Final Report

Participatory Video and MSC Evaluation and Capacity Building

UNICEF C4D Headquarters, UNICEF Uganda and Straight Talk Foundation

December 2015 - March 2016
Moroto, Karamoja District, Uganda

"After the training I went to my family and I started talking to the people I fought with. We started talking and we were able to reconcile. The more peace grew in my heart the more peace I could share,"

Paul Locham, who told the most frequently selected story.

Contents

Executive Summary

From December 2015 to March 2016 a team of 14 young people from Karamoja district were trained by Insightshare to carry out an evaluation using Participatory Video combined with Most Significant Change (PV MSC) for UNICEF C4D Headquarters and UNICEF C4D Uganda. The aim of the activity was to carry out a qualitative end-of-programme participatory evaluation led by youth who participated in the PBEA programme at the same time as building capacity in the trainees and delivery agencies. The evaluation followed a case study approach by focusing on the work of the Straight Talk Foundation (STF) in the North Eastern district of Karamoja.

We used the PV MSC method to generate evidence and qualitative information from the perspective of the stakeholders in the programme. PV MSC follows a rigorous process of selection that uses storytelling circles and film to capture, share and generate discussion about young people's experiences. The evaluation was designed to contribute to the peacebuilding activities of the organisation, to create dialogue, share lessons, raise awareness and build youth capacity.

During a 3 stage process, we trained **14 local youth** who collected and analysed **101 stories** of change in **3 districts in Karamoja, and screened the films to 347 people from 6 districts,** including 19 district leaders. The total number of community members directly involved in the project was 361 people.

The team asked the storytellers to describe **the most significant change that they had experienced as a result of their involvement in the STF peacebuilding activities in their community over the last year.** The group then selected the most significant story which they recorded as testimony and dramatized on film. The 8 resulting testimonial films were screened to community members and district leaders who also selected their most significant stories. All of the stories were analysed by the team for changes, enablers and blockers and aggregated into domains. The same process was used to analyse the selection criteria for the most significant stories.

The results of the participatory analysis show that **teaching and advising others (41%), peaceful relationships (25%),** and **stopping drinking (33%)** were the most significant changes the young people recognised in themselves since their involvement with the Straight Talk Foundation groups. **59%** of the changes that were described in the stories were particularly **relevant for the welfare of women and girls** while **49%** of the changes reported a **reduction in violence** and **21%** described an **improved economic situation for the young people involved.**

Drinking (42%), hurting others (31%) and **unsettled lives (21%)** were the 3 principle blockers of change, followed by **marriage and pregnancy, leaving school and violence.** In this context **The Straight Talk Foundation (52%), The Radio Listenership Groups (38%), earning or saving money (33%) and education (18%)** were key enablers of change. In particular, **STF radio programming and joining a group** had provided new knowledge which enabled the young people to address some key domains of change in their lives. The interrelated domains of change identified by the team were **gaining and giving advice, resolving or reporting violent acts, becoming more financially secure, returning to school and sensitising their communities.**

All of the community stakeholder groups involved in the selection process chose stories of individuals who had extended their individual change to driving change in the community and family and in particular amongst peers. They had become role models or agents of change. The local decision makers were also impressed with the extent to which the stories showed personal integrity, discipline and improved self-esteem, they demonstrated the capacity for young people to change themselves. The audience were unanimously enthusiastic about sharing these examples of change to inspire others.

The PV MSC process increased the capacity of the trainees and the Straight Talk Foundation to deliver participatory M&E using this method as well as community dialogues. It strengthened their journalism skills in interviewing, filming, devising drama, storytelling, transcribing and translating for audiences.

The results showed that in this first year of activity the Straight Talk Foundation C4D strategy of using theatre and radio groups has had an impact in communities by addressing behaviour at household level with their primary target group, young people. The stories showed that the Straight Talk Foundation have not yet reached their secondary target groups at community and district level to address violent social norms for disciplining young people and provide alternative methods for conflict resolution to protect rather than penalise young people. The PV MSC process has been particularly effective as a monitoring tool for highlighting where the current strategy is succeeding and revealing the areas that require more targeted work.

3 Key Domains of Change
* Teaching and advising others (41% of the stories)
* Peaceful relationships (25% of the stories)
* Stopping drinking (33% of the stories)

3 Key Blockers
* Drinking (42% of the stories)
* Hurting others (31% of the stories)
* Unsettled life (21% of the stories)

3 Key Enablers
* The Straight Talk Foundation (52% of the stories)
* The Radio Listenership Groups (38% of the stories)
* Earning or saving money (33% of the stories)

3 Key Interrelated Domains of Change
* Gaining and sharing knowledge and advice
* Addressing violent and anti social behaviour
* Increased personal and financial security

Word cloud representing the frequency of words used in the 101 stories told.

The 101 stories of change describe how change takes place. Keywords from the stories are **group, home, now, life, people, peace and radio.** The keywords demonstrate that the testimonies are a dynamic and detailed description of how change takes place, painting a full picture of change from the perspective of the young people.

Summary of the selection criteria

The selection process triangulates the significance of the stories. The criteria that the community and leaders used to select the stories show which aspects of the stories are most valued by those stakeholders. In Karamoja the most frequently chosen criteria were stories that showed **positive personal change, role modelling, community change, and family change.** The changes were behavioural, resulting in **reduced drinking, a return to school, peace in the family and more financial security and autonomy.**

The PV MSC activities in numbers

361 people participated in the evaluation through screenings, filming and interviews. The participants comprised young people, trainees, friends, and decision-makers from local communities, district non-government and government leaders.

Participation:
- 14 trainees
- 101 story circle participants
- Stage 1 - 164 community selection screening participants
- Stage 2 – 164 community selection screening participants
- Stage 3 - 19 local district non-government and government leaders

Community Selection:
- 6 community selection screening events
- 4 community stakeholder groups consulted
- 1 district leadership selection screening event

Data outputs:
- 101 stories of change (documented in scribe note format)
- 8 PV MSC video testimonies selected by the participants (fully transcribed)

Capacity building film outputs:
- 8 PV MSC testimonies
- 6 dramatised PV MSC stories, acted out by the participants
- 1 participatory video report
- 1 process manual
- 1 process photo montage
- 1 participatory video impact film

Background

The Straight Talk Foundation: PBEA programme in Karamoja
The UNICEF Peacebuilding, Education and Advocacy (PBEA) Programme is implemented in 28 districts in Uganda by Uganda Scouts Association, BRAC Uganda, Forum for Education Non-Governmental Organizations Uganda (FENU) and Straight Talk Foundation, Uganda. In 2013 Straight Talk Foundation partnered with UNICEF Uganda to deliver a C4D peace building programme as part of the PBEA programme targeted at young people aged 10-24, in Karamoja District, Northern Uganda.

