



REFLECT EXPERIMENT CAPTURE

Experimental Filmmaking to Prevent Violence and Empower
Disadvantaged Young People

NEEDS ANALYSIS REPORT

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Project Information

Project acronym	: REC
Project title	: Reflect Experiment Capture
Sub-programme or KA	: KA2 - Cooperation for Innovation and the exchange of good practises - Capacity Building in the field of Youth

Executive Summary

Objective

This document presents the needs analysis carried out in the framework of the *Reflect Experiment Capture* (REC, from now on) project co-funded by the Erasmus+ Programme of the European Union. The present report has been conducted by taking into account all the considerations and discussions made by the project team during the Kick-off Meeting held in March - April 2019 in Valladolid, Spain.

This report collect all the findings from the baseline research and the consultation implemented in each partner country. The objective of this module was to identify and assess the needs of the REC project target groups in order to develop the methodological guide on experimental video making to prevent violence against disadvantaged young people, which will be later tested through five workshops.

Project Description

Violence is present in every single country all over the globe with no exceptions. It can take different forms, such as bullying, sexual abuse, gender violence, child abuse, and so on. The act of violence causes much suffering and injustice throughout the world. Apart from the social and economic impact, violence also has a negative impact on physical, mental, and emotional well-being. It happens not only to the victim, but also to the perpetrators and bystanders.

It has proven that education is the only effective way to fight violence. This is the reason why the REC project has been designed with the aim of promoting education and sensitization of young people to build more tolerant, emphatic, and nonviolent communities in the future.

The REC project combines experimental filmmaking, new technologies, and violence prevention to empower young people, also to improve their competence and employability, especially those of the most disadvantaged and vulnerable ones. This action will be carried out by improving their critical thinking and their expressive ability through experimental filmmaking and peer learning. Different types of violence will be addressed by the following projects:

- » Bullying and power imbalance
- » Cyberbullying: hostility without physical border
- » Gender-based violence: controlling and neglecting
- » Physical violence: being tormented and tormenting others
- » Indifference, invisibility, and isolation

Experimental filmmaking has been chosen as the main methodology to deal with the topics. It will stimulate the exploration of several audiovisual techniques and resources. It is a powerful artistic medium with great communicative ability that does not put any barrier to the creative process. Therefore, it offers unlimited opportunities to reflect upon violence and diversity, also to learn how to respect everything that escapes the norm.

This project will also help to build positive group relations and promote inclusion. The videos produced by the REC project within five partner countries (Spain, Italy, Germany, Kenya and Indonesia) will use experimental core concepts and techniques, including script, photography, editing, staging, soundtrack, manipulation of color, and movement in order to evoke something in the audience. As a result, the videos will have an impact on video makers and audience since they will both reflect on the topic and appreciate the richness of diversity.

Preface

In the framework of the REC project, a needs analysis has been conducted in order to identify and assess the needs of the target groups: young people and youth workers/trainers. It has been a fundamental step to define the guidelines to produce the methodological guide and the workshops.

Dejavato, as leader of this activity has delivered a **needs analysis questionnaire** for trainers and a set of **guidelines to carry out the focus group interviews** with young people. These documents have been prepared with the intention to identify, analyze, and compare the training needs of the target group in each country that are involved in the project. Dejavato has been responsible for coordinating, monitoring, and supporting all partners in the implementation of this research activity. All partners, on the other hand, have been responsible for executing the research in their own countries.

The questionnaire has been delivered online through Google form to all project partners. It has been also translated into each partner local language in order to aid better comprehension. The results of the questionnaires have been submitted to Dejavato who finally has analyzed all the data and delivered this Needs Analysis report to the project team.

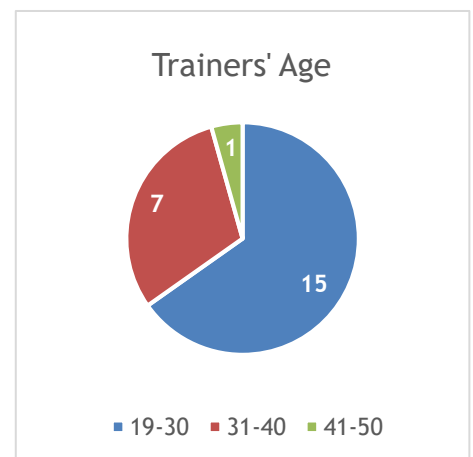
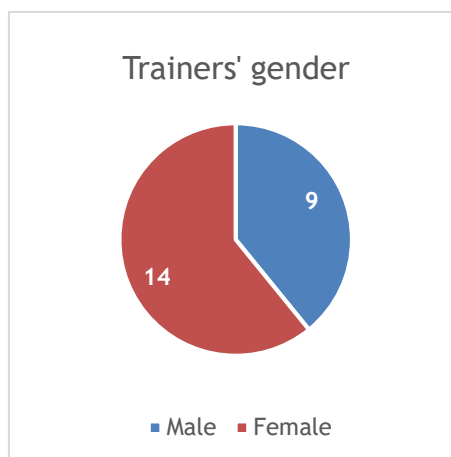
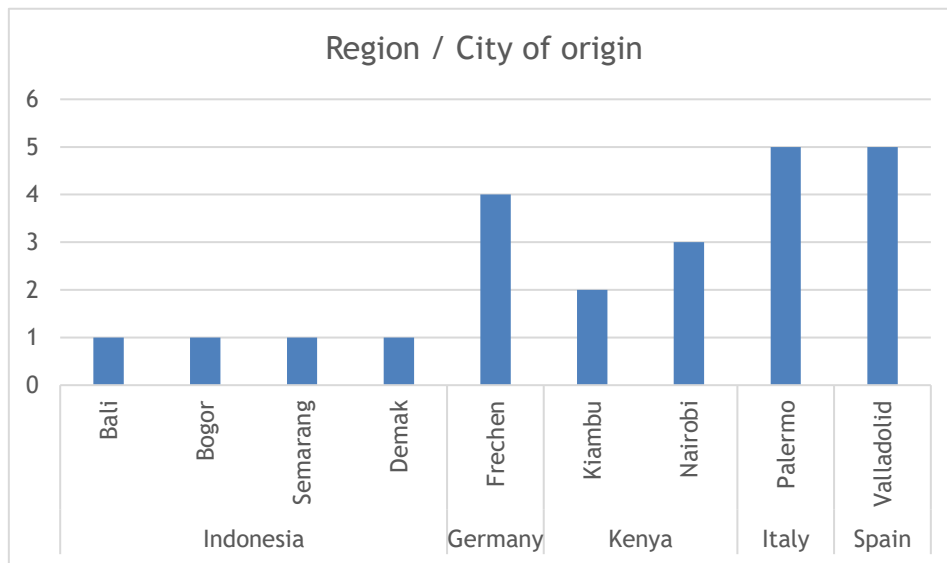
At the end of this document, some annexes will be attached. They will provide useful guidelines that help to comprehend the whole report.

