



MENTOR MANUAL



A GUIDE FOR ALL MENTORS
WORKING IN VIDEO VOLUNTEERS

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1 MENTORING

1.1 What is Mentoring and Who is a Mentor?

All of us have had mentors in our lives: a ‘mentor’ is a friend, a guide, a teacher, someone whom we look up to and who gives us good advice that helps us succeed and see things more clearly.

The purpose of this document is to help you to be a better mentor. The best outcome of your mentoring is the CC’s personal growth and their passion for Video Volunteers. The most concrete measurement of it is high quality videos, the creation of impact in the communities, and the CC’s regular production of videos.

This guide is written primarily for Field Mentors, who are senior Community Correspondents in VV who also mentor the new recruits. VV’s Field Mentoring program promotes an ‘each one teach one’ approach and enables career advancement in VV.

It applies also to State Coordinators and Goa-based mentors, and we expect all VV staff to read this guide and understand the approach they should take, and behaviors they should model, when interacting with Community Correspondents. Because empowering Community Correspondents is at the core of everything we do, and mentoring is how we make that empowerment happen.

In creating this guide, we remain indebted to all the staff, current and former, who have helped VV to create our Training and Mentoring program; to our Community Correspondents who give us concrete feedback to be constantly improving; and to our peers in the V4C Network, particularly Insight Share, WITNESS and Small World News whose materials we have always learned from.

1.2 Training Materials and Resources

VV has many resources for training and mentoring. You should be familiar with these and have printouts of all of them.

The full set of training materials is kept on the following dropbox link from which you can download.

- IU CC Field Guide- 2016
- IU Mentoring Handbook - 2016
- Gender Manual 2015 (Khel Badal)
- Community Screening Guide (MTV Exit Screenings) 2014
- Maternal Health Manual – 2015
- Forced Eviction (FE) Manual [Campaign Intro, Planning a story & Defining Impact]
- RTE Campaign Video Briefs
- Conducting Safe Effective and Ethical Interviews with Survivors of Sexual and Gender-Based Violence
- One Page Handouts on Govt Schemes-2015
- Story Ideas Handout
- List of Target Officials

1.3 How to be a Good Mentor

- Know your CC's personal stories so they will trust you; be familiar with their families and their home situations.
- Build CC's confidence- they may not believe in themselves but let them know we believe in them! Don't discourage, patronize or 'judge' your CC's. Don't make it personal.
- Be motivating, encouraging and kind. Remember to give praise.
- Always be available at the scheduled time of your call. Have patience to listen to all the queries of CCs.
- Don't ever leave CC's confused. Help solve their problem or at least make a plan for one of you to solve.
- Be polite and clear in directives to CCs. Remember a mentor is a friend who guides CCs.
- Follow through on your commitments. If you told them you would help with their research, speak to a government official or referee on their behalf, do it!
- Ask yourself, are my CC's improving or not? Assess their work by watching their videos. Know where they need to improve so you can train them. If your CCs become self-sufficient, your time in managing them will decrease.
- Make sure CC's are 'moving forward' at all times in an attempt to make a change. The IU Process flow document in the CC Field Guide shows what needs to happen next. Move CC's from one stage to the next. If they are stagnating in one place for a long time, it's a warning sign.

- Make sure the CC's are getting feedback on their work, so they learn to improve technically.
- Use this Mentor Manual and CC Field Guide to guide you through your phone conversations with CC's and plan the stories respectively. Make sure all the CCs are also referring/reading the CC Field Guide.
- Keep developing your own video production skills. The better you are at making videos, the better you will be able to help your mentees.
- Ask for help from your fellow mentors, the VV team and your wider network.
- Give feedbacks to VV for improving our training of CC's and of field mentors.
- Take notes and stay organized! No one can remember everything.

1.4 The Mentoring Job Description

All mentors are expected to do the following:

- Help your CC's to achieve the following important targets:
 - Get two new story ideas from each of your CCs every month.
 - Get your CCs to send at least one video a month.
 - Support and guide your CC's to get 4 impacts per year.
 - Ensure your CC is following up on at least one impact at all times. Since the goal is four impacts in a year, they may need to be following up on 3 or 4 impacts at a time.
- Have full understanding of the IU video production process so as to be able to advise CC's on their videos.
- Mentor community correspondents on all aspects of making their video: conceptualization to production to impact planning. (Refer **IU Mentor Manual; Chapter 2: How to have Great Mentoring Conversations**)
- Have at least two conversations about every video they are making.
- Talk to your CCs at least once a week, ideally on a Tuesday, which is the CC call date, at a fixed time. Communicate this time clearly to all your CCs and report on how this activity is doing during Monthly Mentor Meets.
- Call your supervisor, who is your State Coordinator, on Tuesday evening or Wednesday morning to report the stories and other updates – **SC's will not call you!**
- Provide information about Govt. Schemes to CCs which is related to their story. This will help your CC in writing better VO or P2C. (Refer One Page Info on Govt. Schemes in the Chapter 1.2 Training Materials and Resources of this manual.)
- Help CCs to make Impact plans and visit to CC areas if needed. Impact planning should be done in the monthly mentor meets with your State Coordinators.

- Guide CCs to seek help of local organisations, NGOs and concerned citizens for impacts process.
- Help CCs in community screenings and mobilization, if that is needed to achieve impact.
- Guide CCs for a safe and secure process in the field.
- Attend the **Monthly Mentor Meetings**. Remind your SC about it and make sure that this meetings take place every month. Read chapter on agenda of Monthly Mentor Meet below and ,make sure all that are achieved.
- Motivate those CCs who have stopped making videos.
- Remember, a Field Mentor is also a CC. So, pitch your own story ideas to your mentor and make IU videos.

1.5 What field mentors are not expected to do:

- You are NOT responsible for reviewing footage; but when you attend Monthly Mentor Meets, you are expected to see your CCs' video footage for assessment and take notes to help them improve quality of videos.
- You are NOT expected to mentor production of impact videos of their CCs.

1.6 Monthly Mentor Meet

The monthly mentor meet is **compulsory** for every state; every Mentor must attend this meeting. We have set out an agenda and an guiding outline for these meets which is as follows:

Suggested Agenda Monthly Mentor Meeting

CC Performance

- SCs to give printouts of all the updated training materials to all mentors.
- Review work done by each of your CC in the previous month: number of issue videos pitched, number of issue and impact videos produced, number of videos published etc. These figures can be seen in the VV Database. Ask your SC to show it you.
- Watch video footages of your CCs, take notes and give feedback to your CCs. It is important for you to see how your mentoring is being understood by your CC and watching their footage is a good way to understand that.
- Take special note of all the 'hold videos' and understand from SC why they are held and figure out right there how you can help your CCs finish these videos.

- State Coordinators have an evaluation sheet of all your CCs. Ask your SC to show this to you. This will give you fair idea of the strength and weakness of your CCs. Based on this you can create plans for specific training needs for your CCs.
- Take all videos produced by you and your CCs on a pen drive or DVD. Make sure you are taking both issue and impact videos. If you can then give your CCs these videos if you meet them during field visits.

Impact Planning

- Prepare impact plan of your CC's videos with the help of the SC.
- Make field visit plans at CCs place for impacts process, impact videos and completing hold videos.

Doordarshan

- As a part of decentralisation policy of VV, Doordarshan episode production is to be done from the states in future; so mentor meet dates should be according to the DD broadcast dates of your state.
- Scripting for upcoming DD episode.

Reactivating CCs

- Report on inactive CCs and prepare plans to reactivate them. If reactivation requires field visits, get budget approved during this Meet.

Payments

- Ask your SCs to show you the payment sheet so that you know which CCs were paid for which videos. Work out there and then any payment discrepancies you know about for CC payments. The SC will then forward this information to the Goa office.
- Clarify any problems regarding payments to you for mentoring (see below for more info on this.)