Karamoja has a complex pre-conflict relationship with the state followed by a history of disarmament, which was particularly acute between 2006 and 2011. Pastoralist communities living in Karamoja have been involved in violent cycles of cattle raiding and counter-raiding for decades as well as being affected at certain points by the conflict between the Lord's Resistance Army (LRA) and the Government of Uganda. The main conflict drivers in the area are summarised by STF and UNICEF as marital disputes, domestic violence (such as sexual and gender based violence, including the practice of FGM/Cutting), land disputes, poverty and conflicts over religious or denominational issues. The STF interventions in Karamoja are specifically geared towards providing sustainable livelihood strategies for youth and strengthening community resilience against conflict and environmental change.

The target populations in Karamoja for the project were pastoral communities including community and Kraal leaders, adolescents (10-18), and youth (0-8).

The PBEA programme targets the following key behavioural barriers or blockers to change at household, community, and district levels.

Primary Target Audience: Children at Household Level
  * Conflict and violent behaviour in the family
  * Lack of knowledge, capacity, and support structures for resolving, reporting, and addressing conflicts
  * Violent cultural norms, such as cattle raiding
  * Inequality and poverty in school
  * Social norms that promote the use of corporal punishment to discipline children at home and at school

Secondary Target Audience: At Community / District Level - Parents/ Guardians/ School Management Committees/
  * Elders using violence to discipline children
  * Teachers who fail in their responsibility to offer protection to vulnerable children
  * Duty bearers do not feel compelled to apply alternatives to corporal punishment
  * Low socio-economic status propagates violent behaviour that affects children and youth

Civil Society Organizations
  * A post-conflict environment that propagates violent acts committed at household and community levels, including school environments.

(Extracted from documentation provided by Agnes Barongo, C4D Officer UNICEF Uganda, from the Uganda Conflict Analysis 2012)

Evaluation Objective
Over the course of 2014 and 2015, Straight Talk Foundation used an innovative media programme to respond to drivers of conflict and violence and promote education for peacebuilding in Lorikumo and Singiila - two parishes in Moroto District - and in Iriiri, Kasile, a parish in Napak District. The media programme consisted of a newspaper titled EduTalk, a weekly radio programme, pre-recorded radio messages and community theatre performances.

The PV MSC evaluation was designed to measure the C4D strategies that have been used over the past 12-month period and contribute to the activities by:

  * Collecting young people's views on how the programme has influenced them and their peers.
  * Collecting insights into the impact of the programme for peers and the community
  * Collecting data to provide valuable lessons for future peacebuilding work in the region and beyond.
  * Build C4D capacity in the programme participants through PV MSC

Methodology

"We have methods that are important, based on statistics, but this is an evaluation with a human face, and works for advocacy as well as evaluation. This work can really influence policy makers." Agnes Barongo, Moroto, December 2015, following the first stage of the PVMSC training.

Participatory Video (PV) was used to evaluate this programme because it is an accessible, flexible medium for recording community stories of change. By planning and producing films together, participatory video captures what surveys, questionnaires and bar charts fail to communicate: the human stories of development projects.

Participatory Video has the ability to empower and engage diverse stakeholders in dialogue, while Most Significant Change (MSC) adds a structured selection process and the capacity to extract qualitative data from stories. Through the use of participatory analysis, these stories can yield rich findings, encourage reflection and amplify learning. The Most Significant Change technique can use a time-bound and open question to frame stories and capture the most significant changes that the group has undergone. The MSC question asked in this evaluation was: **what has been the most significant change in your life over the past year as a result of your involvement with the Straight Talk Foundation peacebuilding project?**

This workshop left behind skills in the participatory evaluation local team and videos to share learning. The trainees developed facilitation, filming, editing and participatory monitoring and evaluation (PM&E) skills and collectively analysed the stories, revealing the most significant domains of change for youth who have been involved in the programme, as well as the enablers and blockers of change. The PV MSC training was also a peacebuilding activity in itself as it provided a forum for youth and adults to share and reflect on their experiences, encouraged dialogue within a supportive environment and further empowerment towards building peace through their narratives and filming.

Sample

Story and Selection Group Sample
3 villages in Karamoja were selected for story circle collection. The individuals invited were 60 youth who had attended the radio listenership groups in Kathile and Sigiila and 30 youth who had attended the theatre group in Lokitumo. The analysis also included the 14 trainees who have benefited from the STF activities in their villages. The 52 male and 49 female students ranged from 16 to 30 years old. The first two story collection circles took place during the training, facilitated by the trainers, followed by six story collection circles in the villages themselves. Two of the community screenings took place in a school hall in Kathile and church hall in Lokitumo during the training and four took place after the training under the guidance of UNICEF and STF staff in Napak, Abim, Amudat and Moroto. The second level screening with decision makers took place at the Moroto Hotel in Moroto during the final stage of the training.

Trainees
Fourteen young people were trained to act as local facilitators from Karamoja, junior journalists who volunteered to carry out assignments for Straight Talk Foundation and lead community listenership and dialogue groups. Some were not trained as junior journalists for the project but led community groups with STF. All trainees were between 16 and 30, averaging in the early twenties. All were educated to secondary school level. Two service providers also joined the team, providing logistical support and joining in with the training activities, one from UNICEF Uganda and one from Straight Talk Foundation Karamoja. A member of the Ugandan Scouts and another member of the local STF team also joined part of the training.

Process

The training took place in three stages between December 2015 and March 2016. In the first stage, two facilitators from Insightshare trained the group of young people to use the PV MSC method through workshop and field activities. In the second stage a member of the UNICEF and STF staff oversaw the trainees as they facilitated more community screenings around Karamoja district. In the final stage the InsightShare facilitators returned to guide the team through the data analysis and video reporting. Stage 3 finished with a final screening to local decision-makers with the trainees and a full debrief to UNICEF Uganda staff in Kampala.

Stage 1 - 5-15th December 2016

Phase 1 - Training of local facilitators, (5-7 Dec 2015):
A group of trainees were brought together to learn PV skills and the MSC technique, who then acted as facilitators in Phase 2. Using participatory techniques, trainees learnt the basics of participatory video and most significant change. Trainees also tested PV MSC on themselves and told their own stories of change, mirroring the activities that were going to take place during fieldwork.

Phase 2 - Collection of stories, (8-10 Dec 2015):
The trainees worked with youth, helping them share their stories and facilitating the PV MSC selection process to choose the most significant story, create a storyboard, and film the testimonies and associated dramas. Two groups of trainees facilitated in parallel. Consent was discussed with each group in relation to the use of the videos, as per InsightShare's core charter.