Report

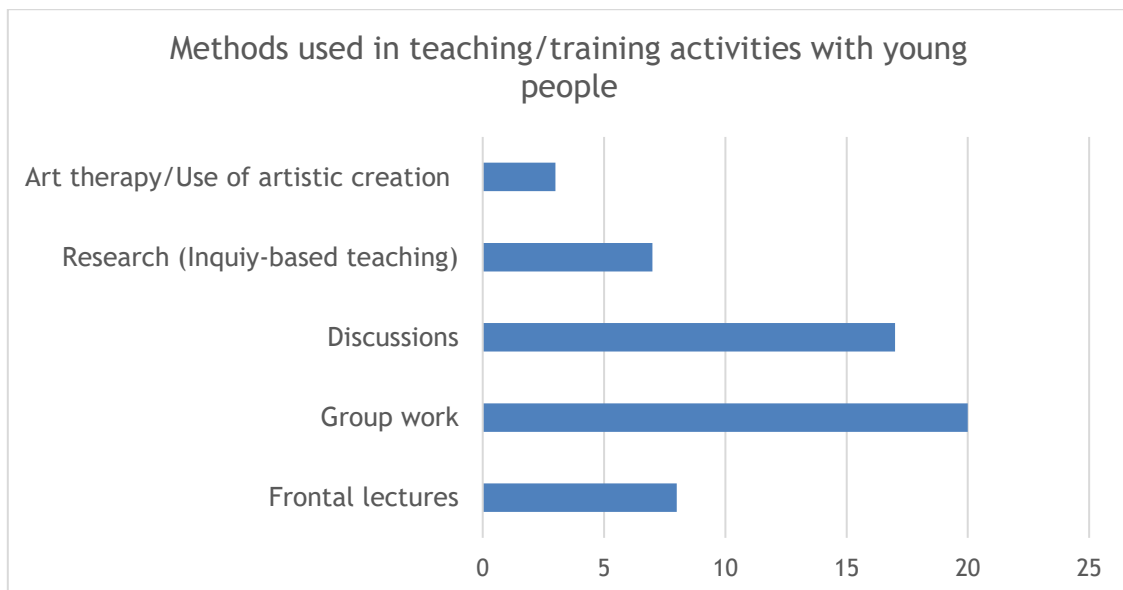
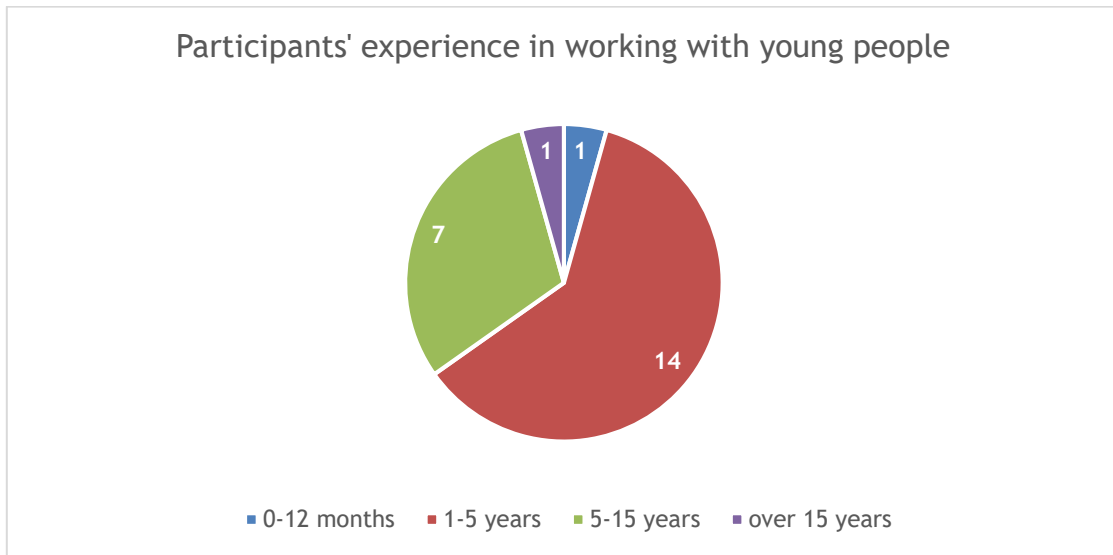
A. Need analysis questionnaire for trainers

1. General information

Total number of participants: 23



2. Descriptive data



3. Experience in youth, violence and video making

Question 1:

Do you believe that violence and violent behaviours are generalized among the youngsters you work with? Could you think about some examples?

Answers:

No.

I wouldn't say it is generalized, however the incidences of violence can be common, depending on the social environment.

Violence is a hard topic that has different point of view in youth age. It is not easy to talk with young people without giving them examples and highlighting daily behaviors that affect their normal life. I used many times some common situation at school or at home to stimulate their reflection on the topic and push them to observe carefully what it is violence and how can affect their life.

No, they are not generalized among young people.

I believe so, especially at school, I have seen many cases of bullying and isolation of more timid children who cannot fit into a group.

Yes, bullying and cyberbullying are pervasive. Moreover, intimate partner violence amongst teenagers is an issue that has emerged, supported by widespread gender stereotypes and lack of knowledge related to sexual education and gender equality.

No. I work with students the age around 5-12. Yet they are well informed with different types of violence and bullying. This is due to an intense discussion done in school during home-room time and lessons. Students know the effects and consequences when they commit any type of bullying or violence.

Yes, I had a student who is bullied, but in the other hand she can be quite annoying to other students. She can be too dramatic and not pushing herself and catching up with others.

Yes, I think so, but it's implicit, like people that comes from different area from different race, they getting far from the others. People who positioned as majority choose to stay away from minority, it is reversely and indirectly happening. The gender issue is also widely known in my environment, generally in Indonesia.

It is not generalized, it depends on the environment where the youths grow up so they acknowledge the type of violence. For example, young people in the slums of Nairobi Kibera, most of them are exposed to gender-based violence and police brutality (physical violence) more because of the environment.

Yes. The youngsters are surrounded by so many factors that lead to violence. These factors are usually generalized to rebellious behavior. This is often not becoming the reason.

Yes, because most of the cases they do not even know if it is a violence.

Yes, they are generalized. Most young people are perceived to be members of dreadful gangs that rob, maim, and even kill their victims while others are tricked into using drugs like cocaine, marijuana, and many other hard drugs. Therefore, this violent and despicable behavior amongst young people mostly put them to be prejudiced in one basket, even those who are perceived to be well-behaved.

I consider that the violence is extended among whole world's population and, accordingly, among the youths. The youngsters whom I work with are affected especially by bullying, cyberbullying, and psychological violence. Nevertheless, it doesn't mean they are not affected by other types of violence, such as physical and gender violence.

Yes. Bullying and cyberbullying are especially extended types of violence among the youngsters nowadays. The youngsters I work with, give account on the violent situations they were submitted to by their peers in the past. When they were talking about this topic, one realized that virtually all youngsters have suffered violence at some point, especially from their peers.

I do.

Yes, violence is quite generalized although sometimes is not really visible, yet the youngsters are not completely aware to be perpetrators or victims of violence. For example, they underestimate the consequences of their words and attitudes. Sometimes they are so socially accepted that do not seem to engage in any form of violence, but they actually do it. Many times they are involved in gender-based violence or bullying.

In some situations I notice "violent" behaviors among the group I work with, especially cyberbullying (I picked some of them sharing fake news about their peers, for example).

It's a regular compartment of the youngsters' everyday life (at home, in school, in the VET center, etc.).

Yes, mostly verbal violence or bullying (but not regularly). It's a regular behavior of the youngsters in their daily life (at home, in school, in the VET center, etc.).

