

# **Video Technology Applications for Development Projects Designed to Benefit Women**

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# **Introduction**

## INTRODUCTION

For over 38 years OEF International (formerly known as the Overseas Education Fund) has been working in 50 developing countries, enabling low-income women to improve the quality of life for themselves, their families and their communities through economic self-initiatives and by working together in community development activities. OEF has also been in the forefront of designing, developing and field-testing unique training methodologies which focus on the needs of low-income women and the participatory process.

Based on its investigation of the use of various communications technologies to resolve a wide range of development problems, at a time when USAID is encouraging the use of new communications technologies such as video in connection with in-service training and development, OEF found that the use of video for women has largely been limited to health information dissemination, literacy training and documentation of projects. Since most rural development, business training and credit programs are for men, development communication systems and messages are also geared to them and not to women, because women are not fully recognized as major food producers, entrepreneurs and decision-makers.

OEF has also found that the potential of video for women is clear in areas such as: instructional modules in small enterprise development and group organization; presentation of training techniques for working with women; analysis and evaluation of training techniques in the field; integration of women beneficiaries in project evaluation; use of video equipment as a communications tool by clients themselves; marketing and fund raising; and

## Introduction

motivating and mobilizing groups to organize and operate their own community development projects.

While some Third World organizations and pioneers such as Martha Stuart, of Martha Stuart Communications, have been very successful in using video as an effective communications tool for women in developing countries, there still remains a lot to be done to make this technology accessible and responsive to Third World women.

These findings and the potential use of video in projects designed to benefit Third World women led OEF to submit a proposal to USAID's Women in Development Office, which subsequently funded a dialogue on the use of video as a development tool for projects designed to benefit women during Forum '85 in Nairobi, Kenya.

OEF selected seven Third World women professionals from different regions who represented a variety of experience and knowledge in the use of video as a development tool. The women selected formed an advisory group and met in Nairobi for two weeks of planning sessions, meetings, presentations and the OEF workshop on video at the NGO Forum on July 15. The three-hour workshop was well attended and resulted in the sharing of concerns, case histories and knowledge of how video is being used and its potential for women, including how to overcome such problems as availability of energy sources, equipment repair, format compatibility and funding.

Throughout the dialogue and discussions with advisory group members, OEF received suggestions for practical follow-up activities. The advisory group members also participated in panels on video and development which were part of a larger series of workshops, called "Film Forum '85," coordinated by a Canadian Film Board women's unit called "Harbourfront." Through these activities, a

## Introduction

great deal of networking has begun among women who span all levels of experience in this field. They share the belief that video is an increasingly practical technology which can be used effectively to enhance the participation of Third World women in the socio-economic development of their communities. OEF believes that through this activity we have only scratched the surface of possibilities for women, who heretofore have been largely ignored as participants in this new and exciting technology.

The information presented in this report on the unique advantages of video for women, examples of its use and the obstacles that exist when using video in developing countries, as well as recommendations for follow-up activities, resulted from the research collected for this project and the discussions and presentations of the video advisory committee during planning sessions and the workshop in Nairobi.

# **Advantages**

of the Use of Video for Women in Development

## THE ADVANTAGES OF THE USE OF VIDEO FOR WOMEN IN DEVELOPMENT

According to a Food and Agriculture Organization (FAO) paper:

"In the field of training, like the agricultural sector in general, the challenge is to use all the human and material resources available. There is no excuse in ignoring any resource, especially those which promise to help half the population of the world (women)."

While there have been attempts to educate women on a large scale through the mass media of radio and television, these efforts have been unsuccessful.

According to Iain McClellan, who works as a communications consultant to the FAO and other international organizations:

"The rationale for spending millions of dollars on establishing and operating centralized broadcasting services in developing countries has been to improve communications, create understanding, promote new ideas and provoke social change. But highly centralized, top-down broadcasting, with its vertical structure, tries to be all things to all people and, as a result, has had little success in inspiring the kind of change hoped for by government planners. Television, as it is presently structured in Africa, ends up being used primarily to entertain passive audiences."

In contrast to "top-down" broadcasting media, small format video has qualities which make it a highly desirable medium for use in projects designed to involve and benefit women in developing countries. Mr. McClellan supports this by saying, "There is ample proof that the development process is accelerated and reinforced when the media is put in the hands of ordinary people." Video is definitely a medium of communication which can be used and controlled by women themselves.

In her introductory workshop statements at the NGO Forum, Elma Lisk-Anani states why the medium of video is so useful: "Video makes an impact on its audiences and creates a sense of involvement in the present. Its immediacy

## The Advantages of the Use of Video for Women in Development

permits the establishment of a face-to-face line of communication, cutting across language, religious, cultural, tribal and geographic barriers."

The specific and unique advantages to using video for women in development were brought out in discussions and case example presentations during the planning sessions and workshop at the NGO Forum:

1. Video can be used efficiently at convenient times and places: Women, especially low-income women and single mothers, have the double or triple burden of caring for children and producing food and/or earning income. They cannot afford the money or time to travel to training centers. Video equipment is durable, compact and easy to use. It can be easily transported to project sites in the field. Videocassettes can not only be duplicated for use by many groups of women in different communities, they can also be viewed individually by clients at a convenient times and places after an initial session with a trainer. Also, videotapes realistically depict and can condense a process (i.e. the birthing of a calf or the stages of expansion of a business) that in reality could take days or years to demonstrate by other training methods.

2. Video is effective for use with illiterate audiences and multilingual groups: In the Third World, a literacy average of 50 percent for women contrasts with 63 percent for men. In some regions, several languages and idioms may be spoken. Video does not depend on the written word to get a message across to an audience. Video can instruct and initiate discussion through sound, pictures and repetition. Video also allows for different idioms or languages to be used over the same video track on different audio channels or videotapes.

3. Video bridges differences in customs and helps people to network and share common concerns and goals: Unlike men, low-income women in the Third World have only begun to realize they can share problems, concerns and constructive strategies for change and support each other in the process. Videotapes produced by a group of women can convey personal understanding and useful information to many other groups of women through videotape exchanges between communities or countries.

4. Video facilitates group discussion and motivates people: A low-income, illiterate, individual woman with few resources and lack of knowledge about or access to resources has very little chance of exerting control over her life in order to improve her condition. It is also likely that she has never been involved in many major decisions affecting herself or her family. As a member of a group, however, she can be empowered to work together with other women to accomplish goals. Video is a very effective group motivating tool when it shows examples of how other groups have solved their social and economic problems and facilitates problem-solving and goal setting activities.

