

Making a participatory video: documenting the challenges of the Blanchisseuse fishing industry

Video workshop

Community Centre and Primary School, Blanchisseuse

November 07th - 8th, 2011

1 INTRODUCTION

The Caribbean Natural Resources Institute (CANARI) and the University of the West Indies are implementing a pilot project to use participatory video to help the fishers of Blanchisseuse document challenges fishing in their community and share these with partners who can help them to address these problems. It is funded by the International Development Research Centre (IDRC).



Figure 1 Participants get tips on capturing video on their smartphones from the UWI mFisheries Team members

A team of fishers and others from the community worked together in a two-day workshop to develop a video that told the story of their challenges, how those challenges were affecting the fishers and possible ideas to address those challenges. The participants in this participatory video project were the producers, writers, videographers, narrators and interviewers. The videos were captured on the Motorola Defy smartphones that were provided courtesy of BG Trinidad and Tobago (BGTT) as part of the mFisheries project..

The eleven participants met over two days to:

- fishing industry in Blanchisseuse;
 - identify potential solutions to the challenges identified;
 - document the challenges and solutions using video captured on the smartphones;
 - create a video telling the story;
- identify challenges in the

- discuss ways to use the video for advocacy with partners to address the challenges identified.

Many of the participants were members of the newly formed Blanchisseuse Fisherfolk and Marine Life Association but two members of the community also participated in the two-day meeting (see Appendix 1 for the list of participants).

2 METHOD: THE PARTICIPATORY VIDEO PROCESS

The workshop was very interactive and participatory. The participants analysed the problems, voted on the problems that they wanted to document, created a storyboard, captured video clips of interviews with stakeholders and scene shots; and directed editing of the video clips.

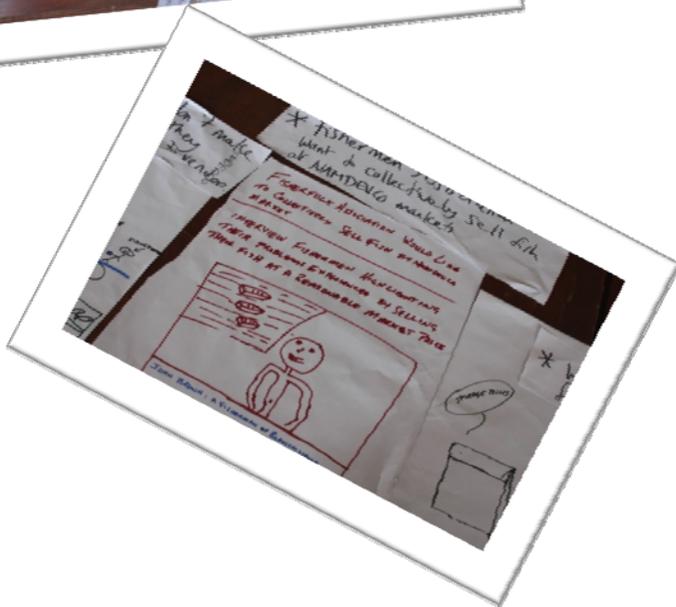


Figure 2 Participants discuss the storyboard elements (above). The image below shows one of the scenes to be captured on video.

2.1 Problem identification and analysis

The participants were divided into groups and were asked to draw the challenges facing fishing in Blanchisseuse. The groups presented their findings in plenary.

The participants discussed the challenges identified and created a problem tree. They then voted on the challenges that they wanted to present in the video.

2.2 Storyboard

The participants discussed the target audience for the video as partners who could assist the fishers to solve the problems identified.

The participants discussed and listed the scenes that they wanted portrayed in the video. Each was given a scene to draw out. They then established the order of the scenes. The participants divided into teams to capture the video.

2.3 Capturing and editing of the video

The UWI mFisheries team gave a quick overview of how to capture video on the smartphones and upload the videos to a computer. The participants practiced capturing videos and Raynaldo Phillips of the Forestry Division offered advice on framing, composing and shooting the videos. The first videos were captured on the afternoon of the first day and the morning of the second day of the workshop. After viewing the first videos, the participants decided to reshoot several scenes. The participants directed a technician from the UWI mFisheries team to edit the videos using the *Adobe Premiere Pro* software. The video was

called *Fish for Gas: The Challenge of fishing in Blanchisseuse*. The participants selected music to use as background for the video.



Figure 3 Raynaldo (right) gives the participants tips on capturing video

community.

- The area where boats are parked is too small to accommodate all the vessels. Fishers have difficulty accessing their boats.
- There is no gas station in Blanchisseuse. The fishers have to purchase gas from a few vendors who go to the community. If the fishers do not sell their fish to the vendors, they cannot purchase gas. The vendors pay below market price for the fish and charge above market price for the gas.
- There is no cold storage facility at Blanchisseuse so the fishers are forced to sell their fish to the vendors immediately. They fishers also purchase ice from those vendors.

