-makers at specially-convened breakfast meetings and other events;
    - showings with key line agencies and organisations;
    - national conferences on poverty, rural development, and environmental conservation;
    - the media (Gayelle and other stations);
    - CANARI's website;
- Assessment (via a written and/or video report) of the usefulness of PV as a tool to facilitate participatory rural development.

Outcomes and impacts

The short and medium-term outcomes of the project will be:

- the group or community will more confidently and effectively communicate with government agencies, policy makers, NGOs, private sector, donors, technical assistance agencies and other communities about their needs and ideas for development, management and use of their natural resources;

- greater sharing of ideas, networking, and collaboration within the group or community, between the group or community and other rural communities, and between the group or community and the organisations and agencies that support them.

In the longer term, the project will contribute to:

- more effective support for and effective engagement with rural communities by government agencies, policy makers, NGOs, private sector, donors and technical assistance agencies working with them;
- increased participation of rural communities in strategic decision-making at the local and national levels and participation in the full policy cycle, from agenda setting to implementation and evaluation.
- The project will contribute in the long term to: more people in rural communities in Trinidad and Tobago having sustainable livelihoods and a better quality of life.

Blanchisseuse fishermen highlight challenges in video "Fish for Gas"

Fishers and others from the community of Blanchisseuse on the north coast of Trinidad produced a short video highlighting the challenges that they are facing and presented it to a meeting of key partners who can help them to solve these problems to improve their livelihoods.

The meeting with partners was held on November 30th 2011 and was attended by the Fisheries Division, the National Petroleum Marketing Company Limited (NP), the Seafood Industry Development Company Limited (SIDC), and the Caribbean Network of Fisherfolk Organisations (CNFO).

A key problem is that there is no gas facility in Blanchisseuse and no current plans by the Ministry of Energy and Energy Industries to install a station there. Fishermen must now rely on an unapproved trade in gas to fuel their boats, which Angelique Balbosa-Philip from NP said was "very troubling". In return, they sell their fish to the gas vendors, often for a below-market price. Fishermen feel that they have few options, because there is no ice facility at Blanchisseuse so this reduces their ability to store and market fish themselves.

Eleven members of the Blanchisseuse community worked together in a two-day workshop in early November to develop a video that told the story of their challenges, how those challenges were affecting the fishers and possible ideas to address those challenges. The participants in this participatory video project were the producers, writers, videographers, narrators and interviewers.

When the video was presented to partners, they found the video very useful in clearly showing the problems that fishermen are facing. Christine Chan-A-Shing, Director of the Fisheries Division, was present at the meeting with partners. She gave the Blanchisseuse team "congratulations in bringing your story out to some of us who may not know what your story is". Dexter Black, President of the newly formed Blanchisseuse Fisherfolk and Marine Life Association, noted that they felt proud of their work to produce the video and said that it was a great way to bring in the voices of many members of the Blanchisseuse community. The Association is leading the work to improve the livelihoods of fishermen in Blanchisseuse and played a key role in the production of the video.

The Fisheries Division, NP, SIDC and CNFO all committed to supporting the Blanchisseuse Fisherfolk and Marine Life Association with strengthening their capacity to play a lead role in solving problems facing Blanchisseuse fishermen. Specific follow-up actions were identified, which include partnering with NP and the Ministry of Energy and Energy Industries to identify options to get an approved supply of fuel to Blanchisseuse. Several options for getting a small ice plant in Blanchisseuse were also identified.

The Blanchisseuse community is being supported in the production of the participatory video and follow-up work by the Caribbean Natural Resources Institute (CANARI) and the University of the West Indies (UWI), who were implementing this pilot project to test the use of participatory video to help fishing communities document challenges they are facing and share these with partners who can help them to address these problems. The pilot project was funded by the International Development Research Centre (IDRC). The videos were captured on the Motorola Defy smartphones that were used by the fisherfolk courtesy of BG Trinidad and Tobago (BGTT) as part of the mFisheries project being implemented by UWI.