## Advantages of the Use of Video for Women in Development

5. Video boosts individual self-confidence and encourages self-development: Seeing oneself, whether a trainer or beneficiary, in a videotape allows for skills diagnosis and constructive self-criticism in areas of appearance, behavior and training techniques, leading to improvement in these areas. Also, low-income women have seldom been asked for their opinions or knowledge on a particular subject. Yet when they see themselves on a television monitor demonstrating a technique or giving an opinion, they become self-confident and assertive about sharing their opinions and knowledge with others. And when they realize that influential people (who they are not likely to meet) will see and hear them through the videotape, they realize they can have a voice in shaping their future. The videotape also serves to document and solidify their ideas.
6. Video can fill the gap of communication between funders, decision-makers and beneficiaries: Due to lack of strong data and recognition of women's roles, many funders and decisionmakers do not understand the vital contribution they make to society and this has a negative effect on how much funding is provided for women's programs. Now, women themselves can appear on a videotape and inform decisionmakers and funders about their situation. Videotape also delivers graphic data with real-life visuals for dramatic impact and increased understanding of the message being delivered.
7. Videotape can simplify highly technical information for increased comprehension and application: Women, and in particular, low-income women, have less exposure to technical terms. Through the use of demonstration and animation techniques, video increases their understanding of highly technical terms and processes.
8. Videotape can be a cost-efficient training tool: Less money is generally available for women's training programs. What money is available can be stretched through the use of videotape lessons which can expedite the amount of time a trainer spends on a particular lesson. Videotapes provide the trainer with additional lessons about which he or she may not have detailed knowledge/experience. Videotapes also help organizations to standardize the quality of training that is given by different trainers to various groups.
9. Video production participation and training can lead to increased awareness, understanding, and use of new communications technologies: Low-income women of all ages have very little contact with or knowledge of the latest technical innovations in almost every aspect of life. Involvement in a video production can spawn new interest in this technology among women in the coming years, leading to technical job skills training for women in this field, and the increased use of video technology for the benefit of women.

# Examples

of the Use of Video as a Development Tool

- A. Community Analysis, Documentation, and Evaluation
- B. Training
- C. Motivation
- D. Education of Influentials and New Audiences
- E. Information Exchange
- F. Resource Mobilization

EXAMPLES OF THE USE OF VIDEO AS A DEVELOPMENT TOOL

A. COMMUNITY ANALYSIS, DOCUMENTATION AND EVALUATION - When the use of video increases understanding of how well a project has progressed and affected beneficiaries by facilitating evaluators' efforts to initiate and record frank discussions of beneficiaries, by depicting actual project activities and results, and/or by bringing beneficiaries "face-to-face" with project decision-makers.

EXAMPLE #1

COUNTRY: Nepal

PRESENTER: Subhadra Belbase  
Worldview International Foundation, Media Center

DESCRIPTION: A videotape featuring the spontaneous comments of rural women who were project beneficiaries was presented to project designers, implementers and officials who were concerned about the effectiveness of various food production and income generation projects. Some of the women featured in the videotape were also in the audience. The women's comments on the videotape were revealing, such as: "We receive training here, but when we go back, we are not sure of jobs because those who have gone before us still don't have jobs."

OUTCOMES: While some of the project designers and sponsors were unhappy about the criticism, they called the videotape an "eye-opener." The video presentation, which facilitated the workshop discussions and enhanced the evaluation reports, gave sponsors, policymakers, project designers and implementers a deeper understanding of the problems faced by rural women when projects have faulty designs or implementations.

An added benefit was that the rural women attending the workshop who had also appeared in the videotape gained courage from the presentation. Prior to the screening they were quiet, but when they realized how vocal and critical they had been before the camera, they participated more fully in the discussions.

EXAMPLE #2

COUNTRY: Nigeria

PRESENTER: Ayesha Imam  
Ahmandu Bello University

DESCRIPTION: Video was employed in the process of evaluating an income-generating, skills-training project for low-income village women. The evaluators faced a major difficulty in initiating frank discussion among the school's students. They used video to

Examples: Community Analysis, Documentation and Evaluation

Example #2, continued:

document their daily life and school activities. As the women became accustomed to seeing themselves on the monitor, their self-confidence increased and they behaved more naturally when their group discussions with the evaluators were videotaped.

OUTCOMES:

While there were some technical difficulties, such as lack of electricity and battery power to run the video equipment, the final videotape presentation has been shown to raise funds from potential donors, to motivate other women and to inform decisionmakers. There are plans to increase public awareness of the women's condition and accomplishments through a presentation of the videotape on national television.

## Examples

B. TRAINING - When the use of video enhances trainers' efforts and increases students' comprehension through recording trainers' techniques for playback, analysis and record of improvement; through documenting a technique or simplifying technical information for assimilation by illiterate, multilingual and/or unskilled students; and by virtue of its practicality in the field, through making training sessions more accessible to students.

### EXAMPLE #1

COUNTRY: Nepal

PRESENTER: Subhadra Belbase  
Worldview International Foundation, Media Center

DESCRIPTION: During training sessions, health workers are videotaped. Later, they view the videotapes and see themselves interacting with various people and the reactions of the students in their classes. By analyzing the videotapes, the health workers discover that the ways they talk and behave can discourage students or detract from the training lesson.

OUTCOMES: This skills analysis through videotape has led to major improvements in the workers' training techniques. This also increases the workers' self-confidence.

### EXAMPLE #2

COUNTRY: Refugee communities in the United States

PRESENTER: Sima Wali  
OEF International

DESCRIPTION: Domestic violence in the Indochinese refugee community has drained resources and attention that would otherwise be directed to other needed services, such as English language training. In response to this problem, a session was organized for Indochinese leaders, counselors and paraprofessionals from these communities who had requested training in domestic violence mediation. The men and women had experience in this area and could discuss the problem with insight. The session was videotaped and edited.

OUTCOMES: The videotape presentation, which includes frank discussion of the problem and ways to deal with it, will be edited for later inclusion in a training package of materials for use by Indochinese refugee domestic violence counselors throughout the United States.

Examples: Training

EXAMPLE #3

COUNTRY: Nepal

PRESENTER: Subhadra Belbase  
Worldview International Foundation, Media Center

DESCRIPTION: A series of videotapes on how to care for children with diarrhea was produced with the participation of rural women, who demonstrated such things as how to prepare oral rehydration solution and bottle-feed it to one's children. The series included tapes on nutrition with jingles for children to sing and tapes revealing what a dehydrated child looks like. The women in the videotape were invited to express their own thoughts and explain what they were demonstrating in their own everyday speech and local idioms. They performed the demonstrations in familiar, rural localities. This meant that most of the visuals, sounds and characters in the videotape are within other rural women's frame of reference, which increases their receptivity and understanding of what they are seeing and hearing. Narration and graphics are added during the post-production phase of the videotapes to provide necessary additional information.

The resulting videotapes are presented to women in other rural villages who do not have the time to learn this health information at hospitals or health centers, or when they are in the hospital with a sick child and cannot absorb instructional information due to their overwhelming concern for the health of the child.