Other

- Orientation of new mentors to the new mentor manual; new mentor should be asked to read the manual; s/he can ask SCs for doubts and clarifications.
- Help SCs prepare press notes related to their CCs stories

1.7 What are the Criteria for Being a Field Mentor?

- Commitment to produce quality content:
 - Regularly produces videos that are of a high quality. (Regularly means at least one video a month, and high quality means videos rated “4.”)
- Commitment to their community and being a changemaker:
 - Has achieved impacts
 - Has strong community ties and has empathy and concerns for others
 - Has knowledge of social issues
 - Has good knowledge of government schemes and interest in finding out about them by visiting block offices or district collectorates
 - Has good networks (with social movements, NGOs, local media/journalists, government department and officials)
- Commitment to VV and its mission
 - Feels a part of VV’s mission and is interested in growing its network
 - Good communicator - regularly in touch with the office and always reachable
- Commitment to learn and grow
 - Takes feedback and is ready to learn new things
 - Is interested in newer and more responsible roles in VV

1.8 How are Field Mentors selected?

Your CC’s may tell you they want to become a Field Mentor themselves. Make sure all your CC’s know the criteria written above and help them to see their career growth in VV. If they aren’t ready yet, help them make a concrete plan to achieve the minimum requirements for being a mentor.

Inform them of the **SELECTION PROCESS** which is as follows:

- CC’s should contact the state office or Goa office if they want to be a Field Mentor and give their names for consideration
- SC will help the CC to fill out a Field Mentor Application Form
- SC’s can also nominate Field Mentors and send the Application Forms to the T&M team in Goa
- The T&M team will discuss the nominations and get feedback from a variety of people on that CC

- Nominated CCs will be interviewed over phone and short listed
- Short listed CCs will have to appear from a written test on aspects like story selection, shooting, writing p2c, and impact planning
- If selected, the new Field Mentors will need to come to the state office for “a Field Mentor Orientation & Training,” and they will be assigned CC’s for mentoring.

All the feedback garnered in this selection process -whether the CC is selected as a Field Mentor or not -- should be shared with the CC. For instance the CC should be told:

- What the CC appears good at
- Where they are weak and need to improve
- Suggested exercises/focuses for their improvement so that they can appear again for selection

1.9 What Training do Field Mentors Receive?

Field Mentors are trained in an initial “Field Mentor Orientation and Training Workshop” conducted by the State Coordinator. The workshop will include an orientation to the Mentor Manual, tips and role plays on CC conversations, conducting field visits, explanations on payment structures and evaluation criteria.

You will also attend refresher trainings in different aspect of the IU video process, if needed.

Field Mentors and their supervisors should set a ‘personal growth plan’ based on the strengths and weaknesses in their mentoring so they can continuously improve.

As a part of VV policy all mentors will be given a tripod; those mentors who don’t have it should contact their state coordinator.

1.10 How are Field Mentors Compensated?

As Field Mentors you will be paid:

1. Rs. 100 every month for phone charges
2. Rs. 400 per Issue Video produced by your CC. You will only be paid for videos that you have mentored. You will not be compensated for videos produced by CC’s where you have not been involved.

3. A bonus of Rs. 250 for every video (in addition to the above) that is of “excellent quality”, meaning videos with “4” rating.
4. **Best Mentor Award** : Newly introduced in Dec 2015 and **applicable only to Field Mentors**. Every six months one Field Mentor will be awarded a cash bonus (or equipment in kind) worth Rs.5000 for overall good performance. Criteria for this Award are:
 - Highest aggregate number of production by your team (including yourself)
 - Highest number of ‘good’ and ‘excellent’ quality videos (Ratings 3 & 4) produced by your team (including yourself)
 - Highest number of impact videos produced your team (including yourself)
 - Highest number of reactivated CCs
 - These payments will not be automatic. State Coordinators and T&M team in Goa will nominate a deserving Mentor. CC’s will be asked whether the Field Mentor was available and helpful; if the CC’s report is negative, it will be discussed with the Field Mentor and award may be withheld or given to the next deserving Mentor.

1.11 How are Field Mentor Payments Processed?

- Mentors will keep a list of videos that they have mentored with UID numbers. They should ask their respective SCs for the UID numbers.
- Mentors will SMS the list of videos with UID numbers to SCs around 25th day or last week of each month.
- SCs to make a list of UIDs of the approved videos selected in the name of each mentor every month which will be forwarded to Goa office.
- Goa office then list the payment against each mentor and proceed the payment online. Payment is expected to done within the 15 days of the receipt of the list.
- Once the list comes to Goa office; mentors are expected to get their payment in 15 days within the receipt of the list.
- Mentors will not be paid for the videos that they haven’t mentor at all.
- Monthly mentor meeting should be a place where any confusion regarding the payment should be discussed and cleared with SCs; however payment will only happen from goa office.

Question: My CC's complain that they aren't making enough money. What should I say?

Answer:

Explain to your CCs that the pay scale goes up a lot based on your seniority in VV.

- If they make one issue video and one impact video per month, they can make Rs. 10,000 – in perhaps 15 days of work. That's not bad, is it? And they could earn more if they make more.
- VV is offering bonuses for making mini-documentaries
- VV offers great career growth opportunities. For instance, our state coordinators are mostly CCs. Tell CC's that if they are consistent and dedicated, they could be a potential field mentor or an editor. VV rewards people who show initiative – but they need to show initiative. A few CCs have been with us for 10 years! Explain that this isn't a time bound project, it is a movement.

1.12 How are Mentors Evaluated?

The payments made to you, and the awards won by you are an ongoing evaluation of your work. Besides this your supervisor or State Coordinator will send a written report to Goa office about your work. This report will answer the following questions:

1. Have the mentor called their supervisor at the scheduled time?
2. Does the mentor communicate succinctly and efficiently with the SC?
3. Does the mentor must give good, complete reports on each of their CC's?
4. Does the mentor give clear one liners of stories pitched?
5. Does the mentor give clear impact plans to their CCs?
6. Have the mentor attend all trainings and mentor meets?
7. Have the mentor conducted field visits, when needed, to help CCs?

If you are found to be ineffective you will be asked to stop mentoring.

2 How to Have Great Mentoring Conversations

All mentoring happens through conversations; most of these conversations are on the phone, and correspond to a particular stage in the IU Production Process. There are calls for re-activation, for brainstorming/finding stories, calls when they are shooting, calls for impact updates. For each call you need a different strategy.

Before you call a CC, figure out which production stage you'll be discussing, and read the section below on that kind of conversation.

If you follow the tips below you will find that your calls are much quicker and more efficient and successful.

2.1 Tips for All Conversations

Here are some questions to break the ice and/or get the CC to open up and share:

- How is your family?
- Let me tell you some interesting VV news...
- On our last call, we discussed ...
- Here's what I've been up to... (talk about your own video and how you are planning to shoot it differently)
- Tell me something interesting going on in your community or life this week
- Do you have your Field Guide with you? Do you have a pen & paper? (Avoid mentoring calls if your CC is not in a position to take notes)
- Lets summarize our next steps and goals...(at the end of the call)
- Lets schedule our next call for... (at the end of the call)

Communicate well:

- You're goal is to create a relationship where your CC is sharing with you and communicating openly.
- Schedule your calls at a fixed time each week. If you need to cancel, do so well in advance.
- You want your calls to be short and succinct.
- Prepare for your calls before dialing:
 - Check your notes from your previous call.