Phase 3 - Listening and editing, (11-13 Dec 2015):
Through experiential learning, trainees acquired basic computer editing skills. They worked in two teams to edit the video stories of change, focusing particularly on respecting the editorial decisions made by the youth groups involved in the original story circles. They also proof read the notes taken during the collection of stories of change, translated and transcribed the selected filmed testimonies.

Phase 4 – Community Screenings and Action Planning, (14-15 Dec 2015)
The films were screened to participants, family, friends and community leaders from two communities, as part of the story selection process. The key goal was to gain insights into their values through the criteria they based their selection on, as well as to expose them to the experiences and perspectives of the storytellers.

Stage 2 13-15th March 2016

Phase 5 – Community Screenings and Selection of Stories, (March 2016):
Supported by UNICEF and Straight Talk Foundation, and using their learning from Stage 1, the trainees carried out story selection screenings in four more communities. The key goal was to triangulate their results with the communities, disseminate their findings and increase their capacity to use the PV MSC method and facilitate community dialogues.

Stage 3 – 17–23rd March 2016

Phase 6 – Participatory analysis by trainees (17-21 March 2016):
The trainees analysed all 101 stories using participatory methods. They collectively made sense of the stories of change, analysed the stories content and tagged them into domains of change, enablers and blockers of change. They also pile sorted the story selection criteria and aggregated all the information into selection domains. The team created a video report with the results.

Phase 7 - Decision-makers screening (22nd March 2016):
On the last day the team screened seven of the testimonies which had been selected as the most significant in the community screenings. They led a story-selection session with three stakeholder groups to generate a conversation around the stories and include the decision-makers in the evaluative process. The screening was to an audience of local district government and non-governmental organisation leaders.

Results

The Most Significant Stories of Change

The following section is a summary of the selected stories of most significant change.

Paul Locham, Lokitumo: The reformed character

"The same day that they accepted me I was introduced to the Straight Talk program. Straight Talk took us for a training and since then knowledge came into my mind"

Paul was known for his reckless past; raiding, drinking and beating family members, which led to him being sent to prison. When he was released he was looking for a way to end the cycles of bad behaviour he was trapped in. Some friends suggested that he join the STF community dialogue group. He has changed his behaviour and is now able to look after his family, and sensitises other communities on how to make changes to their own behaviour. (Testimony: 7:00; Drama: 12:39)

"After the training I went to my family and I started talking to the people I fought with. We started talking and we were able to reconcile. The more peace grew in my heart the more peace I could share"

Emmanuel Lodim, Lokitumo: Teaching and innovation

"I used to be a bad person just like a hyena... When I was caught I would get beaten. Whenever I stole someone's chickens the owners would come and raid our cattle, this happened a lot because I used to steal so much"

Emmanuel was an alcoholic and thief. He joined the STF group in his community on the advice of his friends and started to save for a business which became successful. As a result of the programme he has been able to change his behaviour and does not drink or steal anymore. He is also an active member of the local STF dialogue group, helping others to change. (Testimony: 10.38; Drama: 08:19)

"As the group's leader I taught them many things, I trained them how to act, performing educative songs and dances. I taught them about issues of gender-based violence in families. For example, we discussed FGM. I started with my family and my parents to set an example. We don't practice cutting anymore and we are still clean."

"I sang them a song to explain all of this. I also had an idea that we could buy some seeds so we could cultivate crops. I wanted us to take some control of how and what we produce"

Mary Napak, Singile: Overcame violence at home

"This boy who engaged me was an alcoholic and he started beating me, and in terms of my studies, I failed to get school fees. My parents became poor and so there was no one to educate me"

Mary was a bright student and was sponsored by her friend's family to stay in school. She left school after falling in love at a young age and had a child. Her husband soon started to beat her after drinking. She joined a listenership group and borrowed the radio to play at home. After listening to programmes about domestic violence and drinking her husband stopped beating her and they were able to find some money to take their children to school. (Testimony: 4:00; Drama: 9.28)

"One Saturday, I went to the group where these people of Straight Talk Foundation sit and talk normally about things concerning peace building...one day I took this very radio to my family. I switched it on when my husband was seated on the other side of the radio so he could hear. As this radio had 10 programmes he was touched. The words of peace touched him. Then my husband called me and he talked to me in peace. He told me "My wife in case I have hurt you, forgive me", and I forgave him."

Bosco Lokuru, Singhile: Leading community change

Bosco had very little to do, so rather than remaining idle, he started a business growing vegetables. He was asked to be a chief in his village but he still drank with friends. As he was a chief he was asked to become a local representative by STF. The STF group helped him to save and improve his business selling greens, but it also taught him a lot about AIDS, the effects of drugs and gender-based violence. He led his group in sensitizing others in the community about the dangers of drugs, drinking and gender-based violence. (Testimony: 4.40; Drama: 08:44)

"The programs on the radio really helped us as members. For example, we learnt how to prevent AIDS by using condoms. We also learnt that when a girl is on her period, she can use pads. This project really helped us learn and it also promotes peace among youth. So after every discussion, members kept listening to the radio every weekend."

"But then they started to listen and understand. I was like, if we start doing this while we are still young it will damage our lungs. It also makes you more likely to rape or defile someone and this is one of the ways HIV/aids spreads"

Emmanuel Ilokol, Kathile: Returning to education

"I told my father and mother: do something, I have seen that other children are beginning to report for Senior. They replied just look at how our family is, we have nothing, what can we do? ... I could also see that we had nothing. I said okay let me stay at home. I stayed at home because there was nowhere else to go. I stayed at home thinking, then after a while I started going to town"

Emmanuel made the grades for secondary school but his family were too poor to support him. He went to town to open a business but fell in with a group of friends that soon started a lucrative living from crime. This led to heavy drinking and violence at home. His parents eventually called the police and he was sent to prison for a short period. When he returned his friends had joined the STF listenership group and encouraged him to join. Through their encouragement and savings group he was able to pay his fees and go back to school. (Testimony: 5.44; Drama: 11:13)

"Anything that I stole I could sell. So whatever I got I sold it to survive."