OUTCOMES: The videotapes have been especially effective with illiterate women; the illiteracy rate among rural women is high. Another advantage of using these videotapes is that they can impart information more powerfully and quickly -- through live action, colors, graphics, sound and music -- than flip charts, brochures and instructors to large audiences, up to 200 at one time. The videotapes can also be viewed repeatedly by smaller groups or individuals with a minimum of cost and effort. Each videotape lasts less than seven minutes.

A survey revealed that rural, illiterate women retain more information learned through participating in the shooting of this videotape on oral rehydration solution than those who only viewed the videotapes or attended flip chart lectures. Thus, if the community participates, the shooting itself is instructional.

Also, the message spreads through interpersonal channels. A month had elapsed since the shooting had taken place, yet the women involved in the shooting, which included discussions of what they were doing, remembered minute details. The survey also concluded that illiterate women who viewed the videotapes on nutrition only once were able to grasp most of the information they had not known previously, such as the important fact that a

Examples: Training

Example #3, continued:

child with diarrhea, if not given proper food, can catch diseases. They had difficulty citing the diseases the children could catch, but after a second viewing were able to name all of the diseases. Thus, videotapes of difficult concepts should be repeated for better comprehension.

EXAMPLE #4

COUNTRY:

Peru

PRESENTER:

Clara de Souza

National Center for Training and Research for Agrarian Reform

DESCRIPTION:

In 1974 the Government of Peru established CESPAC (National Center for Training and Research for Agrarian Reform) as part of a nationwide program (begun in 1969) of agrarian reform and a massive education effort to help rural farmers acquire farm management skills and agricultural techniques they would need as new landholders. A video production center was set up in Lima and regional teams of audiovisual teachers were sent out to produce courses to meet specific needs of people in the varying geographic areas -- coastal plain, highlands and tropical forest.

Audiovisual teaching staff undergo training which covers all aspects of the video-based training process, including research, script-writing, field recording, editing, testing of curriculum with farm families, etc. Teams produce videotape lessons of 18 minutes in length. Before the actual production, the staff meet with the farmers to assess their needs, ways of life, cultural codes and levels of technical knowledge. Then they select appropriate technical information and solutions from universities and research institutes.

This information goes through an "audiovisual realization" process before the videotape lesson is actually produced with the farmers in their locale. This process ensures that the farmers will receive the technical messages in familiar terms and environments. With minor adjustments, a videotape produced in one area is applicable to other areas with similar ecological and technical characteristics without any distortion of the original message. The materials are also pre-tested with their target audiences before they become part of the curriculum.

It is no longer necessary for farmers to live at a training center for one or two weeks. The use of portable video equipment for the playback of videotapes operated by automobile batteries brings the technical information directly to the farmers. Before or after their work in the field, farmers attend 1-1/2 to 2-1/2 hours of classes presented in the school, communal building or under a convenient tree in their community.

## Examples: Training

### Example #4, continued:

A course consists of approximately seven lessons and generally no more than one class per day is presented to a particular group. Each class begins with the instructor giving a summary of previous lessons and introducing the next topic. Then the corresponding videotape is shown for 12 to 18 minutes. This is followed by a summary and discussion between the instructor, a local specialist on the topics of the subject matter, and the farmers. Finally, the participants do theoretical or practical exercises, which can result in the construction of houses or latrines, vegetable gardens or increased crop yield. Women are included in the classes since they are an integral part of the farm production unit.

### OUTCOMES:

Video has proven to be an efficient, effective and invaluable tool for grass-roots level training in Peru with great potential for low-income women. The audiovisual nature of video overcomes the problems of multilingualism and illiteracy, which is high in rural areas and among women. Due to the portability of video equipment, this training can be brought to women in their communities -- women who bear the double burden of caring for their children and producing food and cannot travel to training centers.

In cases where extensionists and trainers themselves lack knowledge in a particular subject, the video programs upgrade and standardize the quality of information transmitted. Videotapes also present timely matters, i.e. a complete agricultural operation or crop-growing cycle.

A 1980 study showed the 80 percent of the farmers liked the video-based training. By 1981, the project had produced over 60 18-minute video lessons, trained over 140 producers and reached 102,000 farmers. The latest available cost figures in 1983 showed that for every 1,000 farmers taught by these courses, production costs were approximately \$12.00 per farmer. This amount includes the depreciation of equipment, cost of consultant expertise, etc. The video equipment portion of the total cost is only 10 percent of the total education program. This fact contradicts the belief that the costs of video-based instruction are high due to equipment costs.

Another group of low-income people has appeared in the last few years. It is primarily women and children who left the rural areas to establish new lives in large cities -- there are 2-1/2 million of them living around Lima. They eventually become outcasts and cannot find housing even in slum areas due to the high unemployment rate, their lack of funds or marketable skills and their inability to speak and read Spanish. In the past four years, CESPAC has been working with these women in major urban centers. The training programs include such subjects as "The Health of the Peasant Family" and "The Cultivation of Domestic Vegetable Gardens." CESPAC reaches these women through their local organizations, institutions or work groups.

Examples: Training

Example #4, continued:

Other aspects of CESPAC's increasingly sophisticated video program are:

-development of video productions of anthropological and cultural information including the role of rural women in development to increase public awareness and preserve the heritage of various groups;

-investigation in improvements of video technique, equipment and new sources of energy to generate electricity for field equipment (i.e. solar, manual, wind and water); and

-presentation and promotion of their methodology in audiovisual training with video to organizations throughout Latin America, and most recently, Korea.

## Examples

C. MOTIVATION - When the presentation of a videotape or the use of video equipment by beneficiaries catalyzes group problem-solving and encourages some kind of resulting action.

### EXAMPLE #1

COUNTRY: Mexico

PRESENTER: Georgina Aviles Marin  
Integrated Rural Development Program for the Humid Tropics

DESCRIPTION: In 1979 the Mexican government established PRODERITH, the Integrated Rural Development Program for the Humid Tropics, as part of a national effort to increase production of food and raw materials and preserve the potential of the humid tropics. PRODERITH's rural communications program has evolved since 1978 and CESPAC's model in Peru was adapted for use by PRODERITH. The Rural Communications System employs video primarily to motivate various groups in the following ways:

- by encouraging the transfer of experience among rural farmer groups in widely separated locations;
- by publicizing acquired experience for adoption by trainers and organizations in other regions of Mexico;
- by enhancing uniformity of training and farmers' working procedures; and
- by documenting and reporting evaluation purposes the progress of a project including problems to be overcome and predictable repercussions.

OUTCOMES: PRODERITH's program of communications research, systems and services has been well integrated into all aspects of the development program and has expanded with increasing demands. In 1984, PRODERITH's Rural Communications System was serving an area of 350,000 hectares with a population of 28,000 farmers in six development projects situated in different tropical areas -- about 60% of the total area and peasant population of the region.