- Set goals for your call. Know what you need to accomplish. For instance, 'I need an impact plan for their water video, and I need at least one more story idea because this CC's production is slowing down.'
- Read the relevant "Conversation Tips" and the relevant CC Field Guide sections before the call.
- Set ground rules regarding time – for instance, 'we can only speak for 15 minutes, therefore don't ramble.' Tell them to give the minimum information required – don't let the CC's describe every detail or ramble.
- Be precise, explain things clearly and give details. Don't say, 'get good b-roll,' say, 'get a wide shot of the outside of the building or Film all the water sources in the village.'
- Make sure the CC has understood. Ask, 'did that make sense to you?' and, 'can you explain again what we just agreed?'
- Refer the CC constantly back to the CC Field Guide. Read from it directly - this will take them back to the Training and things will make more sense. CC's will learn better and eventually start to remember, by hearing the same thing repeated time and again. Use the exact terminology in the CC Field Guide rather than making up your own.
- If needed, take a ten minute break during the conversation to think of the right strategy, story structure or next step. Say, 'thanks for telling me your story ideas, let me think about this and call you back in ten minutes.'
- Don't pretend to know the answer when you don't. Say, "I don't know the answer to that. But here's what I (or you) can do to find it."
- Conduct research – on the internet if you have access, or by asking someone – including at the VV Goa office – who does
- Fact check – be skeptical. Ask for more information. Challenge the CC but without confusing them or discouraging them.
- Take notes. Keep a notebook called 'mentoring.' Have a section in that notebook on each CC, and take notes after each call with a CC summarizing key decisions and next steps. Even take notes during the call - If you are agreeing on a shoot plan, for instance, put the CC on hold and write it down as you speak. SMS it to the CC right afterwards, or ask them to write it down verbatim as you narrate it.

Question: What should I do about 'problem CC's?' I have a couple of CC's who are taking up all of my mentoring time.

Answer:

- Figure out what the problem is. Ask yourself where you might be responsible. For example, are you not communicating clearly?

- Talk to the CC and explain your displeasure (as you would in resolving any situation.)
- It might be that you and the CC are a mis-match and a different mentor should work with that CC.

2.2 Finding a Story Conversation

Goal of the call: Mentor helps CC identify a new story/issue to work on when CC doesn't have one.

Discuss:

At the beginning of this call, the CC may say they have no story ideas. You will brainstorm with them until they can find an unheard story, that captures a community perspective that's absent from mainstream.

Sample questions/discussion points:

- What story do you want to do next?
- If you don't have a story, let's discuss some ways you can find a story. (**CC Field Guide; Chapter 4.1: Where Can You Find Good Stories?** has 'tips on finding story ideas.')
- Here are some things in the news, are they happening in your place?
- What are people talking about in your village?
- Did anything make you angry this week? Really happy?
- Did you meet anyone interesting this week?
- What's in the newspaper this week? Where do you think that story originated from?
- Okay, that's one possible idea. But it's not too 'unheard,' or interesting so let's try to find another one.
- Pull up the training material we gave you on story ideas you can always do. Let's choose one of those. Refer **Story Ideas Handout** in the list of **IU Mentor Manual; 1.2 Other Training Materials and Resources**)

- VV has several campaigns and series (Article 17, FE, RTE, Maternal Health, Gender; describe them). Would you like to make a video on those?(**RTE, FE, Gender Manual:Khel Badal**; all these you can find in the list of training materials listed in the **IU Mentor Manual; Chapter 1.2 Other Training Materials and Resources**)

Question: Often, I can't reach a CC on phone. How do I communicate with him/her?

Answer:

1. First, figure out the reason. Is it because of technology or demotivation. If it's demotivation, see the tips in the question regarding motivating CC'.
2. If it's technology, you can:
 - Tell them to call each time they get reception.
 - Tell them not to change their phone numbers.
3. Schedule a set time each week for them to call you.
4. Try other ways of reaching them – through CCs in their area, if there are any, or CCs who they get along with, or the referees/organisations that recommended them.

Facebook, WhatsApp or emails are alternative ways in which some CC's can be reached if they are not answering phone calls.

- If you have trouble reaching one of your mentees for more than two weeks, you must alert your Supervisor and discuss it. It might be a sign that the CC is getting de-motivated or something in the mentoring relationship needs to change.

Question: How can I help CC's find story ideas?

Answer: You can guide your CCs to look for new story ideas in the following places:

- In the story files which they prepared at the trainings with ideas for each theme
- In the NEWS- you should be aware of current events and movements and should suggest stories based on this.
- From talking to them about recent events in their village (they might not always see something as a story)
- Past IU videos and video compilations

- From the calendar- be on the lookout for important days such as World Aids Day, Women’s Day, Independence Day which can help your CCs get inspired for relevant stories.
- Also be aware of VV’s projects and tie-ups with mainstream and alternative media, eg – V-day and 1 Billion Rising . For instance, during the Gujarat elections, all VV Gujarat videos were broadcast on CNN-IBN. These can help you come up with better content ideas.

2.3 Story Pitching Conversation

Goal of the call:

- The CC is ready with a story based on the issue she has selected.

Discuss:

Often when you ask a CC ‘what are you thinking of working on next,’ she/he will say, “I’m thinking of working on education.” The goal of this call is to help them go from the issue to the story. (Refer **CC Field Guide; Chapter 4.3: Refining the Story Idea**; especially the section **4.3.1 Small Fruit, Big Tree**) You want them to leave the call with some concrete next steps for finding a character, finding the story, and doing initial research (Refer **CC Field Guide; Chapter 4.4: Building an Emotional and Powerful Story: Character, Conflict, Change**) - so that during your next call you can finalize the one liner and begin discussing the shoot plans and interview questions.

Question: How a story is different from an issue?

Answer: More often; CC confuse an issue with a story; ‘*MGNREGA payments are not made to people in Daniyama village*’ is not a story but an issue or a problem. A mentor should ask how many people are not being paid and for how many days? Who are the people who are suffering the most because of it? What have been the repercussions to those people? How are these people managing their lives? A mentor should discuss these things which would not only help CC in finalising the

one liner for the story but also the principle character.
'Alka, a widow is struggling to make ends meet as she struggles to find work in her village Daniyama; she did work under MGNREGA 9 months back and she still hasn't been paid for her 50 days work. A month back one of her child died because she didn't have enough money for medical treatment.' This is a story because it contains a character, its conflict and struggle. Remember a story is not complete without your main character; CC has to present the issue and the story through character/s.

2.4 The Deeper Research Conversation about Planning a Story

Goals of the call:

- Finalize the one liner at this stage.
- Approve the video for the CC to go ahead and shoot it.

Discuss:

- One liner for the story. (Refer to **CC Field Guide; Chapter 4.6 Summarize Your Story**)
- Good character (Refer to **CC Field Guide; Chapter 4.3: Refining the Story Idea**)
- Planning great brolls and sequences (Refer to **CC Field Guide; Chapter 6.1: Some Important Filmmaking Terms You Need to Know**)
- Good interview questions (Refer to **CC Field Guide;Chapter 7.3: How to Plan and Prepare for an Interview**)

Question: I try to get my CCs to give a good one liner but often they don't. How can i help them explain their story in a one liner format?

Answer: It's important to understand that One Liner is literally not a story in one line. It's a brief or a short summary of the story according to 5Ws and 1 H. In many cases, CCs when asked about their story don't give a complete picture of their story. e.g. one might say *'unseasonal rain in Barabanki district has caused severe damages to farmer's crops'*. This is an incomplete example of a one liner. Here a mentor has to ask some further questions to get a complete one liner of this story. (also see **CC Field Guide; Chapter 4.6 Summarize Your Story**) .

A mentor should ask; how many farmers have been affected in the district by this natural disaster, any estimate? **When** did it occur? Was the damage limited to Barabanki district or spread to other districts as well? **What** is an estimate of the damage? **How** much compensation has the govt announced for the farmers? What is the demand of the farmers? Do you know any family **Who** is badly affected by the disaster? **Where** in Barabanki this family live? What is the family's story?

One should expect CC to know all these information immediately; these are not only questions to get a good one liner but also research questions. CC might have to go to meet an official at the panchayat or block level to get all these information. A mentor can wait for CC get this information and when it's done it should be forwarded to SC who'll put this in database.

The complete one liner could sound as

Indebted Shanti Lal and its family from Khandmaari village in Barabanki district of UP see an uncertain future in coming months as mere govt compensation is unlikely to provide any relief to them after 3 day hailstorm and unseasonal rain occurred in Faizabad division in March damaged 90% of their crops (Wheat, Gram etc).