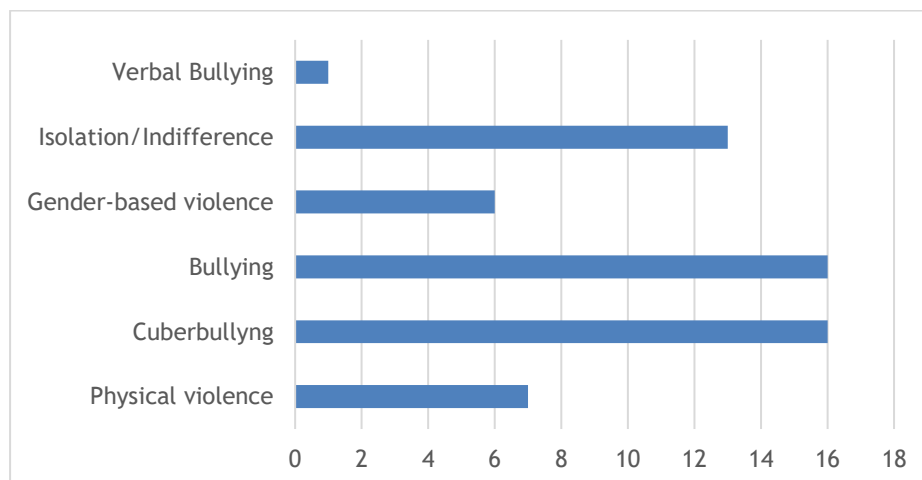
Yes, mostly verbal violence or bullying (but not regularly).

Yes, but not regularly.

Question 2:

What types of violence are the most prevalent among the youngsters in your opinion?

Result:



Question 3:

Have you ever used video or film based methodologies when working with young people?

Answers:

Yes.

Digital storytelling to encourage understanding, empathy, and tolerance while listening to diverse stories of young people.

We used film to talk about difficult topics and team building activities to improve their reflection on the topic.

Yes, sometimes. However, it is not the main strategy that I use when I work with the youngsters.

I worked at the animation cinema workshop, a creative experience whose goal is the production of animated short films made by children. It focuses on reception and cooperation, on the development of the idea, on the development of the characters and on the animation itself, that work will become a creative challenge. The pedagogical force lies not in the product, but in the animation process, monitored by the educator with children's participation, which allows them to experiment freely.

Yes, I have used videos and a videogame about gender-based violence and gender stereotypes (CONVEY project - funded by the EU). These have also been the result of group work with young people aged 14-18.

Yes, back in 2012. In my class, we studied about children rights. Each group had to pick one of the children rights. They had to do some research and made script according to the right they had chosen. After that, they filmed it and did editing during ICT class.

Yes, I participated in Pals Web TV program in Nepal on 2017. What I got and made were videos with themes such as education, social, culture, and others. The videos were uploaded on Pals web TV platform as well.

I would say so. We were educating teens on the effects of gender-based violence through song, dance, and plays through the teen's voices against violence project. The major competent of the project was filming the songs, plays, and dance about violence, then sharing it to the community to educate them.

Yes. Using Christian movies to teach life lessons.

Yes. In my experience, teaching or training with visual materials especially video is more attention-grabbing for the youngsters.

No.

Yes. I have shared with various youth groups on topics that are related to their daily life, which include human rights, character, irresponsible behavior, and staying positive.

I usually use creative audiovisual process in my work with youngsters. The central topics are usually around the development of one's identity. The use of audiovisual means to permit a rich and diverse narrative creation, both individually and in a group. It also permits the use of new technologies, which makes it particularly attractive in the eyes of the youngsters. The results, so far, have been really positive since they are able to share with the other youngsters' views about themselves, the world, and also to update or reconsider their views. The youths I've worked with, mostly have been actively working in the field of audiovisual creation and visual culture.

No, I have never used any video in my work with young people.

I use to show them the real stories.

Sometimes I use impacting video/films to facilitate reflection on different topics.

Sometimes we watch video, especially tutorials, to learn how to do different things. Young people always appreciate this approach.

No.

A little bit.

I already have used videos as a tool for working with young people, especially education videos (on various topics).

Yes, I sometimes do use videos as a tool for working with young people, especially education videos (on various topics).

Question 4:

Do you think that applied video making might be effective means to induce reflection around the problem of violence among the young people?

Answers:

All of the participants (100%) said yes.

Further comments:

It can be better if it's connected to everyday experiences of the youngsters + more authentic.

Definitely yes, digital and visual tools are powerful to engage and motivate youngsters.

It is possible but this depends on the way you are doing it.

A video can be a strong and powerful tool.

Making a video is very thoughtful for sensitive themes and activates reflections that would otherwise remain passive.

Video making is a creative activity that can lead to reflect and support critical thinking related to violence among young people.

Making a video, stop motion, or any type of activities involving visual and kinesthetic learning methods help to attract young students to observe their surroundings, which makes them reflect about the situation and how they would behave towards it.

Haven't done this before, but I believe if we introduce it to other teens and show them about different type of bully, it might raise awareness.

Videos will make people understand the issue easier. People learn from graphical stuff easily than reading or just hearing, so it can be a good method to make reflection for people. Not only that, we also realize that violence is inappropriate.

Yes, its capacity to reach a larger audience is high and something visual, creative and catchy is more relatable.

Yes. Youth are very open to films and watching them.

Yes, since youngsters prefer watching than reading. They would be involved hence opening ways for them to learn about violence.

Yes, because most young people relate positively with video scripts that speak about issues that they face everyday and I believe it's the best tool to bring about inward transformation in their life.

The audiovisual contents make you reflect, analyze and, among all, realize and/or build own criteria. Nowadays, the understanding of the world surrounding us is acquired mainly through visual contents.

Even though I have never used it in my work, I believe that video is a very expressive audiovisual tool. This is why, I consider it can be potentially effective in the work with youngsters to tackle violence.

Words speak its selves, so do imagines.

Being involved in the video making process could be better than just watch video/films. Maybe it could help them in developing more critical thinking.

Video making could be an attractive activity for young people.

It contributes to strengthen the violence awareness (including its impact) of the youngsters.

Question 5:

Would you like to acquire competences on video making and its use as tool to prevent violence among youngsters?

Answers:

Yes.

Yes, I believe that it is very useful tool that would allow me to work with youth of different age groups.

Yes, why not? Learning new methodologies is fundamental to improve our job and the impact in the target groups considered.

I already work as video maker, but I'd like to learn more.

Yes. I think it is a very effective methodology to tackle issues of violence with young people and to prevent violence.

Yes, young people nowadays are much more interested with video based tools as it engages them with the case. However, there should be a following activity. This would help them to analyze what they have watched and to reflect on how the activity has helped them change or improve as a person.

Yes, so that I can help others.

Yes, for sure. It's like our social responsibility to distribute awareness through our skills and what we get.

Yes, I work with young people. By gaining the skills, it will help me to engage and teach more youngsters. Such skill will also help me in my professional growth.

Yes. Youth are very open to films and watching them.

Yes. Just to learn and know extra skills that might be handy some time.

Yes. I believe that if I have such skills on video making, I'll be in a better position to teach more youngsters on the same skill route, thus creating a platform where knowledge and the message is delivered easily. The impact of the acquired skills can be seen in the respective communities that most young people live in, therefore it can help to reduce the rates of violent behavior in the youth.

Yes.

Most of the youngsters spend their time watching video. Therefore, to acquire the skills on video making to prevent violence among them would be great.

Yes, because I think that video making could really rise youngster's interest and if they find something they like to do, good results are assured.

Yes, I think that it's always worth it to acquire new competencies, especially to work with youngsters that are always very demanding.

Why?

- *Academic reasons*

Yes.

It would be interesting to do a research to understand the impact of use of video and digital tools on the reduction of violence amongst youngsters.