### EXAMPLE #2

COUNTRY: Nepal

PRESENTER: Subhadra Belbase  
Worldview International Foundtion, Media Center

DESCRIPTION: A videotape named "Save the Children," which depicts the steps involved in and benefits of keeping courtyards clean, is shown to groups of low-income, urban women and children by the Solid Waste

Examples: Motivation

Example #2, continued:

Management Project (SWMP). The screenings are followed by group discussions. According to one report of these sessions by SWMP: "Despite the crowd of 200 people, it appeared as if the whole film was understood. Most of the questions were replied to by women and children."

OUTCOMES:

The women in the audience pointed out that they could, in fact, keep their courtyards clean but there weren't enough waste drums available. They also informed project directors that overloaded tractors left loose garbage around the neighborhood, which led SWMP to rectify the situation. SWMP officials are now planning a long-term use of video in this project to motivate and organize teams of neighborhood women to keep their courtyards clean. It is hoped that this activity will lead the women to implement additional neighborhood improvement activities.

## Examples

D. EDUCATION OF INFLUENTIALS AND NEW AUDIENCES - When videotapes can present a group of people, situations or information which influentials or special audiences are not likely to encounter due to class structures, distances, politics or other reasons.

### EXAMPLE #1

COUNTRY: Nepal

PRESENTER: Subhadra Belbase  
Worldview International Foundation, Media Center

DESCRIPTION: A videotape entitled "Towards Self-Sufficiency" features people who are dependent on charity expressing their desire and need to learn skills that will enable them to be economically self-sufficient. It is clear that they do not want handouts. The videotape was shown to Her Majesty the Queen of Nepal.

OUTCOME: These people are not likely to meet the Queen, but through the medium of videotape they were able to express their concerns in the hope that this will inspire her to support programs to help them and others like them to be self-sufficient.

### EXAMPLE #2

COUNTRY: Refugee communities in the United States

PRESENTER: Sima Wali  
OEF International

DESCRIPTION: Discussions with unidentified refugee women from Haiti, El Salvador, Guatemala, Vietnam and Khmer Rouge who are living in the United States were videotaped. The edited videotapes focussed on the women discussing their problems and concerns, such as physical and legal protection, employment, cultural identity, health and education. The videotapes were presented at a dialogue session on the problems of women refugees in the U.S. at the Non-Governmental Forum '85 in Nairobi, Kenya.

OUTCOMES: The videotapes were used to initiate discussion among women, many from non-governmental development and women's organizations from developing and industrial countries. The producers, who run a U.S.-based program for refugees, plan to use the videotapes to educate funders, community leaders and service providers throughout the U.S.

## Examples

E. INFORMATION EXCHANGE - When videotapes -- partially due to their portability -- are used by one group to share information with targetted audiences, especially those who are not easily accessible.

### EXAMPLE #1

COUNTRY: Refugee communities in the United States

PRESENTER: Sima Wali  
OEF International

DESCRIPTION: Refugee women who have been resettled in the U.S. are keenly aware of those topics within refugee camp curriculum which have proved most valuable when applied to their resettlement experience. They can also identify issues which require additional attention in preparation for life outside the camp. The recognition of these factors and the fact that the resettled refugee women can communicate their experiences to their camp counterparts in native languages with cultural nuances led OEF International and the Center for Applied Linguistics to conduct a pilot project utilizing video with these groups.

Five refugee women in different U.S. cities and of different ethnic backgrounds (Mien, Vietnamese, Laotian, Khmer and H'mong) served as ethnic consultants. They facilitated discussions among refugee women in their communities about what they know now and what they wished they had known before coming to the U.S. These discussions were videotaped. The videotapes were also previewed to help staff develop techniques to employ in the camp in case the tapes led to falsely heightened expectations among the audience.

OUTCOMES: The videotapes are now in use in Thailand and are also circulating among U.S. refugee communities. OEF's RefWID program staff hope to expand this use of video for the benefit of other groups of refugee women who plan to resettle in the U.S. The tapes with English translation are being considered for use by groups of Americans who desire information about the lives and lifestyles of refugee women in the U.S. RefWID also used videotapes to present the experiences and feelings of refugee women at the Non-Governmental Forum at the U.N. Decade Conference held in Nairobi, Kenya last July.

The H'mong, Khmer and Mien tapes were viewed initially by audiences of up to 20 men and women (predominantly women). During the class showings of the videotapes, they were stopped at critical moments and teachers stimulated audience verbal response, which was also videotaped. In some cases, response was forthcoming with little teacher intervention. More than 30 minutes each of audience responses were videotaped in H'mong,

Examples: Information Exchange

Example #1, continued:

Khmer and Mien. The videotapes were received with positive response by camp teachers not directly involved in the pilot effort. As a result one set of the tapes was left in Phanat for duplication and future use.

Back in the U.S., response tapes were converted and translations were done. They were used in the evaluation and development of conclusions, which included:

1. Video can be a low-budget, educational tool especially valuable in communicating with non-literate, non-English-fluent audiences.

2. Videotapes need not be of high-cost, professional broadcast quality to communicate effectively, especially with non-Western audiences whose video experience generally is not as extensive.

3. Messages communicated through video between members of the same ethnic background have greater impact because the audience can relate so closely to the speakers presented on videotape.

4. Video is the "next best" option to employing more on-site refugees as teachers.

5. The U.S. refugee community of video expertise is growing.

6. The participation of refugee women on all levels of this project strengthened the self-confidence of the women refugees and their potential to serve as resources for one another.

7. Video messages can be effectively communicated and utilized. Upon their arrival in the U.S., some refugees contacted the ethnic consultants to tell them how helpful the videos were and how glad they were to see them.

EXAMPLE #2

COUNTRY: Refugee communities in the United States

PRESENTER: Sima Wali  
OEF International

DESCRIPTION: In 1982-83 RefWID assisted H'mong women textile artists and community leaders through training and technical assistance and market development activities under a one-year national demonstration grant from the U.S. Office of Refugee Resettlement, targetting H'mong women in four cities: Philadelphia, PA; St. Paul, MN; Seattle, WA; and Santa Ana, CA. In its efforts to provide assistance to women in a variety of locations, RefWID staff were faced with a number of challenges which could be met most efficiently and effectively through video-teleconferencing.

Examples: Information Exchange

Example #2, continued:

There were two "videotraining" programs. The second one was an improvement on the first because in addition to a shorter core program of two hours, there were local programs in each participating city built around the theme of the core program. Additionally, the H'mong women at the four sites could ask questions by telephone of the experts in the core program, to which women at all four sites received immediate response through the video-teleconferencing.

This video-teleconferencing exercise made it possible for:

- the four sites to receive the same information at the same time;
- accurate and consistent translation (English and H'mong) of technical information to be provided across all four sites; and
- RefWID to provide technical assistance in an innovative and cost-efficient (with some research) way to attract media attention and voluntary involvement of American business expertise, both local and national.

During the planning stages, there were concerns about such a "hi-tech" approach with a population such as the H'mong. However, the H'mong themselves dispelled this concern by the very fact of their familiarity with video technology and their accounts of how H'mong refugees frequently videotape local events to share with other H'mong communities across the U.S. -- a creative response on their part to keeping up communications among a widely scattered population of non-readers.