(also Refer **CC Field Guide; Chapter 4.3 Refining the Story Idea**)

Question: How to do a shoot-plan discussion?

Answer: Before shooting begins, it's very important to identify the principal character in your story. A mentor should have a detailed conversation with CC about why person A or person B should be a principal character in your story? on what basis has the CC chosen the person A over person B? does the conflict of the chosen character represents crisis in the story? what is a story of the character?

This will help you to plan interviews (taking permission and preparing interview questions), sequence with the character, sequence of the location where the character lives and cut aways of important documents.

Talk to CCs in specific detail; don't say 'shoot one sequence with your character' say 'take a 5 shot sequence with your character working in his field; shots can include an establishing shot where it is seen that the character is working in the field keeping rules of thied in mind, a close up of the face of the character and over the shoulder shot with the character cutting grass with the sickle.' One should always make attempt to sit down at the eye level of the character to take long, mid or close ups shots.

Also Ask CC to conduct interviews in places where there no noise and apply rules of third for the framing. (See also **CC Field Guide; Chapter 7. Conducting Interviews** for details)

If similar story is already covered by media then ask the CC what's unique about it? If so how will you cover it differently?

Question: How do i know that a CC's story is worthwhile?

Answer: There is a mentor checklist (from the old manual) which you can rely on for assessing a good story. This is similar to CC Field Guide; 4.5. Good Story Checklist which is a checklist for CCs. As a mentor you should look if the story is...

1. Concrete: We forget that other people don't know what we know. Use visuals as far as possible to illustrate the story but graphics can be used if required to visualize complex data about a story.
2. Credible: Help people believe. The trustworthiness/authenticity of sources, not their status, determines if they are seen as authorities. Vivid details boost credibility.
3. Emotional: Make people care. Create empathy for your character. Focus on whom they are right now and also to the people they would like to be.
4. Inspiring and worth sharing: Stories get people to act. They can stimulate and inspire: Is this something our audience will be compelled to share? What will it say about my audience when they share it? Why would they be compelled to share this with friends and family?
5. About the CC's community: As part of their research a cc needs to find out how the story is connected to them and to their community. Their job is to tell (narrate) the stories of their people, not to give detached news

reporting. It is more interesting for audiences to know how a CC is connected and affected by the stories they uncover. These connections should be clear in all videos.

Try to get at least four, if you do not, then the story needs to be re-worked, so start thinking on how to improve it.

2.5 The Production/on the Field Conversation

Goal of the call : The CC is confident to have a great shoot

Discuss:

Help CCs with concrete idea and suggestions when they call from field during filming. These will include conversations on brolls, sequence, ensuring that a CC has everything she needs for making a great video.

(Refer to all the sections of CC Field Guide; Chapter 6: ‘Shooting Your Video’ for help)

Note: Use the exact shot size names. Never change them. Video terminology is confusing. Know it well.

Question: What if a CC calls me from field with a new information?

Answer: Ideally; at this stage CC should have planned out what B Rolls to take; who to interview, what to ask in the interview and which sequence to capture of the character; all these are part of planning the shoot conversation. However, often CC end up calling their mentors for help in the field-shoot.

It could be that CC has encountered new information or a new character. Then the conversation should be take place to figure as how the information is relevant to the story that was already discussed. If it's adding to the story then CC should take notes of it and interview the new character after discussing the questions with you. If the it's not adding to the story discussed and dwelling on issues different from what CC have in their story; then CC need to take only the notes for it for further research. New information can be used to make another story. However CC need to complete the shooting of the existing story; any help regarding Brolls, Sequence, Interview questions should be conveyed clearly by the mentor.

Question: What if CC calls from the field while on shoot when the story wasn't discussed before?

Answer: CC must be reminded by mentor that s/he should have called and discussed shoot plan before going to shoot in the field. However one can't miss the opportunity to talk to CC about the shoot since s/he has come far to do a story. Mentor should then have a research conversation (Refer **IU Mentor Manual; Chapter 2.4 The Deeper Research Conversation about Planning a Story**) to know whether CC is clear about her/his one liner. if not, help him clear the one liner and if there is still some research to be done, CC should be asked to complete the research and then proceed with shooting. e.g. A CC calls you from the field asking for a help where CC introduces the story as 'a school in the village doesn't have a boundary wall and passing by vehicles are a threat to school children'. Here you need ask him, is that primary, middle or high school? How many children study there? How much threat are the vehicles for school children face while coming out of the school? Has there been serious accidents? If yes who was it? How severe was that? What is the frequency of these accidents? If the accidents are regular and serious then it a worry of a story and one of the injured people could be a character in the story. If not, you ask CC if there are other RTE violations in the school; student-teacher ratio, drinking water facilities, toilet facilities etc. Until CC is clear about one liner and completes the research, don't let the CC film the interviews. However CC can take B rolls of establishing the village and the school. CC will call the mentor when the research and one liner is clear.

2.6 P2C and CTA Conversation:

Goal of the call : The CC has a great P2C and Call to Action

Discuss:

A mentor should guide CC in such a way that CC is able to write and deliver P2C and CTA on their own. Some CCs are not very articulate; a mentor should be able to build such CCs capacity to deliver a well written and a confident P2C and Call to Action (CTA). (Refer to **CC Field Guide Chapter 8.1: ‘Narration’** for help)

Question: I don’t know what could be an appropriate call to action?

Answer: Sometimes CCs don’t able to figure what is an apt call to action. (also refer **IU Mentor Manual;Chapter 1.2 Other Training Materials and Resources; List of Target Officials**). E.g. Dimpi Devi from Koderma district in Jharkhand was making an issue video about how 20 SHGs (Self Help Groups) were formed (10-15 women in every SHG) by Bharat Gyan Vigyan Samiti in 2012-13 at Behradih and Masnadih panchayat in the district. Group bank accounts were opened for each of these SHGs and people started to collect money and putting them in account in the hope that people in the group would start livelihood activities. But after a while SHGs faced a redundant situation when they didn’t able to acquire enough credit to start their own business. One of the SHGs member Anita Devi makes plates out of leaves (Pattar) and was hoping to grow her business via more credit. Dimpi was not sure who to give call to action for this story; neither was her mentor Amit Topno. Stalin suggested that Dimpi should give her own number in the call to action so when a bank, a lender or an organisation who help people in the rural parts for sustained livelihood can approach her with funding for people like Anita in those SHGs. The idea of a call to action is to organise help to solve the crisis; they could be anybody and not only the government officials which happens in most cases). The ideation for an appropriate call to action is necessary with CCs. It is an important step to make a change.

2.7 The Impact Planning Conversation

Goal of the call: Helping CC follow up impact process and achieve impact:

Discuss:

Follow up with stories that has already been made, organising people in the community to visit govt. officials , community screenings, figuring the dates for meetings, conducting screenings and arranging related equipments. A mentor should guide CCs on all of these aspects and do a field visit if required in coordination with State coordinator. There are enough guidelines in the CC Field Guide on Impact planning;also make sure CC read them through and follow the process. (Refer to CC Field Guide; Chapter 9.3 Strategize to Overcome Challenges)

Note: As soon as impact is achieved, it should immediately be reported to state coordinator and Training and Mentoring (T&M) team in Goa. If CC calls a mentor with such information, a mentor should pass the information to state co-ordinator and s/he will then report to T&M team in Goa.

A mentor is not suppose to mentor CC on Impact videos. Mentoring of impact videos will be done by T&M team in Goa. However a mentor can help CC shoot impact video; a mentor if s/he is on field visit can take visuals of CC organising a screening or having a meeting with community. However presence of a mentor is not necessary for shooting an impact video; CC can take help of any member in the community to shoot her/himself in such processes. (Refer to CC Field Guide; Chapter 10.1 ‘What must Impact Videos have?’)

Mentor Manual; Chapter 3. Impact (FAQs) in this manual deals with impact process in detail; many of your queries are answered in Q&A style; please read for a comprehensive understanding on Impact planning.