"When I returned I found my friends when they were listening to the Straight Talk radio show. I stopped and listened with them and I said this information they are sharing is good... After that I returned home and my parents noticed that I was well and behaving in a good way...they sold some land to send me to school."
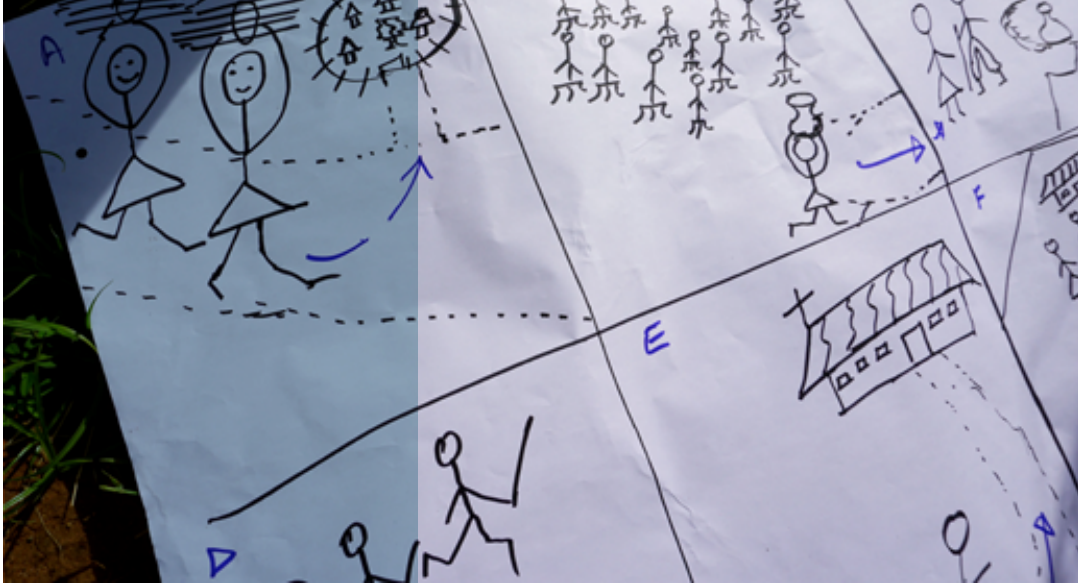
Sylvia Kuno, Kathile: The prodigal daughter

"We would go to the fence behind the school where some boda boda men used to wait for us to take us to Moroto town, to the club. We would go and dance in the club and when it was about 5am in the morning we would leave to go back to school in the morning."

Sylvia was a promising student, but, as a result of a new friendship group, started to get into trouble at school. She regularly stayed out late to go dancing and court boys and became sleepy and disruptive in class. This lead to her leaving school. After joining the community dialogue group, she realised that her behaviour was ruining her education and stopped going out at night. She has started her own business, is regularly saving, and has become the lead singer in the church choir. Her improved concentration and behaviour at school has put her school education back on track. (Testimony: 8.10; Drama: 12:55)

"When I came home I disrespected my parents and I didn't listen to whatever they said to me. I was like: it is me and my body! I know what I am doing. My father, one day he beat me but all the same I was like: my brain is the one working"

"I found that this group was good and that we taught each other. In this group one member mentions something about the other. Then another person contributes to what the first person mentioned to stimulate the person to change."

"I changed and even started going to choir practice on Saturdays and to prayers on Sundays. I even started my own business at home by selling chips and bread. This meant I could get my own money. In our group we realised that it wasn't simple for us to handle money in our wallets. We found out that joining a SACCO group was better"

Annet Nadite, Nakiripirit: Fighting FGM at home

"We heard that they had planned to give us out. They said that before giving us out, they should first circumcise us. I thought is this really happening in my life?... I ran with hot speed"

Annette was told by an elder in her village that she will soon be circumcised and married off. As a result, she ran away to a religious mission and was taken in. They sent her to secondary school where she received an education. Now she is an STF junior journalist, working in her local communities to stop circumcision. Her actions have led to the circumcisers from her village handing in their knives and the arrest of some parents who have circumcised their daughters. She has persuaded many other local circumcisers to give up their knives. (Testimony: 06:45; Drama: n/a)

"They trained me and after the training I said I have got knowledge in my life let me now go and tell us this place is bad. I said this issue of cutting females and early marriage is not good. We moved up to Moruita, Nakamuria, Somalia and many villages that we moved in and I said the issue of taking young children (girls) for cutting is not good. After cutting you go for marriage when you are young and with all this you fail to deliver and doing work becomes difficult."

"I kept on sensitizing people till this very time when people said what I was doing was good and I said, if you think, your life will be fine."
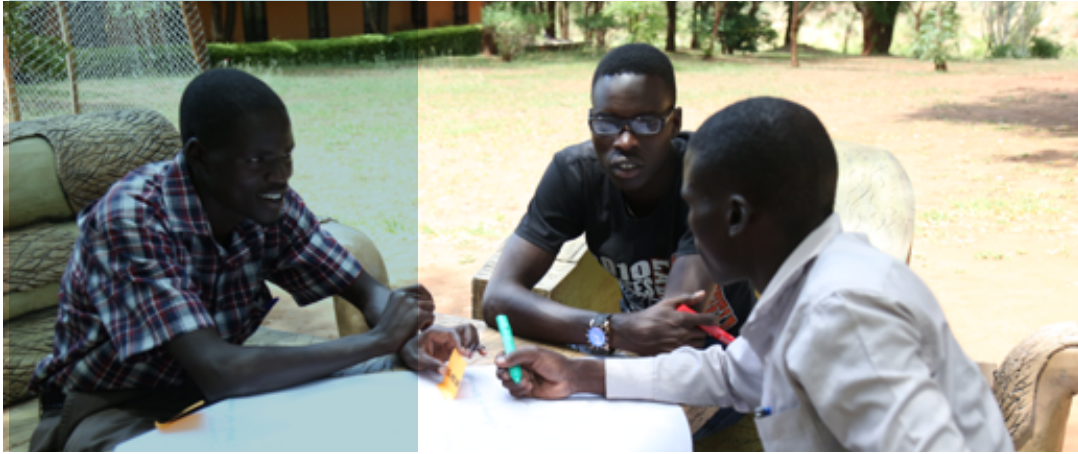
Abraham Lokeon: Building a school for the community

"Before I joined the peace building project my life was not good"

Abraham was a pastoralist who worked in the cattle Kraal from a young age. Despite struggling to find the funds, he was not able to go to school. When he heard of the chance to become a junior journalist he went to STF where he learnt how to bring the community together for discussion. He realized it was too expensive to send the children from his village to school far away so he has organized his community to build a school in their village. (Testimony: 04:55; Drama: n/a)

"The most significant change that I realised in my life from the project is the knowledge and confidence it has given me to approach people and talk with them. I even talk with people that are on the edges of society so that there is no discrimination and everyone has the ability to move on."

> ▶ **Watch the videos here:**
> https://www.youtube.com/playlist?list=PLr4Zjc7sz5uWluUwzIdom4N-_kanGNice

Participatory Analysis

The trainees analysed the 101 written notes from the stories collected in the story circles. They focused on the domains of change, key enablers and key blockers and interrelated domains. They then analysed the selection criteria.