To make a video, students are required to do a research and an in-depth observation about the case or issue, therefore making a video requires all inquiry skills and creativity. However, a reflection activity is also required as they will have to realize whether as a youngster they have been responsible to prevent violence in their environment and how their video affects the society. A video making is also an effective media to create social campaigns as it can give a visual information in a creative and attractive way.

Some of my college subjects is focused on making digital content like digital storytelling, also public service announcement that persuades people to do better behavior.

-

It is related with my studies and it is also an area of professional interests to me.

No.

- *Employment*

It is always useful to learn new tools to apply in daily work.

I'm a video maker and educator of creative laboratory.

It would be nice to put in my CV, also getting new skills is always a good thing.

-

It's a useful tool that opens up employment possibilities.

Yes, to improve my daily work.

Yes.

Yes.

- *Other reasons*

Before I learned it at my university, I was already interested in videos making, so I also got the experiences of it even when I was a high school student.

No.

I think that any useful tools to implement violence prevention is worth of learning.

Question 6:

In case you have experience(s) in video making, what program or application have you used? Please explain.

Answers:

I don't have any professional experience.

No, I haven't.

YouTube.

Adobe Premiere, After Effects.

I do not have direct experience of using video making software.

Stop motion studio, this application is an easy and straightforward application to make a stop motion for beginners.

I think I used iMovie to edit my student's video project.

I use Adobe Premiere Pro now, sometimes I use another program like Lumafusion when I have to edit videos on a phone. I previously utilized software like Corel Video Studio, Filmora, or Pinnacle before using Adobe Premiere Pro as my main program. I also use Adobe After Effects sometimes to create certain effects.

Adobe Premiere Pro.

No special program, I use a phone for most of the recordings.

Adobe.

YouTube and Adobe.

N/A

No, I don't have any experience in video making.

Final Cut, Sony Vega, Adobe Premiere.

N/A

Window Movie Maker, Lightworks.

Simple tools like Microsoft Photos, Spark Adobe.

I have no experience.

PowToon, Microsoft Movie Maker.

Question 7:

Have you ever used video to make impacts on social community? If yes, how did it change the social community? Please explain.

Answers:

No.

No.

No.

I used videos as an awareness raising tool on the prevention of GBV and equality. It was found that video engage very well to the communities and encourage deeper discussions.

I always use video to deal with the stories and to involve the audience to stimulate their feelings toward the topic.

Yes, during a campaign. It has supported reflection.

I worked in CESIE's Cocora project as a teacher for stop motion video workshops. There were 9 participants, many of whom were former participants in the Prevention Program and with a migration background. They learned how to tell their stories, their desires, and their needs in short animation videos. They started with brainstorming ideas, including a scenic walk in Palermo. Finally, with the collected materials and ideas, the videos were presented at a seminar for ambassadors, which local representatives of municipalities and other organizations that are active in prevention and social inclusion were invited. In fact, stop motion allows you to create effective videos by using simple means, even with a smartphone, by using different materials such as images, sounds, music, and others. In this way, young people learn a new method of communication that they can also use with limited language skills.

Yes, when I was active in World Merit Indonesia, the organization actively makes videos, which is still active until now. It as an affective way to socialize the actions that we want to run and spread the words amongst youngsters. Social medias and channels provide space for videos and short clips. In 30 seconds almost a whole idea can be delivered. This way is better to engage people's interests and feelings rather than writing a whole essay on a certain issue.

No, I haven't.

My friends and I made a digital storytelling that changed how people should think about themselves for all of students in my class, and those who watched from another classes. We made a heart-touching content, a matching back song, and they got their eyes and heart on it. They indirectly became motivated and changed how they think and do after. I have also ever made public service announcement for smokers with the purpose of supporting no-smoking program.

Yes. It is both entertaining and educating young people.

The video was used as a tool to educate the community, especially the parents on the impacts of violence to children. The video can always be viewed and used at any given moment or time.

Yes. The youngsters became more open to positive interaction.

I like using videos, especially in my presentations of the change. I would like to make it since it is easy to use graphics or video to visualize a change versus the current situation.

Yes. Once I have taught in schools using video CDs from youths for human rights, an affiliate of the United Nations. Through of it, most of young people were able to acknowledge their rights as human beings and others were able to depict areas and instances where they were maltreated. I attest to

the use of videos because I have seen tremendous impact through which it creates in the lives of the viewers.

Rather than producing videos, I have worked in audiovisual education in different contexts. The social impact I've reached has been mainly in terms of change of perception towards audiovisual process, that is to say, use them as means to self-discovery and expanding own conscience. In some of these projects, I had an opportunity to witness processes of recovery and evolution of some people.

The community started to provide free assistance to elders who live alone.

We make some videos to show our activities on our social channels. It is difficult to measure the impact on the social community.

Question 8:

What would you like to learn about the video making process?

Answers:

The video processing and editing.

Non formal methodologies to create the idea (brainstorming methodologies) and how to create video using basic instruments and low budget.

ITC skills.

I would like to know how experimental cinema can affect prevention and awareness.

I would like to learn methodologies and techniques of video making that are easy to explain to young people in order to co-develop videos on social issues.

Yes, I would like to.

I want to learn more about ideas for sure, about how it should be. Besides, getting to know on how the others make videos looks cinematic and eye-catching. I want to get more experiences on it and funnel it to others as the social responsibility.

To create better scenario.

I have no skills when it comes to video making, I am open to learn.

Shooting using hi-tech camera equipment.

How to film, link, and harmonize both video and audio.

Narrative creation strategies.

I would like to learn everything, since it is my first contact with video making.

How to transmit the right message with the right images.

How to create original videos with attractive special effects.

Less method, more cognitive knowledge.

Connection of topic and methodology.

B. Need analysis focus group interview for participants/youth

Each organization was involved in the project conducted a focus group interview to analyze the needs of young people. The focus group had been based on the guidelines provided by Dejavato, although each country had the opportunity to adapt those directives to the needs of their specific target group. However, the way of presenting the results could be slightly different, since some partners have directly presented the answers that were provided by young people, while others have summarized them. Nevertheless, all the research has been conducted with the same objective: to obtain meaningful findings to use as a base in order to develop a methodological guide that is able to accomplish the needs of the target group.

1. Focus Group Interview Result by INTRAS Foundation, Spain

Name of partner organization	Fundación INTRAS
Date of the focus group	27/06/2019
Number of participants	6 (six)
Methods used in focus group recruitment and implementation	N/A
Duration of the focus group	1 hour 15 minutes
Key findings <i>(Please sum up the result of the discussion)</i>	<p>Discussion on topic A:</p> <p>We decided not to ask our target group all the questions contained in the guidelines in order to not offend them by making them feel disabled. On the other hand, due to our participant's lack of specialization in the topic, we couldn't ask them about the rates of violence (statistics) in their community or violence being a social problem (sociologically speaking).</p> <p>The group was asked about what types of violence they knew. Little by little, different types of violence came up, such as physical, verbal, psychological, gender violence; bullying. One participant mentioned violence against animals, which started a separate debate and deviated the group from the main topic. The moderator</p>

had to remind the group to consider only the violence taking place among humans.

Regarding the main differences between the offenders and the victims of violence, the participants said that the offenders somehow have power over the victims.

About how violence affects its victims, the participants say that some people are highly affected as consequence of violence, such as bullying, but others are not affected at all. All the participants seem to agree that one of the most common consequences of violence in the victim is loneliness.

Related to the type of violence that is most prevailing in the youngsters' community, the participants pointed out to bullying. They underline that bullying comprises both physical and psychological violence.