2.8 Reactivating Inactive CCs Conversation

Goal of the call: Motivate and Enable CC to make videos again.

Discuss:

This may not be limited to conversation but require field visit. Nevertheless there are certain steps that can be taken on phone. For example, some CC are inactive because they cannot find stories.

(Refer to **CC Field Guide; Chapter 4.1 Where Can You Find Good Stories?** and got to ‘tips on finding story ideas.’)

Question: What should I do if I feel a CC is demotivated, or has stopped producing videos?

Answer:

1. First, you need to figure out the reason for the lack of motivation and help to address that. It can either be because of money, satisfaction or aspiration. Each reason has a different solution explained somewhere in the VV materials. The reasons for demotivation could be:
 - Payment issues
 - Videos being repeatedly put on hold
 - Late publishing
 - Uncooperative govt officials
 - Delayed Impacts
 - No success at getting quality stories
 - Cannot cope with multiple work commitments
 - Cannot cope with family & work (especially women)
 - Community is uncooperative for giving interviews
 - They have a better job opportunities
 - They are confused about the job – i.e. can't find a story, have a technical problem with the camera or burning DVDs or distance
 - They have low self confidence and are afraid/overwhelmed, for instance anxious about speaking to strangers, confronting authority, etc
2. Try to solve their problem through discussions. But don't pressure them or feel bad as this is their personal decision.
3. Field visit - Field visits can be an effective way to reactivate CCs. Some time CCs are hesitant to start work due to technical issues or lack of community connection. You can visit CCs and conduct a public meeting to introduce VV's work and the CC's role, screen videos and show impact videos in community. This will help CCs to make connection with their Community and make their work easier.
4. Encourage them to see job growth and a career path in VV.
5. If none of this works, VV might then decide to drop the CC. Many CC's have been dropped. It doesn't always mean they are dropped forever. The CC might decide to re-engage later. From time to time VV reaches out to CC's who are 'dropped' to see if their situation has changed and they want to rejoin the network.

Question: CC's say they can't make videos because they have taken on another job either because of money, satisfaction or aspiration. What should

I do?

Answer:

- If it's a government job – VV can never really compete with the security & aspiration of a government job.
- If they've taken another job they may still have time for VV. You can suggest ways to make better videos in less time. They may have thought, while joining, they could make a video in 4 days but now they find it takes more time. Help them plan their videos better.
- In the future, you along with the SCs can avoid this problem altogether by shortlisting only those candidates for the next recruitment drive who are willing to work with VV for a long time.

Question: How do i solve CC's conflict when CC is not sure of her/his priorities?

Answer: Most of the CCs work with Video Volunteers but as well as other local social organisation or movement. which is necessary for their growth in learning and making change in their community. Sometimes CCs are conflicted to place priorities. In one such case, Ashok Paswan a CC Jamui district in Bihar who hadn't made a video in last 5 months was thinking of skipping the quarterly training and going to New Delhi for a workshop with an organisation since dates for both of these meets were clashing. Stalin had a conversation with him on resolving his conflict. Stalin asked him about his current situation about work and money. What does he want to do? How does making videos for VV feature in his future scheme? Ashok thought about these questions discussed his point of view with Stalin. After a few minutes of discussion Ashok felt both of these meeting were important but he wanted to resume making IU videos since it would help him not only to make a change in his community but also to earn money. Stalin suggested that he knew the organisation and he'll talk to them if they can accommodate him for similar workshop/meeting in the future. In that case, Ashok will have a chance to fine tune his production skills and start producing videos after attending the quarterly training at Patna, Bihar. Ashok cancelled his ticket to New Delhi and came to Patna for the training.

This is a fine example of resolving CCs problems and conflict which a mentor from best of her/his capacity should do to help her/him.

Question: Someone wants to hire my CC to make a video. Is this allowed?

Answer: Yes! VV wants our CC's to grow professionally and earn money, so it's very good when people or organizations see the good work the CC is doing and

want to engage them. However, CC's must inform VV so that we can advise on the video and help them make a clear plan so the video is a success.

3 IMPACT (FAQs)

When a CC uses the video she has made to correct an infrastructural problem, expose corruption, better the educational opportunities in her village and so on, this is what makes all our effort and hard work worth it. In the back of your mind, with each video of a CC that is addressing a particular problem, the mentor should be thinking about how the CC can get an impact.

Before continuing, read the CC Field Guide section on impact.

3.1 What's my role as a mentor in impact process ?

1. Micro-impact follow up

- Mentoring the CC in identifying the right CTA and target
- At any given point in time, the CC needs to be following up on the impact of one issue. SC needs to help/motivate/support CC to identify this story and continue work on it.
- CC's should achieve four impacts in a year
- Maintain running notes, CC wise and story wise.
- Help the CC plan and conduct community meetings and screenings.
- Help the CC facilitate discussion within the community on the next action steps.
- Guide the CC in video documenting all of these processes.

- Help the CC get required appointments with officials (might involve the SC calling the official, writing to them etc) and plan screening and meeting with officials.
- Thank the officials once impact is achieved (SC to call the officials and appreciate them).

2. Identification of cases for escalation

On the basis of the following criteria, report stories to the T&M team in Goa for escalation of cases

- That it can have an impact commensurate with the time investment; for instance: when victory in this can impact a huge number of people; when it can potentially influence the state government; when it would represent a victory against state repression/caste discrimination/forced evictions; or other criteria.
- When an issue, despite constant efforts from the CC is not achieving impact at the local level.
- When stories have visible manipulation and larger political forces at play to prevent an impact from happening.
- When the issue is of structural nature (caste & identity, gender, FE, conflict).

Processes:

CC / SC flag the case either on the impact follow up calls or as and when the need arises.

Information required from the SC/ Mentor at this stage:

- Background and context of case in detail: historic context; incident/ case details; stands take by the people involved – community, accused, orgs / activists who know the story(if any), local media
- Why does the CC think it needs to be escalated

- Brief on the activists/ orgs/ peoples movements who are willing to work on this/ are already supporting the issue. Current efforts on the ground (community, family, proactive officials, activists/ org etc)
- Clear cut CTA : what are the demands and who is the target
- Status of issue video production and details of what has been covered.

Follow up:

- Impact Manager, SC and CC work as a team to decide next steps, written strategy and timelines and execute them on ground. SC is the crucial support for the CC and communicates directly with CC and Impact Manager
- SC in consultation with the CCs to flag to the Impact Manager the partners on ground with whom he/she would like the Impact Manager to pitch in with networking and planning actions
- Impact Manager identifies and networks with additional partners in line with the case strategy (need based)
 - Legal networks
 - State level movements/organizations/activists working on the case
 - Government officials
- Iterations will be required based on ground events.
- Processes of community level meetings/screenings, press conferences/protests, petition deliveries to be mentored by SC and IM.

Critical Success Factors:

- *VV needs to decide if they will still escalate an issue if there is no local organization that will be the on-ground partner on the case. Without the presence of local support, the likelihood of achieve this impact is doubtful.*
- most escalations till date have also been dependent on the motivation levels of the concerned CC. VV should carefully consider whether to escalate a case if a CC is not actively

invested in that case. It will be a lot harder to do it in this case. This will mean building the CCs motivation and buy-in (with the required time investment) to ensure effective follow up.

Video production:

- If there is a state editor, video to be sent directly to the state office, edited on priority basis with inputs from the SC and shared immediately with the Goa office. In case there is no state editor, then CC to send raw footage to both state and Goa office. Video to be edited with inputs from Impact Manager
- Follow up videos (paid @ of issue videos) is crucial in this process. Impact Manager and SC to identify with the CC at what stage the follow up videos are to be made.