"Being involved in typing up the stories and managing the data has also opened up my eyes to some of the issues. The tiny details of what actually changes people's lives, what can sway them. That has been really useful for my work." Agnes Barongo, Moroto, Dec. 2015

Results from the Stories of Change

Domains of change: What key changes participants have gone through?
The key domains of change were **Teaching and advising others (36), peaceful relationships (31)** and **stopping drinking (29).** Many of the stories describe passing on their new knowledge, but they also talked about how much it had helped them to resolve conflicts at home, particularly through changing their behaviour – most notably by stopping drinking. Other key changes related to living a more peaceful lifestyle were **finding friendship (12), learning about peace and conflict resolution (10), and behavioural change (9).** Other key changes related to a **reduction in violence (18), by stopping fighting/ killing (11),** and **stopping gender-based violence (16)** such as **rape (3) and early marriage (4)** and an increase in **financial security (18)** through an increase in **employment, business skills (9)** and **saving (9).** Returning to **education (13)** was also a significant change.

As a result of their engagement in the STF groups, **57%** of the stories describe a **reduction in violence and crime** in the young peoples lives, in particular by **living a more peaceful life (31), stopping fighting and killing (11)** and **stopping stealing and raiding (4).** The detail in the stories reveals that **59%** of the changes are **gender based changes,** and have been particularly significant for women and girls. These include **conflict resolution (31) , going to school (13), stopping early marriage (4)** and **stopping rape (3). 44%** relate directly to **reducing gender based violence. 21%** of the stories also describe an improved economic situation through **savings groups (9)** and **business or work (9).**

Enablers of Change: What have been the key enablers to change?

The key enablers were **The Straight Talk Foundation (46), The Radio Listenership Groups (33) and Earning or saving money (29).** This was followed by **education (16), sensitisation of the community (15)** and **community groups or clubs (13).** It was not always clear when looking at the stories whether the club had been instigated by STF, but many of these clubs are likely to also be STF clubs. Other enablers included **family (12), friends (9)** and the **theatre group (9).**

The young people also highlight in their stories the importance of **economic enablers (49%)** through **employment (29), business, savings (8)** and **fees for school (16)**: 6 of the 16 education enablers relate to finding the funds to pay for school. In terms of secondary level enablers, the justice system is seen as enabling a change in individuals through arrest or **prison (8)**; in two of the stories selected as the most significant the young people's families had called the police to arrest their sons. There is no mention of other government institutions enabling their behavioural change.

Most of the stories list STF activities as enablers. 59 participants in total **(68%)** describe joining or belonging to an STF group or community group; where belonging to a group is the key enabler for receiving advice and creating a new direction in their lives. **33 mention the radio listenership, 9 the theatre group, 8 the savings group.** The difference in significance between the radio and theatre groups may be the result of the sample, as only one of the three groups had taken part in the theatre, where 2 of the the groups had taken part in listenership activities. The stories also list particular skills and new knowledge gained through the group, in particular the **dangers of alcohol, forced marriage and early marriage.** The group also recorded **sensitising others** as an enabler, not of personal change but of community change. This was also picked up during selection as a critical value in selecting the most significant story. Those who acted as enablers of others were selected for that reason.

Blockers of Change: What have been the key blockers to change that youth had to overcome?

The key blockers that youth described were **drinking (37), hurting others (27)** and an **unsettled life (19)**. Other behaviour-related blockers included **neglecting advice (17), refusing education (17), stealing and raiding (12), going out (8)** and in some cases **marriage and pregnancy (17).**

While individual behaviour blockers of drinking and hurting others were most frequently cited, the youth do recognise some particular community and environmental blockers that led to an unsettled life such as a death in the family or coming from a very poor home. These family and community blockers included **a lack of support for education 16, being mistreated 16, bad influence from peers 11,** and **a lack of advice 4.**

Interrelated Domains: Changes, enablers and blockers

The team also grouped the changes, enablers and blockers they had identified in the stories into related themes or interrelated domains. These were **joining a Straght Talk Group, knowledge, teaching others and advice. Followed by violence, drinking, sexual abuse, stealing, financial insecurity, relationships, marriage and an unsettled life.** They described how these different groups interrelated using an affinity map, drawing linkages between them. They identified that through attending the STF and receiving advice and new knowledge, the young people were able to address particular cycles of violence, abuse, quarrelling, theft and financial insecurity in their lives. Many of these experiences were caused or fuelled by drinking either amongst themselves or by their parents, and an unsettled or poor life at home.

Results from the Screenings

There were three selection processes that took place over the evaluation. The first takes place during the story collection process, the second following screenings at community level and the third following a screening to decision makers at district level. This process of feeding the stories up disseminates the findings and triangulates the data.

The selection process guides the group to transform individual reasons for choosing particular stories as the most significant into a group decision that results in one story being chosen. This process results in group criteria that are used to inform the group's final choice. These criteria can be used to understand which values are most important in that group. The main overarching criteria they identified for making their final choices were: evidence of **personal behavioural change, community change** and **becoming a role model.**

Screening Selection Process
Two of the community screenings took place during Stage 1 with the trainees, in Kathile and Lokitumo. In Stage 2 a further four community selection screenings were carried out in Moroto, Abim, Amudat and Kaabong.

At the first two screenings they watched the eight selected testimonies and split into stakeholder groups of participants, friends and family and community leaders. Following the PV MSC process, each group selected the most significant change story for the group and presented their views to the wider group.

The process for making a selection after a screening mirrored the selection process that had taken place after the story collection process. After watching the stories the groups chose one story to represent the most significant change experienced by someone. Each person chose a story and these reasons were written down. The reasons were then turned into criteria for selection and the group used these criteria to choose one story. This decision was made through consensus and voting. The discussion was a useful opportunity for the group to focus on the shared values that had informed their initial individual decisions, and deliberate their opinions. Where the group were able to use a consensus discussion to make the decision, the process was a useful exercise in strengthening the groups conflict resolution and critical thinking skills.

First Level of Selection: Storytellers criteria for selection
The aggregated criteria of the young stroytellers were primarily **personal behavioural change (10), role model (5) and change of lifestyle (5).** This was followed by **peace (4) and positive peer influence (4), saving skills (3) and community change (3).** These criteria support the domains of change, peace in the home and financial security, demonstrating that they were choosing criteria that would be most relevant to their own circumstances.

The remaining criteria highlighted particular behavioural changes, **respectful (2) and conscious(2)** and **no alchohol (2), hard working (1).** The young people also selected on the basis of first hand knowledge that these stories were true, calling this **reality (1)** and **witness (1)**, this was also supported during the feedback, where the communities were impressed by the authenticity of the stories.

"I chose this story because I have been a witness to her story and I know how it was for her". Story collection circle, Lokitumo.