OUTCOMES:

RefWID staff themselves learned a lot from this experience and the next time they coordinate such a conference, they plan to take steps to ensure better visual quality and more spontaneous exchanges between the experts and the beneficiaries.

The resulting videotapes from the video-teleconference are still in use for training of new textile artists and to demonstrate the effectiveness of the program to potential funders for future similar efforts.

EXAMPLE #3

COUNTRY:

People's Republic of China

PRESENTER:

Xaio Chun-Lin  
Special Assistant  
Guangzhou (Canton) Institute of Energy Conversion

DESCRIPTION:

A U.S. video producer and trainer, Martha Stuart of Martha Stuart Communications, collaborated with the United Nations University and the Guangzhou Institute of Energy Conversion to document the work of the Institute in biogas energy conversion. The videotapes provide technical information about and depict the

Examples: Information Exchange

Example #3, continued:

operations of the energy conversion systems which have contributed to the self-sufficiency of the Chinese farm villages.

OUTCOMES:

The tapes are shown to rural women and men in other villages to inform them how to solve their energy problems and conduct similar self-reliance projects. On a larger scale, the tapes have been shown to governments and rural community groups in Third World countries in Latin America and the Caribbean. As a result governments in those countries sent experts to the People's Republic of China to learn more about this and other energy technologies.

The videotapes were also shown to national Chinese leaders which led to increased funding for the Institute's programs.

## Examples

F. RESOURCE MOBILIZATION - When videotapes depict the needs of a particular group or project and successfully encourage another group to support the project or group with their resources, such as funding.

### EXAMPLE #1

COUNTRY: Jamaica

PRESENTER: Heather Hope Royes, Ph.D.  
Managing Director  
Intermedia Associates

DESCRIPTION: The Construction Resource and Development Center started a Women's Construction Collective as an experimental project in 1983 in order to train ten unemployed women from the ghettos of western Kingston in construction skills, find them jobs and document their progress. Due to overwhelming response, the intake of trainees was expanded.

Due to a recent slump in the construction industry resulting in a shortage of new jobs, the Collective needed funding to continue to offer new training and services to its members. They felt that potential funders would be more likely to donate if they could see the work the women were doing in class and on construction sites, and hear them talk about how the Collective programs have helped them. Since the women have full-time jobs and family responsibilities and the funders might not have time to go to the construction sites, the Collective decided to produce a video to use during fund raising presentations. They received financial support from private business for production costs and hired a woman producer.

The video production profiles some of the women construction workers, shows them at work and interviews them on construction sites. It also explains how the Collective and its parent organization operates. At the end of the video, an explanation is given about the costs of training and running the Collective and how the women raise money through special events, such as walkathons and dances. The viewer is also told that funding will be needed until the Collective becomes economically self-sufficient, which is its goal. The video ends on a positive note with the female narrator saying, "The Women's Construction Collective faces new and exciting challenges which the members look forward to meeting. Their future is just beginning." Strains from Donna Summers' rock song "She Works Hard for the Money" begin and end the video and reflect the upbeat message of the video and the program.

OUTCOMES: The videotape was shown at a monthly meeting of the Collective members. The women enjoyed seeing and hearing themselves working and speaking confidently about their life and work. The video motivates these women to continue and is also shown at fundraising events, which has helped in raising new monies.

# **Obstacles**

of the Use of Video for Women in Development

## OBSTACLES OF THE USE OF VIDEO FOR WOMEN IN DEVELOPMENT

In planning sessions and workshop question and answer sessions, women brought up the problems they had encountered in using video for development purposes. Many of these points were summarized by Subhadra Belbase of Nepal during the workshop:

1. Lack of or Erratic Electricity Supply - Electricity is the most dependable source of power to use when running video equipment. However, there is a lack of or erratic electricity in rural and low-income urban areas, which necessitates that field workers using video having access to and an understanding of the energy sources listed below. It is important that they have one or two back-up sources of energy since none of these are totally reliable in all circumstances:

-Battery power - Batteries are available for use with portable field equipment; however, they do run out of power and need constant recharging from another source of energy.

-Car batteries and generators - Battery rechargers and some batteries can be hooked up to car cigarette lighters or car batteries. It is also possible to run video equipment directly off the car batteries that are charged or generators which may be available in some areas through businesses, schools and upper-income residential homes.

-Solar power - Through the use of solar panels, one can harness the sun's energy to run video equipment. This definitely requires a back-up source, since unless solar energy is stored for days in advance, it may not be available when there is no sun. This appropriate technology has been successfully used by Subhadra Belbase in the mountains of Nepal and was demonstrated at the NGO Forum Tech and Tools Fair.

-Wind energy - Similar to solar energy.

-Water energy - Similar to solar energy.

-Manual energy - Rarely used.

2. Lack of Funding - Much funding for video equipment and training comes from international organizations such as the United Nations or sources in industrialized countries, but it is not enough. Many video projects have been limited or stopped due to this lack of funds. Third World women's organizations

## Obstacles of the Use of Video for Women in Development

and development organizations need technical assistance to obtain some financial support from governments and businesses in their own countries.

3. Lack of Technical Training - There are few programs available to train trainers, much less project beneficiaries, in how to operate, maintain and repair video equipment and produce videotapes. Therefore, it is not used in situations in which it could enhance a development program. Also, women (who are seldom exposed to mechanics or science) are often not targeted in training efforts. Development organizations and video experts need to make a more concerted effort to train women in this useful and practical technology.

4. Lack of Spare Parts - Until video is used more often by more people and the local markets respond, there will be many instances where video programs are not conducted due to lack of spare parts. Video equipment manufacturers and distributors in Third World countries should be encouraged by development organizations and producers who use video to stock larger inventories of spare parts and make their outlets more accessible. Projects can also be delayed waiting for equipment to be repaired abroad.

5. Lack of Compatibility - In addition to the problems of obtaining appropriate voltage transformers and outlet adapters, U.S. development organizations who want to play their NTSC system videotapes (which have been produced on NTSC equipment) in many Third World countries will have problems. The television systems and, therefore, video equipment and tapes in many Third World countries are on the PAL or SECAM systems. This necessitates the expensive transfer of tapes from one format to another or the purchase of playback equipment that will accept all three formats. Within a country, there is also an additional problem of format: 1/2" VHS tapes cannot be played back on Beta or U-matic equipment, necessitating transfer to the appropriate type of videotape cassette or the use of a multi-system playback recorder.

6. Importing Problems and Theft - Many governments charge excessively large import duties on equipment, in some cases doubling the sale price. Equipment and videotapes have also been stolen en route to a project.

7. Cost is Still High - While the cost of video equipment is going down, it can still be expensive to maintain. Organizations should be sure that video is the best medium for their purposes and compare it to the cost-effectiveness of community radio, puppet shows, plays, group activities and demonstrations.