Responsibilities and lines of communication within teams:

- Impact Manager supports SC directly and CC when needed, in order to reduce gaps in communication and keep cross verifying facts.
- Impact Manager will suggest inputs required from comms team : inputs for mailers, PR, organizing press conferences if any, push out with press – local / national/ etc; online petitioning (*comms team currently ill equipped to handle the planning it needs to run online petition based campaigns. VV needs to decide who will hold and execute this*)
- Impact Managers to support Comms team on finalizing the content and timing the push-out. Comms team to lead the identification of potential forums in which the stories will be carried out, will gather public attention, etc.
- Production team (Senior Producer) to keep in touch with the SC and CC (if and when required) to support on the production mentoring process.

3.2 How would you define and verify Impact?

When the CC has actively worked with the community whose issue they are highlighting in order bring about a the desired change in that particular situation by :

- Involving the community members in deciding the course of action to be taken.
- Ensuring their participation in follow up : participating in community meetings, writing complaints and getting signatures; accompanying the CC to meet officials, making calls etc.

- As far as possible, collaborating/ activating the target official who has the power to sanction the necessary action, this change will be called an impact.

Sometimes , just the presence of the camera and you while shooting an issue video itself will create a stir and may lead to the resolution of the issue. In such cases, you can complete the video as a SUCCESS VIDEO.

If the community / any other change agent has caused a change in the situation highlighted by the CCs video without any active follow up in the process from CC; i.e. share information with the community / affected persons their legal/ programmatic rights vis a vis the issue raised in the video, involvement in planning the steps in the impact follow up, mobilizing the community to take action as planned, calling/ meeting the concerned official, helping the community create / submit complaints / petitions in written or online formats to the concerned Dept/ officials – then the change seen will NOT be considered an impact. The spontaneous community led change can still be made into a POSITIVE story showcasing the agency of the community itself.

Impact primarily happens through the CCs working with the community and enabling action. Impact can ALSO happen through people who respond to the videos online and write to us; through the team at VV liaising with NGOs and corporate who are willing to donate;

When an impact is reported, these are the questions that must be asked to verify it:

1. Was the CTA achieved: What was the process and what was the change? How efforts did the CC make? How did the CC support the community to take action?
2. Was the impact process followed and are there relevant brolls: Ask what shots they have on any follow up that happened. Guide them on how to get relevant broll and interviews to complete the story.
3. Be aware of any caste/ gender/ power dynamics while analyzing the impact the CC is reporting. Look out for inconsistencies.

Data that should be captured during the CC call for impact verification:

- Impact month/year
- Time in weeks
- Community screening: done/not done, number of people to whom video was screened, details of how it was done?
- Number of officials involved in the impact
- Screening to officials: Done/not, number of officials to whom it was shown and details
- Collaborations
- Number of community people involved in bringing about the impact

- Number of people impacted
- Number of villages impacted

These are the questions that should be answered in your running notes for each CC you speak with: Community screening: done/not done, number of people to whom video was screened, details of how it was done? Community screenings are exciting for CCs and the audience both so ask the CC: what was it like to organise the screening? What were the reactions of ppl? What discussion if any took place? Did the screening play a role on the impact?

Always check how many people were affected by the problem shown in the issue video and whether all of them have received benefit from the said impact. Watch the issue video if possible.

Follow up video is to be made when in spite of efforts by the CC and community only partial impact has been achieved. In order to complete the process and add more pressure, the CC can make a video on the current status and what they plan to do next. This will be paid at the rate of an issue video.

3.3 What's my target as a mentor?

We aim for each CC to get four impacts per year.

3.4 How to guide a CC with making impact?

Ideally, you should talk about how to achieve impact with your CC at the time of story ideation. Please read the impact section of the CC Field Guide before you read what follows.

Top tips for a mentoring call on impact:

- Ask what is the specific outcome we are looking for – should not be vague.
- How many people are affected
- Help them analyze the various ways in which you can prove entitlement rights or violations therein. For example: Do they have documentation to show identity? Land records? Any official paperwork related to said scheme? Evidence of the incident having taken place?

Do you know who the authority is that can act on this issue is? Help them find out contact details.

- Call the person and get appointment. It helps if the authority knows the CC is not working in isolation.
- Plan means to rally community support of the issue. Ask the CC to screen the video in the community. Try and involve the local Panchayat as far as possible. Our aim should be to strengthen local self governance.

3.5 What kinds of videos are most likely to get an impact?

Well researched, evidentiary videos with strong compelling visuals and support facts.

3.6 What kind of support does the VV office offer to help with impact?

- Helping the planning process.
- Contacting officers and creating institutional pressure.
- Networking with partners when collaboration is required.
- Petitioning tools will be used when necessary
- Small budgetary assistance will also be given for expenses over and above normal
- Assistance with access to projector/ laptop for screenings

3.7 What are some of the biggest challenges the CCs have in pursuing impact?

The CC will be made to feel like it is not their place to ask these questions. It is our job to boost their confidence and back them up with institutional support in making their case.

Articulating the demand in direct, specific and simple form. Most people have a tendency to go into eloquent speeches of all the issues affecting their life when they meet an official. We need to train our CCs to be specific and professional. Show the authorities we mean business, we know what we are talking about and that we have not come to them to just “complain”.

It may be difficult for CCs to get time from officers to meet and present their case. Assist them to strategize on how to make this happen. Make phone calls to back up the CCs attempts to contact officials. Write emails if necessary. Keep Impact manager in the loop.

There may be negative repercussions to the actions CCs take. Hence it's very important that we encourage them at every step to involve the community and ensure their support. Any follow up for impact should be an inclusive process that facilitates empowerment of the community and safety of the CC.

Finances may become a problem when CCs have to make repeated trips to offices etc. Mentors should keep track and if expenditure exceeds 1000/-, reimburse with payment.

3.8 What have been some of the biggest challenges for mentors in terms of helping their CCs get impact?

- Figuring out the exact actionable to be put forward to the relevant authority. Its very tempting to go ahead with vague general demands but more often than not it will lead to pointless conversation rather than impact.
- To get the CC to follow up.
- You need to be confident if your CC has to feel like they can count on you. Do not be afraid to ask questions/ for help from the team. Most often, the CCs are better informed about schemes and other details than us because they deal with it on a daily basis. Always learn as much about the issue from them as possible before pitching in.
- To remain committed to one case as creating impact is not a single step process. It may take repeated visits and investment of time. Patience is key.
- Sometimes finding the relevant authority is difficult because of multiplicity of departments and variation in administrative structure in the country.
- Remember that you are a facilitator and guide. Sometimes you will need to reel the CC back. You have to be the calm, rational person and not be carried away by emotion, if we seriously want to effect change.
- Getting the CC's to identify a video that can have an impact can be a challenge. Remember that some impacts may unfold other a year. So keep referring to the story tracker and your notes to remind CC's of old videos they'd made or even story ideas. If one impact is unsuccessful, be ready with your own story suggestions.

3.9 What can I, as a mentor, do to help the Impact Manager?

- Keep Impact manager informed about what impact plans are being followed up
- Discuss the plan and suggestions/ queries; once you have conveyed it to the CC. this will help in adjusting the strategy keeping in mind the CC's inputs.
- Ask the CC to maintain a log of developments related to a particular story, date wise. This will help in showing how much work has gone into the impact

process as well as help them prove expenses. It will give us the chronology of events and strengthen the documentation for articles/ press notes etc.

- Track the impact video in the story tracker

3.10 Where do I go if I need information about relevant authorities for my CCs to approach?

Almost every district in the country has its own official govt website that ends in .gov / departmental websites with .nic. most information about schemes, contacts, responsibilities are hence available online. In newly formed districts, you will need to guide the CC to get this information from the Panchayat office/ the BDO's office/ PHC.

If you cannot find it on your own, ask the impact manager to help you.

VV started early 2013 to organize research folders. Check those for relevant articles and links.

3.11 Once an impact happens, what are the next steps? Whom do I inform?

Inform the Impact Manager. Note the following information and communicate via email:

- Date of impact,
- Who are the relevant people
- Who contributed to this impact,
- How many people have benefitted
- The population of a village, (in some cases)

3.12 My CCs are not getting due guidance for sensitive impact processes. How can we improve the impact process mentoring?