Second level selection: Community criteria for selection (Community Screenings)
The community screening groups selected two stories in particular from the eight chosen by the youth (videos testimonies): that of a young man called Jean Paul Locham and a young woman named Sylvia Kuno. Both are exemplars of personal reform, both had defied their families and displayed disobedient behaviour. Paul was very violent and drunk, while Sylvia was skipping school and going out all night. Following joining the STF groups both had changed their behaviour, made peace at home, and then encouraged others to change through direct intervention in conflict and business. Their stories of change were selected as examples that showed change on several levels: **personal behavioural change (7), family change (3), community change (3)** and **positive peer change (2).** Three of the groups also selected the stories of other reformed thieves, Emmanuel Lodim and Emmanuel Illukol who had also changed their behaviour, but to a slightly less dramatic scale. They were seen as **role models (3)** and **agents of change (2),** whose change of lifestyle had addressed financial concerns that are very relevant to the communities, resulting in **less stealing (5)** more **income generating activities (4)** and **reduced violence (1)** and **alcoholism (1)** in particular.

"More people need to see these films; they really show what we need to see. These stories are role models for our girls and boys", said one of the stakeholder's representatives from the family group in Napak.

Another audience member in Lokitumo said, *"These films really show the truth. This is the reality of what is happening in our families and communities. This goes out to young people. You get drunk, take Warri, beat your father and mother. Let Jean Paul be a high hope, let's follow him as a role model".*

During the screening feedback the communities were keen to extend the dissemination of the films and to carry out exchanges with other groups. In particular they wanted to learn more about the agricultural enterprises they had seen and savings groups.

Third Level Selection, Screening to Decision-makers

The decision makers watched seven of the eight films (those most selected by community screenings) and broke into three stakeholder groups representing NGOs, district government and local Moroto government to select story of most significant change.

The district leaders selected the most significant story based on similar criteria to the communities, focusing on personal behavioural change. Stories were also selected on the basis of exemplary behaviours and heightened relevance to the programme – where they were displaying particularly bad behaviour, new knowledge was gained as a result of the project, they changed their own behaviour, and changed others by passing on their learning through 'community sensitisation'.

"As in the bible story of the prodigal son, this young woman is a prodigal daughter", Aruk R Manuk, RPC Mt Moroto Region.

These decision-making leaders put a particular emphasis on stories that overlapped with or involved their services by promoting a **positive attitude to education, preventing crime, rescuing survivors and coordinating survivors to services** and addressed key district concerns, **FGM and early marriage.**

The NGOs chose the story of Kuno Sylvia, while the Moroto Leaders chose the story of Jean Paul Locham but the district leaders chose the story of Annet Nadim. This was because her story went beyond individual behavioural change and tackled an issue which was out of the child's control, FGM, and important in their programming. They were the only group that used the issue of control to guide their final selection.

"I am really happy my story has been selected, I want more people to see it, in other communities and even beyond Karamoja". Locham Paul, Lokitumo. Paul told the story that was considered the most significant.

Video Report

The trainees that carried out the PV MSC evaluation created a short video report. They analysed all the information and videos with participatory methodologies and shared their key findings. The group present some of the key blockers, enablers and changes in the most frequently selected stories. They concluded that the films and testimonies should be shared more broadly and to specific target audiences to generate discussions on the topics in the testimonies. They also concluded that that they would like to continue using both PV and MSC in their work to collect and share knowledge in the district.

"I am happy to be part of this training…it has been the first of its kind, where there is a lot of participation, a lot of filming, where you can really see the story in pictures. So I feel it has really given my people the chance to get those changing stories in people's lives, and I believe that the training has really helped so that whichever activity they are doing they will try to record the changes in people's lives." Biira Gedi Night, ST

▶ **Watch the video here: https://youtu.be/t6UMavX05X4**

Main achievements

- The trainees recorded notes about the **101 participants who shared stories** and supported participants to **film the 8 selected stories,** yielding qualitative information about the most significant changes that the UNICEF supported work of STF has contributed in the lives of the participants, and to peacebuilding in Karamoja.

- The trainees carried out **6 screening and selection processes in 6 communities in Karamoja** and **1 screening at district level.** The trainees recorded notes about the **101 participants who shared stories** and supported participants to **film the 8 selected stories,** yielding qualitative information about the most significant changes that the UNICEF supported work of STF has contributed in the lives of the participants, and to peacebuilding in Karamoja.

- **Information** from all the stories told was gathered and **analysed** by the trainees using participatory methods. They collated all the changes defined by storytellers and aggregated them into domains of change. The key factors enabling and blocking change were also identified, as well as integrated domains. The team also analysed the criteria used to select the films to measure community values and expectations. A **video report** was created to present the results of the process.

- The **8 testimonials and 6 accompanying dramatised films and data annex outputs** have provided a new data set for the programme monitoring which can be used to strengthen and guide future programme decision-making.

- The project developed the skills of a **local team of 14 trainees,** who handled the community interaction with great confidence, creativity and commitment. They learnt new skills in **facilitation, video, note taking, listening, teamwork, critical thinking** and **communication**.

- The evaluation modelled constructive dialogue and creative expression with the **101 youth involved** in the project.

- The evaluation **contributed to the peace building activities of the organisation** by **creating dialogue and sharing lessons learnt** within and between groups by listening, analysing and selecting the most significant stories of change.

- The evaluation **involved 3 different community stakeholder groups; family, friends and leaders and 3 decision-making stakeholders; non-government organisations, Moroto leaders and Karamoja district leaders,** and provided an opportunity to **celebrate the young peoples' achievements, share learning, and inspire action.**

- The films succeeded in **raising awareness** of the **importance of peacebuilding activities with young people** by sharing the depth and impact of their experiences with a wider audience, and even where they were not selected, and provided **peer and community affirmation** of the significance of their experience.

At first I didn't know what PV or MSC is, I came to understand it. It was important for this training to involve myself. I have the skills and knowledge in computing, most especially the editing and transcribing and secondly making the community ready to engage and select the most significant change. This PV will really make the community to choose their ideas, and to show the rest of the people in other communities." Olirus Pope, Trainee

Evaluation Process

The best thing I have learnt from this training is the spirit of togetherness where we work as a team ... whenever we take this togetherness to the community we will really bring good results in this monitoring." Lawrence Lotyang, Trainee

Trainer's Observations

- **The Process:** Through the process of story collection participants shared their personal experience of peacebuilding and explained how accessing information through the Straight Talk Foundation has been a key enabler for creating positive changes in their lives. The participatory activity of planning and filming a video, and watching themselves on screen, helped the participants to affirm their behavioural changes, demonstrate that change is possible, and to connect with other groups through common experiences.