8. Video is Often Controlled by Urban "Elites" or Foreigners - The video expertise of these groups should be transferred to local people, especially in rural areas. Several case examples in this report stress that the participation of the beneficiaries in the production of the videotape not only increases their comprehension but improves the final product.

# Recommendations

and Summary

## RECOMMENDATIONS AND SUMMARY

The eight women from developing countries who serve on OEF's video project advisory committee told OEF staff that their experience in working with OEF on the video workshop at the NGO Forum has been meaningful and useful. They said this experience enabled them to:

- disseminate information about their work in the use of video as a development tool;
- make personal contact with women professionals from other countries who had experience in this field;
- compare experiences with video to consider new possibilities for themselves and their organizations' programs;
- learn about new funding sources and production methods; and
- learn about OEF International.

There were also some very personal comments:

- Heather Royes, Ph.D., of Jamaica said the experience gave her "added exposure on the African continent," "new workshop methodology" and "great publicity back home."
- Elma Lisk-Anani of Sierra Leone said she was re-energized to convince funders and officials of the need to use video in development programs.

Xaio Chun-Lin from the People's Republic of China plans to introduce a video project for rural women through the Institute for Energy Conversion and expressed a desire to collaborate with OEF in this area.

## Recommendations and Summary

The advisory committee members also offered recommendations for follow-up activities:

1. RECOMMENDATION: Publish and disseminate a motivational resource book directed at women's organizations and development organizations interested in women: The book would include examples of the use of video for women in development, resource lists of names and addresses of interested funders, producers, consultants, institutes, trainers, and useful publications, tips on appropriate equipment, compatability, energy sources, maintenance and repairs, along with suggestions for "hands-on" group activities to demystify video technology for women.

RESPONSE: This would be an excellent OEF Phase II activity for this video project. OEF has already acquired -- through Phase I from consultants, advisory committee members and other resources -- some of the information for such a book. It could be sold at a low cost through OEF's publication service and marketed to Third World women's and development organizations.

2. RECOMMENDATION: Development of video-based training modules on small business enterprise management, video operation and production skills for use with low-income, Third world women.

RESPONSE: OEF hopes to obtain funding to develop videotape components to enhance the training materials it is developing in small business enterprise (funded by a cost-sharing grant from USAID).

3. IDEA: Coordinate regional Third World conferences to include hands-on and productive skills workshops, information on funding and distribution, presentations of case histories, demonstrations of new power sources and equipment, and videotape exchanges/sales. Invite a cross-section of women from

## Recommendations and Summary

grass-roots organizations, governments, educational and research institutes, development agencies, production companies, business, video equipment manufacturers and the television and film industries.

RESPONSE: OEF could collaborate with a Third World entity to coordinate such a seminar in a region where OEF has ongoing projects. Central America or the Caribbean should be considered as it is accessible to OEF/USAID personnel in the U.S., Caribbean and Central America, as well as three video advisory committee members from Jamaica, Mexico and Peru. Holding such a seminar in the Caribbean would also help to influence local funders and policymakers. Video equipment manufacturers could be approached to provide equipment, demonstrations and financial support.

4. RECOMMENDATION: Get to know video equipment manufacturers who are developing simple, light and durable equipment. Inform them about the potential market in development work and request funding, training and equipment.

RESPONSE: One way to do this would be by getting manufacturers involved in seminars like the one described above. All organizations using video need to communicate their needs to manufacturers and seek donations as well.

5. RECOMMENDATION: Collaborate with OEF by providing video expertise and materials to their overseas projects.

RESPONSE: OEF program staff are cautiously stepping into the video arena and are willing to consider possible ways to utilize the expertise of the advisory group members, such as in the development of local video training modules.

## Recommendations and Summary

This Phase I experience has been extremely useful for OEF and opened new possibilities for program development and implementation, public information and fund-raising. OEF has collected case history information applicable to its programs and made valuable contacts in the field of video.

Some follow-up activity has already evolved at OEF. As a result of the publicity surrounding the workshop, organizations are approaching OEF for information on how they can use video. OEF program staff are utilizing the playback equipment to orient new staff with our overseas projects and to edit rough videotapes of OEF projects for fundraising presentations. The video project director, Deborah Ziska, has been asked to write an article on the workshop for an upcoming issue of the Academy for Educational Development's "Development Communication Report," contribute the advisory committee's case histories for future publications of the Report, and to review a book published in Asia, Women and the Media.

In summary, video offers a novel opportunity for women to become more active participants in program design, development, implementation and evaluation. The case examples in this report also point out the benefits of this process of involving women in a project through the use of video for self-development and group motivation. Video can also depict a "slice of life" and allow women clients to appear in a production to present their opinions to funders and policymakers -- a kind of "trickle-up" information process. Perhaps the most important benefit is how video allows women to "control" a channel of communication and communicate with each other across cultural, language and geographic boundaries.

## Recommendations and Summary

The workshop experience before, during and after the NGO Forum has been a valuable learning experience for everyone involved, and amplified the need for similar experiences. The hunger of workshop audience members for information-sharing and networking was evident in the quantity and quality of response to OEF's call for workshop presenters and during the workshop's question and answer sessions.

The spontaneous comments of Elma Lisk-Anani of Sierra Leone during a workshop planning session and of Heather Royes, Ph.D., of Jamaica summarize the feelings of everyone involved in the use of video as a development tool for women:

Elma Lisk-Anani:

"Men were not born with video cameras in their hands!"

Heather Royes, Ph.D.:

"The 'New Decade' will see women overcome their lack of experience with media technology, realize its potential, and use it to improve their social and economic condition."

## **Appendices**

- A. Identification of Presenters
- B. Structure of Nairobi Planning Sessions
- C. Call for Presenters: Announcements
- D. Flyer to Promote Workshop in Nairobi

## APPENDIX A

### IDENTIFICATION OF PRESENTERS

In late April and early May of 1985, OEF developed an announcement explaining the purpose of the dialogue at the NGO Forum and requirements for OEF's video project advisory committee. The announcement was accompanied by an application with which persons could nominate themselves or others as candidates for the advisory committee or provide information about uses of video of interest to OEF. The announcement and application were mailed with cover letters to individuals referred by the Academy for Educational Development Clearinghouse for Development Communications, the Women in Development Office of USAID, the Food and Agriculture Organization, UNESCO, the Women's International Tribune Center, Martha Stuart Communications (Village Video Network), the International Labor Organization, Peace Corps, the National Film Board of Canada, and the International Council for Adult Education.

By mid-May, OEF had received approximately thirty applications, some containing lengthy case histories and actual videotapes. Deborah Ziska, the project director, checked the women's references and talked personally with each one by telephone. The most suitable candidates were submitted to USAID's Office of Women in Development for approval. OEF selected eight women, as listed on the next page.

