

USING VIDEOS FOR ADVOCACY

**OVERVIEW OF KEY STEPS & ESSENTIAL
RESOURCES FOR HUMAN RIGHTS
DEFENDERS – DEVELOPED BY WITNESS**

**BEFORE FILMING:
HAVE A PLAN!**

ESTABLISH A PURPOSE AND AUDIENCE FOR YOUR VIDEO -1

Using a video as part of your advocacy, campaign or legal efforts can help drive changes in human rights policies, behaviors and practices by communicating with particular audiences. To do so:

- Videos should have a specific purpose and audience and fit within your overall advocacy or campaign or legal strategy.
- Videos should create a space for action. It should be clear what you're asking your audience to do or say or support.

Watch [Getting ready to make a human rights film](#)

ESTABLISH A PURPOSE AND AUDIENCE FOR YOUR VIDEO - 2

Refer back to the context setting and the power analysis you wrote at the beginning of your project, in your worksheet. What is the main change you are seeking? Who are the main audiences you are trying to influence?

Then think about how the videos fit into this strategy and discuss:

- **Why a video? What would a video help you to do, which other tools (e.g. a report/a leaflet) can't do? (e.g. putting a human face to a technical/complex issue, conveying emotions etc.)**
- **Who should be the main audience for your video?**
- **What is the message you need to get to this audience? What would you like them to do/support through the video?**
- **What story will be persuasive, compelling or motivating for this audience?**
- **What voices is it important to have in the video in order to have political, ethical and emotional credibility and impact?**

'Credibility' of a video:

Credibility is subjective! There are different considerations to make around what makes a video credible:

- **Emotional credibility:** Who speaks to our *heart*, and to our storytelling instincts?
- **Analytical credibility:** Who speaks to our *head*?
- **Political credibility:** Who speaks to the audience? Who needs to be in to satisfy them?
- **Ethical credibility:** Whose voices must be in for ethical reasons? I.e. Do we always ensure that those most victimized/marginalized are given the space to speak out?

Not all videos need to have all types of credibility! It depends on the AUDIENCE and the credibility they will most value/listen to

DEVELOP A VIEWING STRATEGY

- When and where is best for your audience to view the video? E.g. during an in person meeting, on social media, through an email, by organising a community screening etc.
- How will you connect the videos to the research you are undertaking? E.g. will you share the video along with the research report or findings? How does one step builds upon the previous one to generate momentum and sustain the attention of your audience?

ASSESS RISKS

Filming human rights violations and recording testimonies can raise risks for those who are taking the video as well as those who are being recorded. Once the video is made public, it can be used in ways that are beyond your control.

Assess the risks involved with the video you are planning to record, and consider concealing identity of the people you film.

Consult this [tip sheet](#) to find out how.

Find [here](#) more techniques for concealing identity

A WITNESS TIP SHEET SEE IT FILM IT CHANGE IT

CONDUCTING INTERVIEWS: CONCEALING IDENTITY

FILMING FOR HUMAN RIGHTS CAN BE DANGEROUS: BE SAFE. BE ETHICAL. BE EFFECTIVE.

If you need to protect the anonymity of people you are interviewing you can do so with editing software or while filming. Using an editing program in post-production allows you to blur faces and distort voices beyond recognition. However, if there is a high risk of your original material being confiscated, it is best to conceal identity during filming.

NOTE: Blurring out faces does not guarantee protection. A person can be identified from visual details, such as scars, tattoos, a distinctive item of clothing, or a landmark in the background of the shot, as well as audio details such as a distinctive voice or accent.

IF SECURITY IS A MAJOR CONCERN, REMEMBER TO

- Ask the interviewee not to refer to places, locations, or people that could reveal their identity.
- Never identify their name on camera.
- Ask them to wear non-descript clothes.
- Be aware that the uploader or their IP address may be traceable and could lead to the identification of people in the video. Investigate options for uploading anonymously.
- Always make sure to keep records, memory cards, and files in a secure place.

CONCEALING IDENTITY TECHNIQUES WHILE FILMING

There are several options for concealing identity while recording. Film the interviewee wearing a non-descript article of clothing that covers much of their face, focus only on their hands, or simply record out of focus. If you are concerned that your video might be seized before you can upload it – look into using an anonymizing application on your mobile device, such as the InformaCam (<http://bit.ly/informacam>).



FILM HANDS **COVER FACE** **BLUR FOCUS**

CONCEALING IDENTITY V 1.0

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SEE IT FILM IT CHANGE IT

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TOOL FOR PLANNING YOUR VIDEO DEVELOPMENT

Use [this tool](#) to guide group discussions around the purpose, audience of your video, and identify the content, style and viewing strategy.

**DURING
FILMING**

BASICS OF FILMING

What are some basics 'dos' and 'don'ts' when filming? How to get good shots, even with basic equipment?

- > Download this [illustrated guide](#) with basic information on
 - Ground rules for filming
 - Composing and framing your shots
- > Watch [this video](#) on basics of filming
- > **Good quality sound is really important!** Watch this video on how to get the best [sound](#) quality (consider using an external microphone)

FILMING WITH A SMARTPHONE:

If you're filming with a smartphone, [here](#) are some additional tips you should keep in mind.