- **Locally led evaluation:** The use of a locally led PV MSC evaluation resulted in data that gave a direct insight into the meanings and values of the groups involved in the evaluation. The **PV MSC storytelling circles** were successful forums for sharing experiences and complemented the projects working practices. The **participatory video method** successfully engaged the young people involved and proved a useful method of recording, sharing and compressing the stories of change. Filming the stories as theatre pieces was particularly engaging for the participants and enabled them to model the reality of their lives in a way that was not captured in the testimonies.

- **Peacebuilding method:** The method of evaluation complemented the subject and approach of the project being evaluated. The response of the participants; the story circles; the process of filming and the screenings; all contributed to the process of conflict resolution by providing a forum within which to share and affirm the depth of individual experiences - strengthening and building links within the network.

- **The Selection:** By critically appraising the stories in relation to collectively agreed criteria, the PV MSC process contributed towards a deepened understanding of certain behaviours that the groups think contribute to peace building. By listening to the beneficiaries' experiences, the decision-makers gained an increased awareness of the shared values of those participating and used the opportunity to reinforce the values that they shared, as well as understanding what has been achieved so far.

Evaluation Results

- **Effective strategies for personal change:** The evaluation showed that the STF strategies for delivering their messaging through community radio, theatre and savings groups have made a significant change in the lives of many of the participants involved. Using the radio and associated listenership groups has been a particularly successful strategy for disseminating advice and project messaging. Forming groups has also been a successful strategy for change by providing a supportive platform and peer group to enable a young person to change.

- **Personal change drives community change:** The stories show a clear link between change at a personal, interpersonal and community level. In all the stories there is an emphasis on the strength of positive models and associated groups to support change in the individuals, and the extent to which this personal change fuels action at a community level.

- **The power of the group:** Many of the domains of change, blockers and enablers suggest that for these youth belonging to a group was an essential part of enabling their change. The strength of the associations lies in equipping them with advice, structure and support. The stories also explain how these processes take place: for example, an unsettled life was a blocker for many of the young people. The STF groups re-establish peace at home through advice, providing motivating information to change behaviours and modelling alternative behaviours such as becoming more financially independent through legal means such as saving and seeking work.

- **Filling a gap in provision:** The stories showed that other than through the input of the STF group and its members, most of this change has been achieved by individual change and the dissemination by participants of messages that drive individual change, e.g. reduced violence, stealing, and by understanding the value of education. The participants did isolate help from their family, peers, community groups and the police for supporting or motivating change, but they did not mention any other community or government enablers. The STF may be filling a gap that would otherwise be void.

- **Selection mirrors group needs:** The groups chose stories that overlapped with their own needs. The young people chose stories that exemplified positive behavioural change and modelled their STF group ideals. The community selected stories that dealt with drunkenness, stealing and discipline. The decision-makers and programme staff chose stories that modelled behaviour that helped them to achieve their programme goals.

- **Selection exposes violent discipline norms:** There was a striking difference between these idealised social norms for boys and girls. The participants, community and leaders celebrated the behaviour of a particular girl who stopped going out and became religious, joining a choir and setting up her own successful business. She no longer disobeyed her parents and returned to school. However the drama showed that in the early part of her story she was beaten for her disobedience at school and beaten by her parents for leaving school. In some cultural contexts this could be understood as a tale of submission rather than transformation. Despite this form of violent mistreatment coming out strongly as a blocker in several of the stories, this was not used as a criteria for selecting a story and watching the dramas did not generate a discussion about abuse or mistreatment of young people. Rather, a violent penalty for bad behaviour was understood as an accepted norm. Penalties for bad behaviour were also seen as a trigger for reform, as in the case of Jean Paul Locham and Emmanuel Illukol who said that the period in police custody had helped them realise that they had to change their ways.

- **Behavioural change at community and institutional level:** The analysis of the stories and the selection process demonstrated that while the STF strategies are effectively reaching some of their target audience, they are not currently addressing behaviour at a community and institutional level to create an enabling environment for young people. In particular they could be using their messaging to challenge punitive methods for disciplining young people in the family, schools and by the police which could be perpetuating rather than reducing cycles of violence.

- **Challenging duty holders:** There is little awareness expressed in the stories regarding the institutional environment. While the STF activities are holding individuals, families and communities to account, there was little evidence that they are enabling individuals and communities to hold duty holders to account in the broader environment.

- **Strengthening and streamlining peacebuilding messaging:** The selection process and evaluation outputs showed that there are some key messages that are not being communicated effectively by delivery agents and trainees. The STF messaging needs to be brought into alignment with UNICEF and both should be critically assessed in relation to cultural norms on the ground.

- **Engaging dramas:** The storytelling, storyboarding and filming were an opportunity for the groups to further explore difficult stories creatively and reflect on their experience with the groups support. The community and leaders enjoyed the results of the dramas and the trainees ensured that the dramas of the selected stories and those filmed in the village were screened at the end. The audience were visibly engaged in these dramas. The trainees also used these dramas as visual cut-aways for the video report, where they were used to demonstrate key enablers, blockers and changes.

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- **Defining audience and refining messaging:** However, the UNICEF staff in Kampala found the dramas unsettling rather than engaging. The dramas show evidence of violence through beatings as a means of disciplining young people and addressing community conflict. They were concerned that this does not model a peaceful means of addressing conflict and therefore contradicts UNICEF messaging on conflict resolution. The dramas were considered useful evidence of current behaviour patterns for addressing conflict but not as a means of disseminating UNICEF PBEA messaging.

- **Rich description:** The testimonies and films from this PV MSC showcase community verified experiences of youth in Karamoja and are a valuable resource for understanding and generating discussion about sensitive and challenging issues. The films can be shared horizontally and vertically to generate discussions in community focus groups about specific behaviours, including violent punishment. It should be made clear when viewing the films which behaviours are being modelled and which are being questioned. The **testimonies** can be used for radio and to **inform theatre, radio or film-based drama scripts.**

Capacity Building

"The evaluation created awareness, gave courage and brought confidence", Abraham Lokeon, trainee

- **A diverse skill set:** The PVMSC evaluation modelled a carefully structured process of collecting and sharing information in communities for use in monitoring and evaluation, accompanied by a rigorous process of data management and analysis. The trainees took part in this whole process. As a result they practised a diverse set of communications skills which include;

  1. Community facilitation skills: gathering, facilitating and consulting a group, presenting their work to a group, working together in a team.

  2. Journalism skills; story collecting, interviewing, presenting, script writing, note taking, typing transcripts, translation and using Word on the computers.