## Identification of Presenters

### NAME/ORGANIZATION/COUNTRY

### EXPERTISE

#### Latin America/Caribbean

1. Clara de Souza  
Audiovisual Specialist  
FAO/CESPAC (Centro de  
Servicios de Pedagogia  
Audiovisual para La  
Capatacion)  
Lima, Peru  

Ms. de Souza is a sociologist who has done communications research, produced videotapes, and conducted audiovisual training courses for trainers and farmers, including women, in rural Peru since 1982. Her motto is "Training must go to the peasants and not the peasants to the training."
2. Heather Royes, Ph.D.  
Managing Director  
Intermedia Associates  
Kingston, Jamaica  

Heather Royes received her Ph.D. in Mass Communication from the University of Wisconsin. She has worked as a journalist, diplomat (Jamaican Foreign Service) and public relations specialist. Recognized as an expert in communications development, she has appeared at many international fora. She began Intermedia Associates in 1983 in order to provide consultancy in several areas, including low-cost videotape production.
3. Georgina Aviles  
Communication Officer  
PRODERITH (Integrated Rural  
Development Program for  
Humid Tropics)  
Ministry of Agriculture  
Mexico City, Mexico  

Ms. Aviles specializes in social communication and has produced videotapes and provided technical assistance to rural families with a focus on teaching women self-reliance, control of their environment, how to increase their food production, and how to strengthen community organizations. She has also produced tapes to document this program's progress for presentation to government officials.

#### Africa

4. Elma Lisk-Anani  
Media Consultant,  
Producer, Author  
Freetown, Sierra Leone  

Since 1972, Ms. Lisk-Anani has written extensively on how to use the mass media to educate women and children. She has produced videotapes for television to train women in ways to improve their social and economic condition. She recently completed a consultancy on the involvement of women in mass media for the African Training and Research Center for Women in Sierra Leone.

## Identification of Presenters

### NAME/ORGANIZATION/COUNTRY

### EXPERTISE

5. Ayesha Mei-Tje Imam  
Teacher, Reseacher  
Dept. of Sociology  
Ahmahdu Bello University  
Zaria, Nigeria

Ms. Imam is a specialist in mass media and women's issues who produced videotapes using a solar energy generator to document a project of the Evangelical Churches of West Africa Women's Vocational and Training Center. The purpose of the project was to teach rural widows and other low-income women income-earning skills, basic literacy and typing. The videotapes were used to elicit frank discussion as part of project evaluation process and are used to motivate other organizations to do similar projects.

### Asia

6. Subhadra Belbase  
Program Director  
Worldview International  
Foundation  
Kathmandu, Nepal

Ms. Belbase specializes in research and program design. She produces videotapes to facilitate dialogue between grassroots women to motivate groups, to provide relevant health information, to teach home health care and small enterprise skills, and to educate sponsors and policymakers about women's problems.

7. Xaio Chun-Lin \*\*  
Special Assistant  
Guangzhou (Canton) Institute  
of Energy Conversion  
Guangzhou, People's Republic  
of China

Ms. Chun-Lin is an expert in energy conversion and has produced videotapes in conjunction with Martha Stuart's Village Video Network and the United Nations University to present programs on energy conversion to help raise funds for research, motivate young Chinese in other communities and exchange information between China and other countries.

### U.S./Refugee

8. Sima Wali\*  
Refugee from Afghanistan  
Director, RefWID Program  
(Refugee Women in Development)  
OEF International  
Washington, D.C.

Ms. Wali has utilized video and interactive teleconferencing to exchange marketing and entrepreneurial information between H'mong refugees and business experts. She has also videotaped interviews and discussions with refugee women and refugee counselors to facilitate dialogue on their unique problems and for use in training domestic violence counselors in refugee communities.

\*Sima Wali's expenses were paid by foundations which funded her workshops on refugee women at the NGO Forum.

\*\* Xaio Chun-Lin's expenses were paid by The Kunstadter Family Foundation.

## Identification of Presenters

### Additional Notes:

Deborah Ziska, the project director, is also the Director of Communications for OEF, which includes production of videotapes on OEF programs for use in staff orientation, public information and fund raising. She has worked in the communications field professionally since 1975 on community, regional, national and international levels.

Suzanne Kindervatter, Ph.D., is OEF's Director of Technical Services. She has developed and tested training methodologies for OEF's overseas projects and documented them in a resource/activities handbook, "Women Working Together." She served as the facilitator and advisor for OEF's video project.

OEF paid all travel and per diem expenses for Ms. Ziska and Ms. Kindervatter.

## APPENDIX B

### STRUCTURE OF NAIROBI PLANNING SESSIONS AND WORKSHOP

As soon as seven of the participants from Peru, Mexico, Jamaica, Sierra Leone, People's Republic of China and Nepal had arrived in Nairobi (by July 8), we held our first meeting to become acquainted on personal and professional levels. By the second meeting on July 9, the Nigerian woman had arrived and we began discussion about the purpose of the workshop, which would take place on Monday, July 15. We also viewed the videotapes brought by the women to better understand each other's programs and assess the quality of what to present at the workshop.

As the daily planning sessions progressed throughout the week, the structure of the workshop took form. The planning sessions were facilitated by Dr. Suzanne Kindervatter, whose methodology encouraged maximum participation by the women. In an early session, we all contributed purposes and long-term follow-up suggestions and found that ideas about what we wanted to accomplish were remarkably similar. The purposes were:

- To learn about the range of uses, successes, failures, unique ideas, experiences, problems and results of video as a development tool for women.
- To find more effective ways to overcome technical difficulties and financial limitations.
- To document experience and collect information on resources.
- To make the case/convey why video is useful.

The long-term goals and follow-up possibilities (which later increased in number) were:

## Structure of Nairobi Planning Sessions and Workshop

- To collaborate in OEF projects requiring video expertise.
- To bring to the attention of international agencies, development and women's organizations the potential of video.
- To encourage such agencies to begin training of women in technological aspects of video.

By the time Forum '85 officially opened on Wednesday, July 10, the structure of the workshop was set and each woman had responsibility for a portion of the workshop presentations. While we had been assigned a working title by the video series organizers, "Video Production and its Uses for Community Development, Technical Training and Social Change," we had agreed on a second more dramatic title: "Video Panorama -- Alternative Uses for Development." The rest of the week was spent attending and serving on panels of other NGO video workshops, planning individual presentations, promoting our own workshop, and acquiring the video equipment necessary to handle all of the formats of the videotape to be shown at our workshop.

Because it was impossible for all participants to bring the same tape size and format, it was necessary to rent additional equipment in order to view and analyze all videotapes. This is an example of a major technical challenge of video use by international organizations.

The Third World women became the presenters and facilitators for the actual workshop. OEF staff simply assisted them by providing consultation, video equipment, wall charts and handouts for the audience. As the room filled, some signed a sheet to provide us with their names, addresses and area of interest or expertise in video. This list includes video producers, trainers, program designers, writers, health workers, education and vocational training

## Structure of Nairobi Planning Sessions and Workshop

specialists, anthropologists, sociologists, and various development communications specialists.