The problems chosen to highlight in the video were:

- There is no gas station in Blanchisseuse. The fishers have to purchase gas from a few vendors who go to the community. If the fishers do not sell their fish to the vendors, they cannot purchase gas. The vendors pay below market price for the fish and charge above market price for the gas.
- There is no cold storage facility at Blanchisseuse so the fishers are forced to

3 FINDINGS

3.1 Problem identification

Problems identified included:

- The ramp to take the boats from sea to shore is non-existent. The rough sea in the area makes moving the vessels difficult. Seven men are required to move the vessels.
- There is no security at the facility.
- There are not enough lockers to serve the number of fishers and boats in the



Figure 4 Participants take a first look at their videos



Figure 5 Ramon captures Kurt's interview on his smartphone

sell their fish to the vendors immediately. They fishers also purchase ice from those vendors.

3.2 Target audiences

Target audiences identified for the video were:

- Fisheries Division
- The National Agricultural Marketing and Development Corporation (NAMDEVCO)
- UWI mFisheries
- National Entrepreneurship Development Company Limited (NEDCO)
- Trinidad and Tobago National Petroleum Marketing Company Limited (NP)

Both Seafood Industry Development Company Limited (SIDC) and the Ministry of Energy and Energy Affairs (MEEA) were later added as target audiences and NEDCO removed as an immediate target for this meeting.

4 NEXT STEPS

The video will be presented to representatives of partner organisations that can help the fishers address the challenges identified. The video will be hosted on both the UWI mFisheries' and CANARI's web pages. The video can be viewed on CANARI's [YouTube page](http://www.youtube.com/watch?v=8SFnazhiu9Y&feature=youtu.be) at <http://www.youtube.com/watch?v=8SFnazhiu9Y&feature=youtu.be>. The fishers will also discuss other avenues for sharing the video and messages with a wider audience.



Figure 6 Participants review the video after capture in the field to determine if the quality of the video clip was acceptable



Figure 7 Ravi edits the videos under the direction of the participants

5 CONCLUSION

The video workshop was highly successful. The participants were able to identify and document challenges they face in the fishing industry in Blanchisseuse and possible solutions to those challenges. They were also able to understand the process of making participatory videos to use as a tool for advocacy.

Participatory video is a tool that had several advantages for the Blanchisseuse community.

- The video helped to visually portray the challenges in the community to make them real to the audience. There will be a

larger impact when presenting the issues to the decision-makers with the video than presenting the issues without the video.

- The video empowered the community by giving them a voice. The video is an avenue that all the stakeholders can use to articulate their challenges. Many community members are intimidated when directly addressing decision-makers but they are more comfortable expressing their opinions to their peers who are interviewing them.
- The video also empowered the community because the participants were the authors, directors, producers, videographers and editors of the video. Participants said that they felt very proud of their work.
- The video can also be used to take the community and its challenges to the decision-makers. This allows the decision-makers to see the challenges without visiting the sites. It can save the decision-makers time as they do not have to visit the community to see and hear about problems.
- The use of the video helps the community to simplify a complex story. The video produced as part of this project was less than 10 minutes and was able to address both the challenges and suggest solutions to those problems.
- Making the video was an interesting process of documenting the challenges in the community. Many of the participants commented that they had fun during the two-days of video capture.

APPENDIX 1: LIST OF PARTICIPANTS AND RESOURCE PERSONS

Name	Organisation	Contact
<i>Blanchisseuse participants</i>		
Dexter Black	Blanchisseuse Fisherfolk and Marine Life Association	312-6814
Marvin Clarke	Blanchisseuse Fisherfolk and Marine Life Association	337-0801
Ramon Fournillier	Blanchisseuse Fisherfolk and Marine Life Association	487-7022
Roger Fournillier	Blanchisseuse Fisherfolk and Marine Life Association	374-5044
Tamica Fournillier	Blanchisseuse Fisherfolk and Marine Life Association	359-0507
Clive Gill	Blanchisseuse Fisherfolk and Marine Life Association	377-0359
Joslyn Lee Quay	Caribbean Network of Fisherfolk Organisations (CNFO)	760- 7333
Raymond Lowe	Blanchisseuse Fisherfolk and Marine Life Association	314-6594/732-2474
Wayne Pile	Fisher Assistant	737-1199
Phil Radix	Blanchisseuse resident	
Kurt Ramdial	Blanchisseuse Fisherfolk and Marine Life Association	373-7878
<i>Resource persons</i>		
Candice Simonta-Dyer	University of the West Indies (UWI) mFisheries	Candice.Simonta-Dyer@sta.uwi.edu 662-2002 ext. 82637
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