If you learn of an impact from a CC, you should immediately ask your SC to update the database on impact achieved. If T&M Team doesn't have to chase impact data, it will have more time to dedicate to help you mentor impacts, where needed. He will then mentor CCs on impact videos and only he will review the impact footage. If the database is updated regularly on impact data, the impact mentoring process will be smoother and faster.

3.13 How is impact different from a success story?

A 'success story', as defined within the organization, is different from an 'impact' in reference to the participation of the CC in creation of the change. If the CC has taken action to use the video in her activism by showing it to the community or a government official or NGO, and change results from this, it is called an IMPACT. If, by the mere presence of the camera, some change has been provoked then it is a SUCCESS STORY. For instance, CC Amol Lalzare from Mumbai once made a video about the pathetic and unhygienic conditions of a pickle factory in his neighbourhood. He filmed and left. The owner of the pickle factory got to hear that the press was snooping around the factory and arranged for the factory to be renovated. This would then be a success story. PTCs in success stories should be related back to the power of the camera to bring about change.

3.14 How would i document Screening and Responses?

- Shots of publicity of screening - Long, Mid & Close ups
- Shots of setting up the projector and screen - Long, Mid & Close ups
- Shots of People coming over and sitting down - Long, Mid & Close ups
- Shots of People taking to each other - Mid & Close ups
- Shots of the screening - Long, Mid & Close ups
- Shots of post screening and Pre-screening of people listening or watching.

For the video documentation, each community facilitator should interview at least 3 people in the audience. Important that you interview those who have agreed to take the call to action.

Possible questions for interview:

Was the film you saw relevant to your community or village?

What is your pledge to stand up against the issue? Or What actions do you will you take to solve it?

Note: CC will get Rs.500 for each screening.(Big and Planned Screening with Projector)

3.15 Case study: Anand, Vidarbha

In Nov 2012 VV conducted screenings, in partnership with LINK TV, of the feature documentary “Bitter Seeds,” about farmer suicides, made by Israeli filmmaker MichaPeled. The idea was to bring this film back to the villages where it was made, and see how communities respond to the way they were portrayed by an outsider filmmaker. The following is Siddharth’s blog post about a situation that occurred in one of the ten screenings conducted. It explains why VV has the following policy: Before screening a video in a place where the video was filmed, permission must be taken from the people who appeared in the film. If they don’t want the film to be screened, the screening must stop. Period.

“Right from day 1 of the road show, we were having our apprehensions for the telangalki screening. Of major concern were two scenes in the movie - one where a dowry negotiation for Sapna, the daughter of the farmer Ramkrishna Kopolwar, the farmer in the movie is underway and the other, where sapna's mother Sunanda calls the boy a 'monkey'. After the scenes were shot, Sapna ended up marrying the boy in real life. They now have a baby boy.

A few of the boy's acquaintances saw a screening of the movie at the first village, Hiwrabasara and told the boy that he had been portrayed in a potentially 'embarrassing' light.

Throughout the last few days, we have hearing many ups and downs of the situation. Sometimes, we heard that we wouldn't be allowed to screen. Other times we were told that the screening was okay as long as the two scenes in question would be removed. We invited Sunanda to a screening in Saikheda village (Day 2) where Kishore Tewari managed to convince her to let us screen the movie.

Today, on the morning of the screening, Kishore visited the village to check up on the situation. We were informed that the movie could be screened but the two scenes would have to be absolutely blocked and cannot be seen or heard. The boy threatened to leave Sapna and her child if the scenes were shown to the people.

We noted down the time-codes of the scene. We planned to block the projector lens and reduce the volume to zero during the period of the sequences.

When we arrived in the village close to four, we found that negotiations with the boy were still currently on. The elders of the village, Kishore, some local journalists were all gathered at the boy's house trying to convince him to allow the screening of the movie. The see-saw between 'yes' and 'no' kept going until at around 5.30 it intensified. The boy had confirmed a 'no'. If the movie was screened he threatened dire consequences to his wife.

A little after 6, Micha, Anand and me went over to the boy's house. The boy refused to talk at first but later said that he would allow a conversation.

Micha assured him that the two scenes would not be screened. But the boy repeated that he did not want a screening. He said that Sapna would have to face the consequences.

Micha told him that he had release papers from sapna, that sapna was financially compensated for her role, that blocking the movie on would be blocking free speech in journalism and that it would be illegal. Micha said that if the screening was blocked, the police would be called.

The mention of the police riled the boy and his friends. There was screaming, threatening and commotion. Talks broke down and Micha and us retired from the scene. (We have the confrontation on video.)

We went back to the screening venue where a ceremony was held to congratulate and honor all the people who had participated in the movie. A crowd of over 250 had gathered. The air was electric with excitement. "Who wants to see the movie?" asked Micha. hands shot up in the air. People yelled a big 'yes'.

The film began. I was sitting behind the projector waiting with the time codes of the two scenes. Suddenly, i found the first scene with Manjusha being forwarded. When i questioned the projectionist he said that it was a mistake and that he had already played a bit of the scene before and the people had seen it. Micha came over, snatched the remote and handed it to me and asked me to supervise the fast-forwarding of the scenes. A few scenes later Sunanda came on screen. Just then, Kishore's activists came running from the boy's house saying that there might be a fight in the village. The remote was taken by the activist and he began forwarding the scenes. I asked him why he was doing it and he was panicky when he said that I have no clue about the situation of the village and that we were all putting sapna's life in danger. Micha intervened yet again. He snatched the remote and instructed me to hold on to it and only forward the two scenes as suggested. I informed him that there is a serious threat to Sapna underway and I told him that I refuse to continue screening and jeopardize the situation. I also told him that it was now his call to make. He declared that he rather not screen the film than screen it chopped.

In all the ensuing high tension confusion, Micha knocked out the video input jack of the projector. The pin broke and is currently stuck inside the machine. All efforts to remove the pin failed. The screening had to be cancelled for technical reasons.

Kishore held a brief Q & a session. he ended it by declaring that tomorrow vehicular transport will be arranged for anybody in telangtakli who wishes to see the movie. The sarpanch apologized profusely to Micha and promised that he would take as many people as he can with him to tomorrow's screening.

We packed up and left.

4 SAFETY AND SECURITY: Resources and Case Studies

4.1 Resources on CC Safety

Mentors need to read the following resources on safety and security.

The Journalists Security Guide by Committee to Protect Journalists:<http://cpj.org/reports/2012/04/journalist-security-guide.php>

Small World News training manual section on security:
http://smallworldnews.tv/Guide/Guide_01_English.pdf

4.2 Case Studies: Video Volunteers - Citizen Journalism and Security

"I was punished for communicating"- Mumia Abu-Jamal

A Community Correspondent has to face and overcome many obstacles on the way to produce his/her video and later, to use the video to bring about social change. First, they overcome the fear of the camera, while in front of it and while standing behind. In articulating their issues and concerns to the world, the correspondents and their communities speak out in resistance to years of oppression and silence. In bringing about social change, they struggle against an apathetic system desperately holding on to the 'status quo'.

Every IndiaUnheard Video produced is a testament of the courage of the correspondent and the community.

From 2010 to 2015, Video Volunteers' IndiaUnheard program has created more than 460 impacts or instances of social change. Schools have been opened, some re-opened, corruption has ended, equality of wages for women was achieved, people began to receive regular rations, government schemes were executed, pregnant women and children began receiving healthcare, polluting factories have been shut down.

But like they say - you can't get to 460 impacts, without making a few enemies.

Our network of Community Correspondents while working in their respective region across the country occasionally come under threat. The first year of IndiaUnheard saw little of these threats. But as we moved into more marginalized regions, conflict zones and intensified our focus on social change, we have started giving greater thought to the security of our Community Correspondents.

For all you aspiring citizen journalists, activists and all concerned, we discuss below a few instances in which the security of our correspondents were compromised this year. And the steps we have taken to successfully ensure that they remained safe.