Regarding the measures that can be taken when facing violence, they mentioned: reporting to the police; defy/fight the aggressor; tell family members –parents, aunts/uncles– about the problem; ignore the aggressors.

About the factors that might influence a person negatively and foster violent attitudes, the participants pointed out: personal problems, unhappy/problematic childhood.

One of the participants told the group about a violent episode he faced a couple of weeks before. He was hanging out with some friends at a nearby village festival. At some point, he was separated from his friends. A group of youngsters asked him for a cigarette and he declined to give them one. Next thing, the boys started to throw stones at him. Some of them hit him. At last, he run away from that scene.

Discussion on topic B:

The moderator briefly introduced the experimental video technique to the participants. She also mentioned different artistic techniques that might be used in REC workshops.

The group was asked if they believed that using arts and experimental video would be adequate to work on subjects related to violence. All the participants in general consider that these tools could be very interesting to deal with such issues.

Being asked if they were familiarized with video making/edition, 3 out of 6 participants said they had done short videos with their mobile, not connected with any particular project/program, but mostly related to their leisure activities. The other 3 participants said they have never done a video before.

The participants said yes if they would like to learn experimental video making or not. Some of them were very enthusiastic about this and others not so much. In spite of the explanation given about what the experimental video is, some of the participants seemed unable to imagine an experimental video.

The participants pointed out to the following advantages of knowing how to shoot and edit videos:

- » A good tool to give visibility to what victims of violence experience.
- » A good tool to raise awareness about social problems such as violence.
- » A good way to develop creativity.
- » It's a valuable skill one can use at work/ can help one to find a job.

All the participants said that they would like to attend a workshop on violence prevention through arts and experimental videos. One of the participants was

	<p>particularly interested and asked us for more information about the workshops (when will it start, on what days of the week it will take place and what time...).</p> <p>Discussion on topic C:</p> <p>Training needs</p> <ul style="list-style-type: none"> » Everything about video making, especially video editing. » Creating special effects. Creating a scrip or designing a storyboard. <p>Significant skills</p> <ul style="list-style-type: none"> » Effective communication. » Visual communication. » Violence prevention and how to act when one is a victim of or a witness of violent attitudes or behaviors. <p>Learning outcomes</p> <ul style="list-style-type: none"> » Being able to design and produce an experimental video autonomously. » Improved violence prevention and tackling skills. <p>Information on certification</p> <p>The participants said that if they attend such workshop, they would be happy to receive a certificate by the end of it.</p>
	<p>Exit question result:</p> <p>N/A</p>
Other comments	N/A

2. Focus Group Interview Result by CESIE, Italy

Name of partner organization	CESIE
Date of the focus group	11/06/2019
Number of participants	6 (six)
Methods used in recruitment and focus group implementation	We contacted young people who were in our organization's network that could be interested in participating in the REC Labs in the future. We also addressed those people who either had experience in

	working with disadvantaged people, in disadvantage contexts or with some minimal approach to media.
Duration of the interview	10.30-12.00 (1 hour 30 minutes)
	<p>Discussion on topic A:</p> <ul style="list-style-type: none"> » <i>The victim of violence</i> Both the victim and perpetrator of violence are victims, in the sense that they are victims of society. » <i>Causes of violence</i> “There are many forms of violence, both physical but also psychological. For example, bullying as a form of violence exists because of the differences between people: sexual orientation, origins, skin color that can create this type of violence. Being different outside of the norm.” “Education, the family background, a conservative family or with prejudices. When every member of your family or friends of your social environment, think in a certain way, you will follow suit. So, a bully, for example, will take all the anger he has on himself/herself on other people which makes him also feel sad.” » <i>Who can be a violent person?</i> “Everyone who breaks down.” “Everyone who has experienced violence. Violence does not come from nothing. A father maybe might be homophobic, for example, his son or daughter can repeat the behavior.” “In a school, for instance, it can propagate. One can start with by calling someone names and then the whole school might do it. It is complicated because then you find yourself in this routine, in this world all day.” “Violent people are people who have problem with themselves, who are insecure. It is a way to hide, to feel strong, but they are actually not at all.” » <i>Is violence generalized in the community?</i> “I work in schools and there I see it all the time. It is awkward. I know students who are 10 years old and

they are racists against the Asian kids, the black kids. They make ‘funny’ jokes because they only eat rice, or against the fat kids. Because they are different.”

“I work in a multicultural kindergarten, so I do not see much violence in this environment.”

» ***How much of an issue is it against disadvantage people?***

“It is a huge problem. You can see discrimination in buses where controllers only control immigrants of color if they have the ticket, and not me who am white but also foreigner. When I confront them, they tell me that they do not think that I would not buy a ticket.”

“It can be at school with migrants.”

» ***On which part where violence is more present?***

“I work in a multicultural kindergarten as well and I do not see much violence in little children but I do think they will become more violent once they grow up.”

“In Palermo, there are some disadvantaged neighborhoods like Ballarò, in the heart of the city, where violence is much more present due to a lack of education.”

» ***Are groups of young people more likely to experience violence?***

People with low skills or low educational levels which live in the same neighborhood if there are no jobs nor occupations. In this case they are more likely to be violent. Even if they go out of the community, people, society will reject them so they won’t feel they are part of a global community but rejected to their own world. When you are poor you have to stay poor, stay with your group of people. You have less opportunities.

» ***Have you experienced or witnessed violence?***

(They all said yes.)

“I come from one of the poorest city in France in the north where many migrants live. They are rejected. But I love it because it is very dynamic. But when I was in high school a person tried to steal my mobile menacing me with a knife to my arm. I was wearing a big jacket so the cut was superficial but I was shaken. Even the police asked me the color of the aggressor...but he was white. There is a white community that is poor and lives with the others. And white kids there are the minority so they play strong and act violently because they want to show that they are strong, be bad boys.”

“I have experienced violence, in many ways, and everywhere. In school most of all. Kids do not know the effect they have when they do or say certain things. We see violence all the time. It is hard to give a single example. In school I got not bullied but they talked bad behind my back. This can really destroy you, when they spread fake rumors about you. I also witnessed violence in Rome. People were older than me and they speak behind someone’s back or judge one person: look, what is he doing? What is he wearing? And so I said: come on guys, let him be! Why do you care so much about his life, what he is doing? It is so annoying! This is a small example but it happens so many times. People maybe do not realize the effect they have on other people. Why do they care so much about the life of the others? Let others live!”

» ***Violence against young people, is it on the rise or declining?***

“On the rise. It is due to the problem of social media. It is easier to bully people. They wouldn’t dare to say it to their face maybe but they do it behind the screen. Because they are hidden. It got easier.”

“Internet helps perpetuate violence. There is so much hatred in everything. The comments on

Facebook, for example. Everyone is speaking about the others and treating each other badly. It is not only physical. There is more violence because of social media.”

» ***Is it treated as a social issue?***

It is not given much importance in the sense that there is more violence but less contrast to violence. The answer is not proportional to the problem, because it might be good for the government to ignore, because they wish to give certain messages, or they just do not give it enough attention due to budget constraints.

Discussion on Topic B:

» ***Do you think that video could be used as a tool to prevent violence?***

“It could work, but I do not know how much watching awareness videos could work. I don’t know how close they get to people. I.e. as a bully I do not know how or where I would watch this video and then if it would get to them.”

“But if we talk of not only watching but making, producing the videos...”

“Yes, as active participants, yes. You have to do a progressive work on yourself, observation, and understanding of what you want to show, the message, also that you have to go around to see what you will film or videotape. There are a lot of work so you internalize the problem, the topic. So yes, of course active participation is much more effective.”