The workshop began with an introduction, "Video's Potential for Women," by Elma Lisk-Anani of Sierra Leone. Ms. Lisk-Anani has researched the effects of educational media on mass audiences and produces educational videos for television broadcasting. She came to Nairobi to build the case for the need to use video in new ways to reach and help women back home. She stressed the general ways in which video is uniquely suited to the socioeconomic realities of low-income women in developing countries. The points she raised are included in this report in the section, "Advantages of the Use of Video for Women in Development."

Ms. Lisk-Anani then served as the moderator for the verbal and video presentations, which were done in the following order:

1. A Methodology for Training Campesino Families - Clara de Souza, Peru
2. Refugee Women Speak Out - Sima Wali, Afghan Refugee, U.S.
3. Better Health and Nutrition Through Video - Subhadra Belbase, Nepal
4. New Energy Resources for Chinese Villages - Xaio Chun-Lin, People's Republic of China
5. Women in Construction: A Jamaican Experiment - Heather Royes, Jamaica
6. What Rural Women Are Doing to Help Other Rural Women - Ayesha Imam, Nigeria
7. Rural Women: Organizing Through Video - Georgina Avilas, Mexico

## Structure of Nairobi Planning Sessions and Workshop

Each presentation was followed by a short question and answer period to stimulate audience interest and participation.

During the next workshop component, "Issues and Insights," Subhadra Belbase of Nepal discussed the obstacles and challenges in using video for women in development, such as funding, electricity, distribution, spare parts availability, and technical systems training. The points she raised are covered in this report in the section, "Challenges in the Use of Video for Women in Development."

Heather Royes of Jamaica made the closing points on the theme, "Women and Media Technology in the New Decade." Her points are covered in this report in the section "Recommendations."

Finally, the members of the audience were invited to pose questions to the eight presenters. The audience also suggested follow-up ideas, such as regional conferences, a resource publication, future collaborative efforts and additional information sharing. Later, OEF used a video producer/consultant to demonstrate the use of video equipment by taping an NGO workshop in session.



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FOR IMMEDIATE ATTENTION  
 Willie Campbell, President

Elise Fiber Smith, Executive Director  
 MAY 2, 1985

OEF INTERNATIONAL ANNOUNCES CALL FOR PRESENTERS AND VIDEO CASE HISTORY

EXAMPLES FOR PANELS AT NGO FORUM IN NAIROBI, KENYA

OEF International believes that the effective use of video technology for the purpose of enhancing the participation of women in the socio-economic development of their communities is an important area to be explored at the NGO Forum in Nairobi, Kenya, concurrent with the 1985 United Nations World Conference on Women. NGO Forum dates are July 10-19. The dates for the U.N. Conference are July 15-26.

OEF is inviting the nomination of potential presenters who have had experience using and/or producing video in development projects in Third World countries, as well as case history examples of such uses and productions.

Pending imminent funding, six presenters will be selected based on criteria on the attached form, as well as the following: the potential presenter's ability to speak fluent English; representation from Latin America, Caribbean, Africa, Asia, Middle East and Pacific; and coverage of a variety of video uses including small enterprise, agricultural training and vocational education projects focusing on low-income women.

Those selected will be notified in May and June. Their air and ground travel, per diem and hotel costs will be arranged and covered by OEF International for 14 days in Nairobi, Kenya during the NGO Forum. During that time, the presenters will participate in workshop planning sessions, briefings, panel presentations and workshops. The presenters will also become members of the Project Advisory Committee, which will advise on the final report on the current and potential applications of video in development projects focusing on low-income women.

All persons who:

- know of cases where video has been used in development projects;
- know of a potential presenter; or
- would like to be a potential presenter

should fill out the appropriate parts of the attached form immediately and mail it to:

Deborah Ziska  
 Video Project Director  
 OEF International  
 2101 L Street, NW, #916  
 Washington, DC 20037 USA

Interested persons are also invited to call Deborah Ziska at OEF in the USA at 202/466-3430.

OEF International is a 40-year-old private, non-profit organization whose training and technical assistance programs focus on enabling low-income women in developing countries to earn income, increase crop production and organize for community development.

# VIDEO PRODUCTION AND ITS USES:

FOR COMMUNITY DEVELOPMENT, TECH. TRG., AND SOCIAL CHANGE

DEF INTL. PRESENTS... (FUNDED BY U.S.A.I.D.)

## VIDEO PANORAMA-ALTERNATIVE USES FOR DEVELOPMENT

WHEN: MONDAY, JULY 15<sup>TH</sup>, 2 to 5:30 PM

WHERE: LOUNGE, CHRISTIAN LEADERSHIP CENTER  
UNIVERSITY OF NAIROBI, MAIN CAMPUS

INTRO: "VIDEO'S POTENTIAL FOR WOMEN" by Elma Lisk-Anani;  
Media Consultant; Women and Media in Africa; Sierra Leone.

### PRESENTATIONS w/VIDEO FOLLOWED BY AUDIENCE Q+A:

- ① "A METHODOLOGY FOR TRAINING CAMPESINO FAMILIES" by Clara de Souza;  
Producer, Trainer, Sociologist; FAO/CESPAC; Lima, Peru
- ② "REFUGEE WOMEN SPEAK OUT" by Sima Wali; Director of DEF INTL.'S.  
Refugee Program; Washington, D.C., U.S.A. (and Afghan refugee)
- ③ "BETTER HEALTH + NUTRITION THROUGH VIDEO" by Subhadra Belbase  
Program Director, Worldview Int'l. Fdn.; Kathmandu, Nepal.
- ④ "NEW ENERGY RESOURCES FOR CHINESE VILLAGES" by Xiao Chun-Lin;  
Producer + Sp. Ass't.; GUANGZHOU INSTITUTE OF ENERGY CONVERSION;  
PEOPLE'S REPUBLIC OF CHINA.
- ⑤ "WOMEN IN CONSTRUCTION: A JAMAICAN EXPERIMENT"; HEATHER ROYCE  
Managing Dir.; Intermedia Associates; Kingston, Jamaica.
- ⑥ "WHAT RURAL WOMEN ARE DOING TO HELP RURAL WOMEN"  
by Ayesha Iman; Teacher + Researcher; DEPT. OF SOCIOLOGY, UNIV. OF ZARIA  
NIGERIA
- ⑦ "RURAL WOMEN: ORGANIZING THROUGH VIDEO" by Georgina Avila  
Communications Officer; "Proderith", Ministry of Agriculture, Mexico.

ISSUES + INSIGHTS: FUNDING; ELECTRICITY; DISTRIBUTION;  
EQUIPMENT PURCHASE; EQUIP. MAINTENANCE;  
SPARE PARTS AVAILABILITY; SYSTEMS TRAINING FOR VIDEO IN DEVELOPMENT.

LOSING: WOMEN AND MEDIA TECHNOLOGY  
IN THE NEW DECADE