  3. Evaluation skills including; triangulating their data, participatory data analysis by pile sorting and theming their data into domains,

  4. Production skills; filming, recording sound, photography, editing, film compression and screening.

"I most enjoyed acquiring knowledge for the future, new skills and getting experience of making many things", Tereza Loita, trainee

- **Practising skills:** The trainees were able to learn the technical and process-related skills that enabled them to carry out the PV MSC effectively. These include: facilitating the story collection and selection, planning and filming the testimony and dramas, and sharing their findings through dissemination. There are some areas that will still require practice, in particular the technical skills of editing and filming, and guidance from a member of staff for the selection process and analysis. The technical skills can be supported by providing a basic kit and computer with editing software to practise with at district level.

- **Ensuring a rigorous process:** The staff and trainees can refer to the workshop manuals to revise the methodological steps before going to the field to ensure that they do not miss some important stages in the process. Stages that are usually missed by trainees are the parts of the process that they consider to be extras, these are likely to be: **consent, voting only once during selection and using voting rather than a consensus discussion to decide on the most significant story, splitting the groups in a selection screening into pre-decided stakeholder groups for selection, recording the meta data about the audience, labelling and photographing the data, typing up the selection sheets** and **managing the data.**

  One way of reducing the likelihood that they will make these mistakes would be to ensure that they practise with **smaller groups** and have **enough time.** The staff of **STF can help** them to **record, track and manage the data.**

- **Additional skills:** The story selection consensus building process showed that the trainee group need further support to develop their critical thinking to enable them to deliver processes that challenge and question social norms in addressing conflict.

- **A diverse team:** Working as a group, the team were able to carry out all of the tasks to deliver the evaluation, but arrived with different natural aptitudes and developed different skills according to ability and interest. Some were more experienced, confident, analytical or creative. It would be harder for the trainees to work individually, as only some of them were able to take on the role of lead facilitator for the more complex tasks such as facilitating the story selection process. Others were more able to record the results, record feedback or organise the stakeholders. While everyone was able to contribute during the data analysis, only some of the team were able to understand the implications of the data that they had collected. Where some of the team were more experienced with computer based skills, it was possible to rotate the roles and support them to develop this skill when time allowed. The team would be able to carry out further PV MSC activities in Karamoja and beyond but it would be important to reflect these diverse skill levels in any new team.

"I have learnt very many things, I have learnt communication skills, how to address the community, how to interview a person, how to interview these officials, how to film and how to screen, I've learnt how to set and arrange the equipment and I have also learnt how to form a drama to show a story and I've also learnt how to develop criteria out of a key point or a reason." Emmanuel Lokoro, trainee

Recommendations

- The **video stories of most significant change** were recognised by the participants as having **educative value,** as they inspire, give information, and reflect an authentic representation. They can be used by the partners to motivate change and facilitate more dialogue that strengthens and deepens the STF activities and values. They can also be used as education materials in future programme activities.

- **Operating through transmedia platforms:** The messaging concerns that were highlighted by the dramas can be used to inform further programme interventions. The most significant stories can be incorporated into the participatory theatre workshop as scenarios on which to base forum theatre and generate alternative scenarios. These could also be used to inform scripts for films or radios that show alternative responses to conflict and provide messaging that is more consistent with the programme objectives.

- **The PV MSC dramas are a reflection of the young people's perspective on their reality.** The messages in these outputs may or may not support programme messaging. As a result, these outputs are useful primarily as a data source. The dramas should be reviewed by programme staff before they are used for disseminating messages, as they were created in an evaluation context to reflect local reality and not through a programmatic lens.

- **The existing videos could be shared horizontally** to demonstrate the impact of UNICEF and STF peacebuilding activities and generate critical enquiries to address entrenched punitive social norms within the wider community. This can be a chance to share learning, inspire further activities, strengthen existing activities and widen the ripple effects of programme impact as proposed by decision makers taking part in the selection screening in Kampala.

- **UNICEF could help STF to ensure that they are targeting institutions at every level,** this could include outreach work with schools and the police. STF should also target institutions and organisations with alternative approaches to creating an enabling environment for young people to access and use services effectively. UNICEF could use programme outputs to drive their own vertical dissemination that could help initiate critical discussions to address entrenched punitive social norms.

- Where there is an **intention to change behaviour at a family, community and institutional level,** the use of story collection circles with these target groups would strengthen the data and could be a useful method for igniting dialogue and monitoring change.

- The **films, testimonies and data collected** could be used to **guide future programme development** and **broader policies.** For example, the enablers and blockers of change could inform which institutions, actors or agents programming should involve and influence to better support young people. This includes addressing violence in second level institutions, as well as ensuring that local organisations can access relevant information to support their work and galvanise positive youth action.

- The results of the **participatory analysis gave valuable insights** into which changes were most meaningful for the participants and how change happened in young people's lives. The **data annex** can be used to deepen the analysis and inform current and future programming.

- A useful way to use the participatory analysis is to **incorporate the domains of change as indicators into the programme.** These are the domains of change that were important to the young people. These include **teaching and advising others, supporting peaceful relationships and stopping drinking.** The programme could also measure the extent to which it tackles the principle blockers, including **drinking, hurting others** and **unsettled lives** as well as **marriage and pregnancy, leaving school** and **violence**. In particular, **STF radio programming and joining a group** had provided new knowledge, enabling them to address some of the cross-cutting themes; **gain and give advice, resolve or report violent acts, become more financially secure, return to school and sensitise their communities.**

- **Synergies could be further strengthened between different communities,** such as the Napak and the Moroto community given their similar experiences and goals for the future.

- The **trainees** excelled in the role of local facilitators and gained a unique perspective as a result of the peer-to-peer learning during the evaluation. Their **skills and experience** in this type of participatory evaluation processes could be useful to UNICEF Uganda in the future.

- The next stage in the project could put in place training to deepen the **critical thinking** within the delivery organisations as well as the participants.

- There was variation in the skill set amongst the trainees; some had a better capacity for analytical thinking while others were more creative. Those with analytical skills were better suited to facilitating the PV MSC process while others were more suited to playing a supporting role. Teams need to take into account these different skill sets.

- At a national level, the UNICEF team could involve the trainees in PV MSC evaluation with mothers and pre-school children and adolescent girls, or use PV to carry out a baseline survey of community values.

- We recommend sending **copies of the PV MSC workshop manual, the post-produced video testimonies and dramas or links to access the videos online to each trainee & partner organisation** working alongside UNICEF in the PBEA programme. The videos can also be circulated among other UNICEF offices, as they are hosted on YouTube for wider international dissemination.

- The **post-produced video summary (PV PLUS)** is a good summary of the evaluation process and the key results that came out of the participatory analysis. As an **introduction to the eight video stories of change and six theatre pieces,** it can be a powerful tool to **initiate discussion amongst staff around programmatic issues** and **organisational theories of change.**

Written by Emilie Flower, InsightShare Associate

If you want to know more about Participatory Video and PV MSC, please get in touch with InsightShare: **www.insightshare.org**