If the video is in first person or if you are filming yourself, [here](#) are some tips for good quality selfie videos.

INTERVIEWING TECHNIQUES

Most human rights videos combine footage of the environment, the community etc. with individual interviews. This series of very short videos will help you plan and conduct effective video interviews:

- Obtaining informed consent
- Interviews set up
- Filming indoors
- Filming outdoors
- The three seconds rule

SEEK INFORMED CONSENT!

Informed consent is a necessary to protect the safety, security, and dignity of the interviewees (as well as anyone else you will be filming!). There are 4 main elements of informed consent:

DISCLOSURE, VOLUNTARINESS, COMPREHENSION, COMPETENCE.

DOWNLOAD

this [tip sheet on how to get INFORMED CONSENT](#)

OBTAINING INFORMED CONSENT

STEP 1

Determine if your interviewee needs special consideration (e.g., children, persons with mental disabilities, survivors of trauma and violence). If so, consider your options for obtaining consent from a legal guardian or having a counselor present for survivors of trauma. Do not proceed if you are unsure of their comprehension of the video's implications and potential risks.

STEP 2

Begin with an off-camera interview to introduce who you are and if you represent a group or organization. Make sure your interviewee knows about you and the people involved with the project.

STEP 3

Describe why you are filming and how you plan to use their interview. Ensure the interviewee is participating voluntarily and that they clearly understand the purpose of the project, the implications of participating, how the video will be used, and who may see it.

STEP 4

Ask if they want their identity protected. If anonymity is needed, explain that you can conceal their identity while filming by using lighting techniques or recording only their hands. Alternately, you can propose blurring out their face or distorting their voice when editing. Learn if they would like to use their full name, or change any part of it.

STEP 5

Proceed with an on-camera consent or paper consent.

QUESTIONS FOR ON-CAMERA CONSENT

On-camera consent can include the answers to the following questions:

- Please state your name, the date, and location of this interview.
- Do you understand what we are doing? Please explain in your own words.
- Do you consent to your interview being included in this project, including video and any other forms of media that may be used (print, photos, website)?
- Do you know who may see the final video?
- Are there any restrictions to using the information you provide us with or video itself that we need to be aware of?
- Are you aware that you can stop the filming process at any time in order to ask questions or to take a break?

AFTER FILMING

AFTER FILMING

Read [this brief resource](#) which walks you through the following steps:

- Revisit your advocacy plan
- Less is more! People tend to watch shorter videos
- How to work with limited footage
- Edit effectively and ethically
- Show your video at the best place and time
- Sequence your distribution

STORING VIDEO RECORDINGS SAFELY

Storing video files safely is important not only to avoid losing the files (e.g. due to misplacement, confiscation by authorities, damage to the equipment where they are saved etc.) but also to protect your security and that of the people in your film.

[This guide](#) provides some useful tips for storing videos safely.

EXAMPLE 1:

JÚBA WAJIÍN COMMUNITY OPPOSING EXTRACTIVE INDUSTRY IN MEXICO

In 2011, the indigenous Júba Wajiín community in Mexico learned that the government granted concession to two companies to begin the exploitation phase for an open-pit mining operation. The concession was granted without consulting the community as the Government claimed that Júba Wajiín was not an indigenous community and therefore did not have the right to be consulted. In response, the Júba Wajiín filed a legal petition to the Supreme Court. Within this context, they decided to develop 3 videos to support their legal and advocacy strategy: one targeted the Supreme Court and judicial authorities to prove the Juba Wajiín's indigenous identity; the other targeted the general public via social media to galvanize public support for the community's stance against the mining concessions. A third video shared effective strategies for mobilization with other communities in Mexico and Central America.

Read more about their strategy and impacts [here](#).

EXAMPLE 2 – THE ENDOROIS PEOPLE’S STRUGGLE FOR LAND RIGHTS

In the 1970s, the Kenyan government evicted hundreds of Endorois families from their land around the Lake Bogoria area in the Rift Valley to create a game reserve for tourism. The Endorois, a pastoralist community, had been promised compensation and benefits by the Kenyan government, but these orders were never fully implemented, and the community's access to the land was restricted to areas allowed based on the discretion of the Game Reserve Authority.

After pursuing their case with Kenyan courts, the Endorois Welfare Council filed a claim with the African Commission on Humans’ and People’s Rights in 2003. Together with Witness, they decided to produce a video to be submitted to the court. The video provided context for the Commissioners, helped frame the core arguments in an efficient and accessible manner, corroborated the Endorois’ claims that their rights had been violated by showing exactly how the poor living conditions they were forced into breached the African Charter of Human and Peoples’ Rights, and allowed Endorois voices’ and testimony to be heard by the Commissioners. Since the evidentiary submission to the ACHPR was confidential until the Commission made a final decision, the organisations co- produced a second 16-minute video, Rightful Place. This video was used to direct attention to the eviction of the Endorois both in Kenya and internationally. These videos also helped preserve the oral histories and memory of the community.

Read more and watch the videos [here](#)



END

Consult [Witness' Library](#) to download 180+ training materials in 20+ languages on using video for advocacy and evidence

This presentation was developed in the context of ESCR-Net's community-led research project [Reclaiming Our Stories](#).