4.2.1 Case I

On the 13th of May, 2012 at around 11 am in the morning, our correspondent [AnandPagare](#) was covering the corruption among the traffic police officers in Malegaon town during which he was assaulted by them. Five traffic police officers attacked him, seized his camera, deleted the footage, confiscated the memory card and batteries and threw the camera on the street. They accused him of fabricating the news and threatened to end his career if he continued to make videos. When he attempted to remind the officers of their responsibility, they told him that they were not bound by duty to the citizens or the constitution. They told him that they themselves had paid

bribes for their jobs to politicians and higher officers and hence they considered themselves above the law.

Video Volunteers' response:- Anand was extremely proactive and strategic on the field. He met with the local journalists network who rallied their support behind him. He went to the police headquarters at Nasik to file a complaint where they promised to redress the situation, get the offending officers to write a letter of apology, get them to return his memory card and batteries and also, Rs. 1000/- as compensation for the damaged camera.

Video Volunteers' circulated an [open letter](#) addressing the incident. The letter was sent to the email addresses of the Chief Minister, District Collector, Director General of Police and the Superintendent of Police. Anand was also introduced by Video Volunteers to [Human Rights Law Network](#) (HRLN), our partners and friends who collaborates with us on our legal matters.

Sending open letters to the higher officials got a surprisingly quick response. Someone up there had ordered an inquiry into the incident. We were informed of the matter when the police returned Anand's equipment back to him and began apologizing in a manner most profuse.

Since then, it has been Anand's call, all the way. Till date, if he crosses path with any of the police officers, he accepts and returns their greetings but turns down their offers for tea.

4.2.2 Case II

On 9th January 2011, a group of ten women led by a veteran activist and Community Correspondent [Varsha Jawalgekar](#) were held in a locked room, without their consent, for over 40 minutes by the teachers of a government primary school in rural Bihar. The women were holding a peaceful protest rally against the negligence with which the school was being run. They had entered the school building to negotiate their demands of improving the standard of education and care of the students with the head master.

Not only did the head master refuse to negotiate with the delegation, he rudely asked Varsha to leave the school building at once. When Varsha refused to move, the teachers threatened her and forcibly locked the delegation inside the room.

Video Volunteer's response:- On hearing of Varsha's house arrest, Video Volunteers' alerted all their activist friends in the region and Community Correspondent across the country. They were given clear instructions to keep dialing Varsha's cell phone. It's a strategy that conveys a message to the oppressor that he is being watched and that Varsha is not alone and many, many people out there are looking out for her.

We were constantly in contact with Varsha throughout the incident. We had prepared press releases and faxes to be sent out the moment she gave us the green flag. After an hour or two of the showdown, Varsha and the women were let free. A meeting was called with the teachers and a decision was collectively taken that the teachers and administration of the school will be accountable to a council of concerned parents. The quality of education has since improved.

4.2.3 Case III

In early May, 2012, our correspondent [MukeshRajak](#) received news of a massive corruption and the embezzling of money sanctioned under the MGNREGA scheme. He filed the RTI asking information on the number of projects sanctioned to Ms. VandanaKumari, RojgarSevak of Madhupur and how many had been reported complete and also asked for budget sanctioned to her under the projects. On the 12th of May, 2012, Ms. Kumari filed an FIR with the police accusing Mukesh of blackmail and assault.

Video Volunteers' response: Video Volunteers contacted HRLN and they assigned a lawyer to Mukesh's case. We asked Mukesh to move to a secure location a little away from his home. We immediately moved to file an anticipatory bail.

Video Volunteers got in touch with [Committee to Protect Journalists](#). They took immediate interest in Mukesh's case and circulated a [press release](#) demanding that the charges against him be dropped. They also supported Mukesh financially. In the meantime, the courts reached a decision that since investigation of Mukesh's case was underway, there was no chance of a warrant being issued. Mukesh was a free bird.

On 19th August, 2012, Mukesh sent a letter to the Block Development Officer, Deputy District Collector and Superintendent of Police. The provocative letter led to Mukesh being arrested by the police on the night of the 20th.

Video Volunteers' got in touch the Superintendent of Police and his lawyers. The SP was most co-operative. He dutifully and honorably ensured Mukesh's safety and that he was produced before a magistrate on time. The court ruled that it was definitely a case of an RTI activist being harassed by the authorities putting the case in Mukesh's court. Unfortunately the lower court could not grant him a bail because his bail was once denied by a higher court in the same case.

Mukesh had to spend two more nights in prison before he was produced to the higher court. The court condemned the case and Mukesh was out. He is still fighting the case.

This time, he's looking to get the RojgarSevika and her accomplices to admit their corruption and resign from their offices.

4.2.4 Case IV

On the 27th of February, 2012, our Community Correspondent [Sarita Biswal](#) documented the illegal stone quarrying in her village on video. During the filming, the workers who were operating the machinery began to flee from the camera and the spot of the illegal quarrying. Later that day, the local adivasi community decided to protest by seizing the machinery.

In the first week of April, in the absence of the CC Sarita who was out of town at that time, 8 men arrived in the village at approximately 3 pm. 4 men from this group went to the houses of Sarita's supporters. The men threatened them with consequences if they attempted to investigate the matter further. They also asked them to keep away from police. Then they left a piece of paper for Sarita which had the threat in writing.

VV's response:-

We have contacted all the higher officials like the District Collector & DSP. An intern from the office went to her village to follow the case, assist Sarita as she visited the govt. offices and managed to capture the process on camera.

Sarita has not been able to follow up with the case as her health is not good. Also she got married and does not live in her village anymore. But Sarita is determined that she will fight her fight to the end. Video Volunteers will be by her side.

4.2.5 Case V

Since the evening of 8th December, 2012, community journalist [Aparna Marandi](#) and her 4 year old son Alok Chandra were detained by the Jharkhand Police at Hatiya Railway Station, Ranchi, Jharkhand along with their companions Baby Turi, Headwoman of Jatipur Panchayat, Sushila Ekka, social worker and 14 year old Satish, a relative of Aparna.

The manner in which they were picked up, interrogated and detained, are in clear violation of all established procedures and rules. Aparna was forced to sign a confessional statement on the basis of which she has been taken away to Dumka prison. All of them were mistreated and mentally tortured during this unlawful interrogation.

Baby, Sushila and Satish have been released. Aparna and Alok are allegedly being held in Dumka prison.

Video Volunteers have been closely monitoring and following Aparna's case. As VV director Stalin K says, "Aparna is only an incident. The issue is much larger."

Aparna is the wife of cultural activist Jeetan Marandi. Despite being acquitted by the Jharkhand High Court, Jeetan continues to languish in prison. It has been four long years since he was arrested.

Since Jeetan's arrest, Aparna has been indefatigable. She is one of the most powerful voices for human rights and justice in grassroots Jharkhand. She is yet another peace loving, justice seeking Jharkhand human rights activist who has been implicated in so-called 'Maoist Attacks'.

On hearing of her arrest we immediately sent out a [public letter](#) across the internet. The appeal was specially forwarded to Human Rights Groups and Activist friends. HRLN was contacted and we secured the services of a lawyer for Aparna.

We drafted a [call to action](#) for public at large. They were asked to call the DGP's number and ask Aparna's whereabouts. After the first few calls went through and DGP tried to wash his hands of the situation, his phone was shut down.

As soon as we received an update from the ground, we would publish it across our social media.

We worked together organization like [PUCL](#), [PUDR](#) and [Amnesty India](#). Our efforts are to give Aparna's case maximum visibility. Tehelka, India's largest independent weekly and Video Volunteers' media partner are soon to publish a detailed story on Aparna's case.

On the ground, our lawyers have managed to visit Dumka prison. Aparna has signed on the vakalatnama which gives power to an advocate of to plead and argue her case on her behalf.

The case continues and if we're not behind, we're taking it ahead. All the long, winding way to justice. Though Aparna had only been with us for less than a month as CC when she was arrested and her arrest has nothing to do with her reporting work, we are as committed to helping her as we are to those who've been with us for years.