“It is difficult to change the ideas of children. I have worked with children, but with different types of violence, it is a problem because it can come from the family, so it would mean changing and talking to the family first.”

(Another participant) “I am not convinced because you will always have parents who think and teach in a certain way. I think we are in need of positive role

models for young people. From an external source to the family, teachers, peers, or in this project a filmmaker for example. Someone that you try to be liked by and reflect in that person. They can invest more energy in the activities and start changing their attitudes because, for example, there are ‘cool filmmakers’.”

“It would help me be more engaged, but for this the videos need to be very shocking!”

“In a trip to Palestine, on the wall dividing the city, I saw stories of people who lived there, personal experiences, impacts on their lives in videos with touching stories. And this, yes, it stuck in my head. Not the history of the place, but what I saw on the videos about their stories. You could imagine yourself in that situation, get in their shoes.”

“It depends on the person. Maybe for some it calls their attention, to see something more real. But for others it may be a picture, but we speak of images in the end, or the story in a book, a fiction. I mean different ways, different methods.”

» ***What kind of method in video making have you learned so far?***

“We don’t know much about video making. But maybe I know of educative videos, or awareness campaign videos.” (This means they did not know any video editing program).

» ***Have you heard about experimental video making?***

(No one knew what it was)

» ***Do you think that experimental video making could be used as a tool to prevent violence?***

“Yes, it can.”

» ***What are the strengths of the video making to be used to prevent violence against disadvantaged young people?***

“You have different options. You can get different things with this type of videos. You can have

interpretation of something such as GVB, for example, in a creative way.”

“It is very artistic.”

“It can create a big impact on those you produce the videos.”

“But a strength is that it can be used not only for the people who perpetuate violence but also for those you are victims of violence because it can help them understand why they act like that and feel stronger because they can see the problem from a different perspective with experimental filmmaking.”

- » ***What are the weaknesses of the video making to be used to prevent violence to disadvantaged young people?***

“The availability of the video. Where they will be broadcasted. They are not for a large public. The fact that they are very artistic makes it less apt for bullying people. They will not be interested in watching it or understand it. You need to have sensitivity to understand these videos.”

“Impact might be limited to only those you produce the videos.”

Discussion on topic C:

- » ***Training needs***

“Yes, there are training needs because we really do not know much about video making, which can be very complex. Training is needed because you can achieve production with very complex videos. But for that you need skills.”

- » ***Significant skills they would like to acquire***

- Story board writing and creation skills.
- How to trigger creative thinking in order to imagine the story or the message or concept I want to transmit.
- Editing in a more professional way.
- Camera management - shooting.
- Photography.

	<ul style="list-style-type: none"> - Stop motion techniques as a technique or for people who find it hard to film but can draw or take pictures to make the video with stop motion. - Soundtrack - how to insert music on the video. <p>» Learning outcomes</p> <ul style="list-style-type: none"> - Alternative thinking, learn to think about of the box. - How to deal/contrast violence. - How to calm myself when I am being aggressive and how to respond to aggressively. - Video making. - Techniques to make experimental filmmaking. - Story-telling both with words or images. - Raised awareness, to not look away and understand violence is a real problem. <p>» Information on certification</p> <ul style="list-style-type: none"> - Yes, it would be very important specially if we speak of young people. - It is always useful because I can remember of what I have achieved. - It is also good to prove your employability skills on the knowledge of the program. - Experience for your portfolio or CV.
	<p>Exit question result:</p> <p>N/A</p>
Other comments	N/A

3. Focus Group Interview Result by CJD, Germany

Name of partner organization	CJD
Date of the focus group	28/08/2019
Number of participants	5
Methods used in recruitment and focus group implementation	<ul style="list-style-type: none"> » Welcoming + Introduction method » Presentation + Discussion of rules » General Discussion about Violence » Activity about own Needs + Expectations
Duration of the interview	0,5 day

Key findings

(Please sum up the result of the discussion)

Discussion on Topic A:

- » Focusing on violence, youngsters first think about physical violence.
- » Furthermore, violence has been seen and/or experienced by most of them, even against SEN youngsters (but the frequency is hard to monitor). According to the youngsters, the reasons are:
 - Perpetuators often only mistreat “weaker” persons;
 - Perpetuators want to provoke;
 - Other reasons.
- » There were also victims of violence and perpetrators in this focus group session at the same time.
- » According to the youngsters, the following groups are most vulnerable to acts of violence:
 - Women;
 - Children and adolescents.
- » The following groups –according to the youngsters– are most often becoming the perpetrators of acts of violence:
 - People who suffer under a psychological deficit;
 - People who are drunk/under the influence of drugs.

Discussion on topic B:

- » Most of the youngsters that took part at the focus group session:
 - a) Had no experience in making videos;
 - b) Had no clue about experimental videos,
 - c) Not showed a lot of interest into the production of experimental videos against violence. [As a consequence, CJD will involve another group of youngsters who are more motivated].

	<p>Discussion on Topic C:</p> <p>Training needs</p> <ul style="list-style-type: none"> » Strengthening the knowledge about the different forms of violence and its (potential) impact. <p>Significant skills</p> <ul style="list-style-type: none"> » Cognitive skills. <p>Learning outcomes</p> <ul style="list-style-type: none"> » Strengthening the knowledge about the different forms of violence and its (potential) impact. <p>Information on certification</p> <ul style="list-style-type: none"> » Not necessary, according to the youngsters.
	<p>Exit question result:</p> <p>N/A</p>
Other comments	N/A

4. Focus Group Interview Result by Dejavato, Indonesia

Name of partner organization	Dejavato Foundation
Date of focus group	17/06/2019
Number of participants	12
Methods used in focus group recruitment and implementation	We recruited our members (local volunteers) who might be interested in participating in the workshops of the REC project.
Duration of the focus group	19.00 - 20.00 (1 hour)
Key findings <i>(Please sum up the result of the discussion)</i>	<p>Discussion on Topic A:</p> <ul style="list-style-type: none"> » The victim of violence <p>The group was asked who usually act as a perpetrator and who usually are the victims of violence. The participants said that the perpetrators usually are men over 20 years old, meanwhile the victims are young girls or people with disability.</p> <p>Whether they believe that violent behavior are considered to have the same meaning in their environment or not, they said no. They didn't believe it.</p>

Regarding how many problems about violence of disadvantaged young people there are in their environment, they said that there are a lot of problems about it, moreover in this technological era, social discrimination is increasing.

They were asked if there is a part of the environment that makes them think that violence toward the disadvantaged young people are common and how common it is in their environment, they said that there is no part of their environment make them think that violence are common to disadvantaged young people, and it's really not common for them.

If there were certain groups of young people that they think were more likely to experience the violence, they pointed out disabled young people; young people who are more “stupid” among his friends.

Regarding whether they had been victims or witnesses of violent behavior in their environment, most of them said no. They never had been victims or witnesses, but one participant said that he had ever been a victim of violent behavior.

Related to the level of violence toward disadvantaged young people in their environment are increasing, not changing, or decreasing, they said that the level of violence are increasing.

Regarding the importance of violent behavior toward disadvantaged young people as a social problem in their environment, they said obviously it is really important because the case of violence are increasing, so there should be socialization about violence where it is really dangerous for everyone.

	<p>Discussion on topic B:</p> <p>The group was asked whether video can be used as an instrument to prevent violent behavior. The participants confirmed it as a yes, because it can be used to prevent violence because nowadays people are very interested in audiovisual products and creations.</p> <p>Regarding their experience in video making, most of them said that they just can compile video.</p> <p>Related to the application or program that they usually use to make video, they mentioned Windows Movie Maker and Sony Vegas Pro 12.</p> <p>They were asked if they had ever heard about experimental video making. Their answer was they never heard about it.</p> <p>Whether the experimental video making can be used as a media to prevent violence or not, they affirmed that it can do so.</p> <p>Related to the advantages and disadvantages of making video that used to prevent the violence of disadvantaged young people, according to them, the advantage is the ability to reach people by video because in this digital era, people are easier to access video. Meanwhile, the disadvantage is lack of interest in any type of motivation video. They prefer to watch non-education video. Then, there are young people that still don't have the facility to access video.</p>
	<p>Discussion on topic C:</p> <p>Training needs</p> <ul style="list-style-type: none"> » Everything about video making, especially video editing. » Cinematography.

	<ul style="list-style-type: none"> » Animation making <p>Learning outcomes</p> <ul style="list-style-type: none"> » Being able to edit video. » Improve their cinematography skills, which it can affect people’s mind to prevent violence. <p>Information on certification</p> <p>Participants said that it is important to get the certificate because with that they have evidence related to their ability whenever it is needed.</p>
	<p>Exit question result:</p> <p>N/A</p>
Other comments	N/A

5. Focus Group Interview Result by ITF, Kenya

Name of partner organisation	ITF
Date of the focus group	29/06/2019
Number of participants	18
Methods used in recruitment and focus group implementation	We reached out to a youth group, where we went to the place they usually meet up and had the focused group discussion there. Initially, we had sent out a call for participants but on the day of the meeting only four of them showed up. So we resulted in approaching a group that already know each other and meet up frequently.
Duration of the interview	1 hour 30 minutes
Key findings <i>(Please sum up the result of the discussion)</i>	<p>Discussion on topic A:</p> <p>Physical (aggressiveness, hitting each other, robbery), verbal (abusive words), and mental (disrespectfulness, intimidation, isolation) abuse are some of the things that the youth considered as some form of violence. Most of them have been witnesses of some sort of violence, but the majority of males have been victims of violence and it was different case where they were the victims.</p> <p>The youngsters, especially the ones from a poor background, experience violence more than the</p>

others. This might be greatly affected by the society who ignores them. Most of them do not attend school and most of the time are idling around, hence they end up engaging in meaningless activities and adapting negative behaviours.

The older generation in the society also contributes to the youths experiencing more violence. They are not supportive of them and they create a competitive world for them. They do not believe that the youngsters should make mistakes, hence they put pressure on them to be perfect. There is also peer-pressure issue, which happens more among the youth compared to the older generation. Due to peer pressure, the youngsters engage –willingly or unwillingly– in several acts/forms of violence. They also want some sort of status or recognition because they cannot get this through education. As a result, the use of violence means to achieve such status in the society.

Unfortunately, violence is increasing every other day among the youngsters. This is greatly influenced by the fact that the existing structures are not preventing the violence, rather they are supporting it. Instead of encouraging people to combat violence, they are advocating it, especially from the people who actually have the mandate to eradicate it.

Discussion on topic B:

Participants believed that video could be used to prevent violence if used cautiously and properly. Some of the participants with video making, are only conversant with the conventional video making techniques.

Some of the applications they have used include:

Video editing

- » Adobe Premiere Pro.

- » Filmora
- » Final Cut Pro
- » Sony Vegas Pro
- » Power Director
- » Adobe After Effects

Sound editing

- » Adobe Audition
- » Audacity
- » Acoustica

From the total of participants, 27% of them have heard of experimental video making. Participants believed in the ability of experimental video making to prevent violence against young people through teaching, warning, guiding, and providing alternatives.

The important aspects mentioned as strengths in video making to be used in preventing violence:

- » **Storyline** – a good storyline will capture the emotions of the target group and provide a narrative that either warns or teaches certain aspects to prevent violence.
- » **Casting** – the choice of cast is equally important in order to deliver the correct message to the audience.
- » **Audience** – people from different communities, societies, genders, and social classifications are able to access video in different environments and times, making video as a tool to reach many people.
- » **Team work** – video making process involves working in groups and getting to know each other. This is important in ensuring that people understand the challenges and shortcomings of each other, thus preventing violence.

- » **Casting locations** – locations that resonate with the audience make the video making more enjoyable and provide a unique experience.

The weaknesses of video making that can be used to prevent violence are:

- » **Over acting, over doing of scenes and motions** – in the video making can be used to teach crucial aspects to prevent violence against disadvantaged people.
- » **Post production trauma** – cast's experiences and emotional states after the production of videos/movie. It can provide a framework of teaching of the effects of violence against young people.
- » **Overdo shots** – scenes with excessive number of shots provide a detailed illustration of the consequences of a particular action or decision; an important factor in the prevention of violence.

Discussion on topic C:

Training needs

- » **Time management** – proper time management should be maintained.
- » **Teamwork** – all participants should be able to work in a team.
- » **Sacrifice** – some personal activities will have to be forgone in order to succeed.
- » **Consistency** – stick to laid guidelines at all time during video making process.

Significant skills

The highlighted significant skills were:

- » **Creativity** – creative minds are necessary for both pre and post production stages.
- » **Editing skills** – proper editing skills ensure production of a suitable content.

	<ul style="list-style-type: none"> » Directing skills – a good director is necessary for the production and cohesion of the team involved. » Team work – no one should be isolated or left behind in whatever the decisions or actions that are being undertaken. » Research – research on different aspects of the video making is equally important to prevent violence, where people get to know and understand the full story and possibly the genesis of issues. <p>Learning outcomes Expected learning outcomes are:</p> <ul style="list-style-type: none"> » Directing. » Pre and post production of experimental video making. » Set preparation and selection. » Lighting. » Shots manipulation. <p>Information on certification Yes, they would love to get a certificate.</p>
	<p>Exit question result Participants consider the project positively since it can be used alongside other methods to prevent violence among the disadvantaged youths.</p>
<p>Other comments</p>	<p>N/A</p>

Attachment 1

NEEDS ANALYSIS QUESTIONNAIRE FOR TRAINERS

Thank you for agreeing to take part in the survey on the needs analysis of experimental video making for social changes. The goal of the survey is to know the needs of the trainers on teaching experimental video making to prevent violence within the youngsters' community. We hope that you will answer all of the questions honestly and thoughtfully. All the information you provide will be treated in confidence.

Country :
Region/city :
Gender : Male/Female **cross out the unnecessary*
Age :

I have been informed about the completion of this questionnaire by the partner organization.

Please choose one from the following list:

- INTRAS, Spain
- CESIE, Italy
- CJD, Germany
- ITF, Kenya
- Dejavato, Indonesia

QUESTIONS:

Q1. How long have you been working with young people?

- 0 - 12 months
- 1 - 5 years
- 5 - 15 years
- over 15 years

Q2. Which kind of methods in teaching and training do you usually employ when working with young people? (more than one answer possible)

- Frontal lecture
- Group work
- Discussion
- Research (inquiry based teaching)
- Other: (Please explain)

Q3. Do you believe that violence and violent behaviours are generalized among the youngsters you work with? Could you think about some examples?

Q4. What types of violence are the most prevalent among the youngsters in your opinion?

- Physical violence
- Cyberbullying
- Bullying
- Gender-based violence
- Isolation/invisibility/indifference
- Others, please specify: _____

Q5. Have you ever used video or film based methodologies when working with young people? Please explain.

Q6. Do you think that applied video making might be effective means to induce reflection around the problem of violence among the young people?

Yes

No

Comment:

Q7. Would you like to acquire competences on video making and its use as tool to prevent violence among youngsters? If yes, why?

Academic reasons	
Employment	
Other reasons	

Q8. In case you have experience(s) in video making, what program or application have you used? Please explain.

Q9. Have you ever used video to make impacts on social community? If yes, how did it change the social community? Please explain.

Q10. What would you like to learn about the video making process?

Further comments

Contact Detail(s)

Please enter in the box below email address in order to personally inform you about the progress of the REC project and to be contacted for participating to the REC Workshops.

Attachment 2

FOCUS GROUP INTERVIEW GUIDELINE FOR PARTICIPANTS

Target groups: participants who are interested in learning experimental video making to prevent violence against disadvantaged young people.

Number of participants: ...

Guiding Principles for the Group

At the beginning of a focus group, it is helpful to let everyone know about some ways to make the group proceed smoothly and respectfully for all participants. The following are some recommended guidelines or “ground rules” that help establish the group norms:

- » **Only one person talks at a time.**
- » **Confidentiality is assured. “What is shared in the room stays in the room.”**
- » **It is important for us to hear everyone’s ideas and opinions. There are no right or wrong answers to questions - just ideas, experiences and opinions, which are all valuable.**
- » **It is important for us to hear all sides of an issue - both the positive and the negative.**
- » **It is important for women’s and men’s ideas to be equally represented and respected.**

These ground rules may be presented to the group, and displayed throughout the discussion, on a flip chart page that is taped or hung on a wall in a clearly visible location.

Once the above ground rules have been presented, it will be important to ask participants if they have anything to add to the list. The note taker should add these to the flip chart page.

Steps in Planning Focus Groups

1. Select Team Conducting focus groups requires a small team, comprised of:

- » The focus group leader will manage the focus and will ask the questions;
- » The focus group expert will take notes of everything is said during the meeting, by each participants.

The report will be written by both experts.

2. Select the participants

When recruiting for focus groups, be sure that participants fit the criteria established for inclusion in the focus group. It is also important to ensure that focus group participants represent the diversity of the larger group about whom you want to learn. Decide on the time and location.

Focus groups normally last about 2-3 hours, though they may be longer in some cases. Plan a time of day that is convenient for the participants and responsive to their life circumstances.

Groups should be conducted in locations that are also convenient and comfortable for participants, are quiet, and have some degree of privacy. Set a date, reserve a space, and arrange for food and drink.

Anonymity needs to be guaranteed. However, participants interested to engage in the activities of the Robin project at a later stage (the trainings) will be offered the possibility to enter a contact email or phone number (for example in the attendance list).

3. Invite the participants

Before the date of the focus group, invite appropriate participants to take part in the focus group, using established selection criteria as your guide. It is often helpful to contact confirmed participants the day before the group to remind them of the time and location of the focus group and to confirm, once again, their participation.

TIPS for conducting the Focus Groups

1. Obtain verbal consent

Make sure participants understand their rights, and ensure them that their identities will not be revealed in any publications/reports.

2. Establish rapport

Often participants do not know what to expect from focus group discussions. It is helpful for the facilitator to outline the purpose and format of the discussion at the beginning of the session and set the group at ease. Participants should be told that the discussion is informal, everyone is expected to participate, and divergent views are welcome.

3. Follow the Focus Group Guidelines

The focus group guidelines provide a framework for the facilitator to explore, probe, and ask questions. Initiating each topic with a carefully crafted question will help participants share their experiences but in a focused and meaningful manner. It is helpful to follow the guidelines as much as possible when facilitating a focus group, to increase the credibility of the research results. Using a guide also increases the comprehensiveness of the data and makes data collection more efficient. If participants give incomplete or irrelevant answers, the facilitator can probe for fuller, clearer responses.

4. Other Tips for Guiding the Discussion

In focus groups, it is not uncommon for a few individuals to dominate the discussion. Sometimes in mixed gender groups, one gender may tend to speak more than the other. To balance participation, and ensure that every participant has an opportunity to contribute to the discussion, you might consider the following strategies:

- » **Address questions to individuals who are reluctant to talk.**
- » **Intervene, politely summarize the point, then refocus the discussion.**
- » **Minimize Pressure to Conform to a Dominant View Point.**

5. Record the discussion

Ideally, focus group discussions will be recorded using both recording equipment, and the hand-written notes of a note taker. Hand-written notes should be extensive and accurately reflect the content of the discussion.

Please ensure that participants are signing the attendance list.

Proposed agenda:

» 1st Activity - Focus Group introduction

Short presentation of the focus group goals and the project.

» 2nd Activity - Participants presentation and warmup

A brief introduction by each participant mentioning name, occupation, what do they like to do in their spare time and general information about themselves.

» 3rd Activity - Discussion on Topic A: Youngsters experiences and perceptions in their communities about violence

Questions:

- What are some of the things that come to your mind at first?*
 - a) *What do you think is often the victim or victims?*
 - b) *Who carried out the violence?*
- Do you believe that violence and violent behaviour are generalized among your community?*
- How much of an issue do you think violence against disadvantaged young people is in your community?*
 - a) *Why is this the case?*
 - b) *Are there any part of the community where you think violence against disadvantaged young people is more prevalent?*
 - c) *How prevalent do you think it is in your community?*
 - d) *Are there any particular groups of young people who you believe are more likely to experience violence? Any others?*
 - e) *Have you ever had experience being a victim or a witness of a violence or violent behaviours in your community?*

- Are the rates of violence against disadvantaged young people on the rise, unchanged or declining in your community*
- How important is violence against disadvantaged young people as a social issue in your community today?*

» **4th Activity - Discussion on topic B: Video as a tool to prevent violence in youngsters' community**

Questions:

- Do you think that video could be used as a tool to prevent violence? How?*
- What kind of method in video making have you learned so far?*
- What program or application you usually use in video making?*
- Have you heard about what is experimental video making?*
- Do you think that experimental video making could be used as a tool to prevent violence?*
- What are the strengths of the video making to be used to prevent violence against disadvantaged young people?*
- What are the weaknesses of the video making to be used to prevent violence to disadvantaged young people?*

» **5th Activity - Discussion on topic C: Expectations and learning needs**

Questions:

- Which skills should be addressed in video making specialized on preventing violence against disadvantaged young people?*
- Would you attend the whole workshop of experimental video making to prevent violence against young people? Why?*
- Which learning outcomes would you like to achieve by participating the workshop?*
- In your opinion is it important to get a certificate of participation in this workshop?*

» **Exit question:**

- Is there anything else would you like to add?*

Attachment 3

REPORT ON FOCUS GROUP INTERVIEW TEMPLATE

Name of partner organisation	
Date of the focus group	
Number of participants	
Methods used in recruitment and Focus Group implementation	
Duration of the interview	
Key findings (Please sum up the result of the discussion)	Discussion on Topic A (Result)
	Discussion on Topic B (Result)
	Discussion on Topic C (Result)

	<p>Training needs:</p> <p>Significant skills:</p> <p>Learning outcomes:</p> <p>Information on certification:</p>
	<p>Exit question result</p>
<p>Other comments</p>	

Attachment 4

FOCUS GROUP INTERVIEW: REFLECT EXPERIMENT CAPTURE PROJECT

Attendance Sheet

Venue, City

Date: DD/MM/YY

No	Name	Occupation	Email address	Are you interested in participating in the REC activities? (Yes)/(No)	Signature