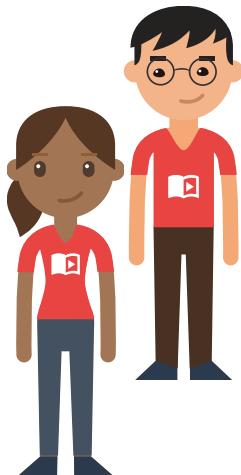




indaba



Using Indaba: A Practical Field Guide



An initiative of International Federation of
Red Cross and Red Crescent Societies

Contents

Ideation

Photo Walks
Group Selection
Story-Cards
Finalise Stories

Capture

App Training
Capture Videos
Upload Videos
Review Reshoot

Review

Group Review
Tagging

Creation

Timeline
Publishing

Feedback

Community Feedback
Ownership
Transcription

Story-Cards

Story-Cards Index

Appreciation goes out to the communities and the National Societies for their inputs and collaboration on the Indaba process. Many thanks also goes to Daniel Parry, Delvin Varghese, Tom Bartindale and Miki Tsukamoto for preparing and developing the Indaba training materials.

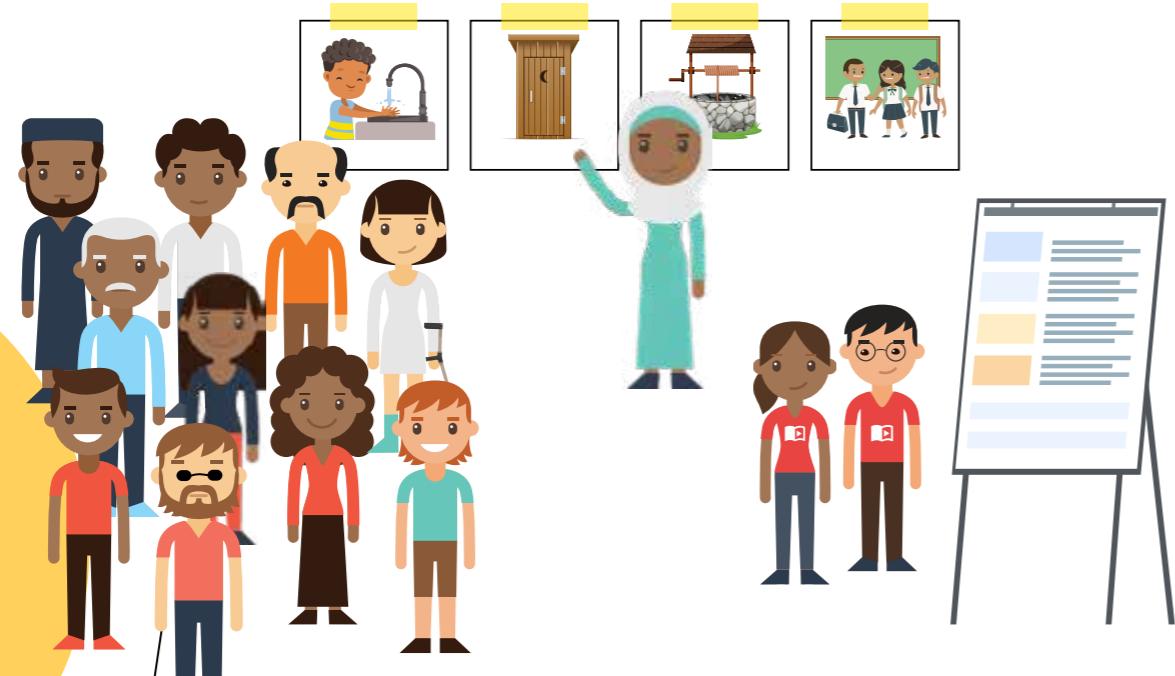
For more information please visit:
<https://indaba.dev>

DISCLAIMER:

This guide is designed to be used for facilitating a deployment with the **Indaba** community feedback process. If you have any questions about this guide, please contact your **Indaba** team leader.

Photo Walks

- Stick the project photos on a surface.
- Stick the blank flipchart paper underneath them to allow community feedback.

**TIME**

60-90 minutes

WHAT YOU'LL NEED

Printed photos from project/programme
Flipchart paper
Marker pens
Duct tape
Scissors

Group Selection

- Consent interested members.
- Divide into groups.
- Take attendance every day.



Story-Cards

For each group:

- Choose sector card, answer question.
- Write the answers on the flipchart.
- Story-Cards help community identify their main feedback story.

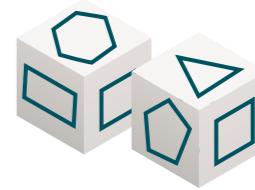
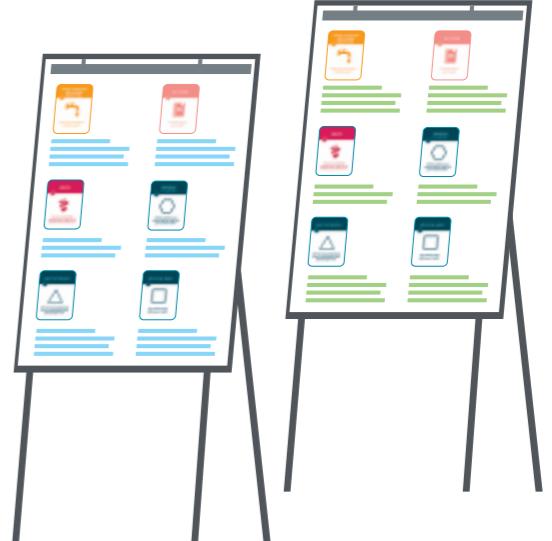
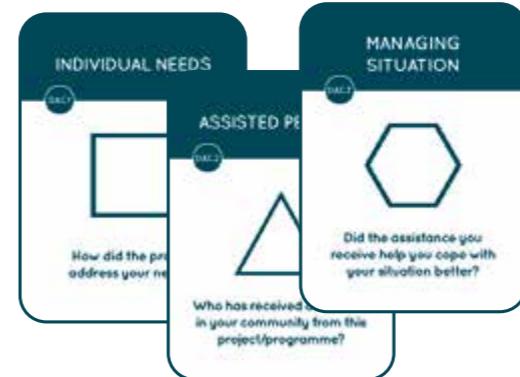
TIME
90-120 minutes

WHAT YOU'LL NEED
1x Story-Card pack per group
Post-it notes
Flipchart paper
Marker pens
1 dice per group (optional)
Tag stickers (optional)



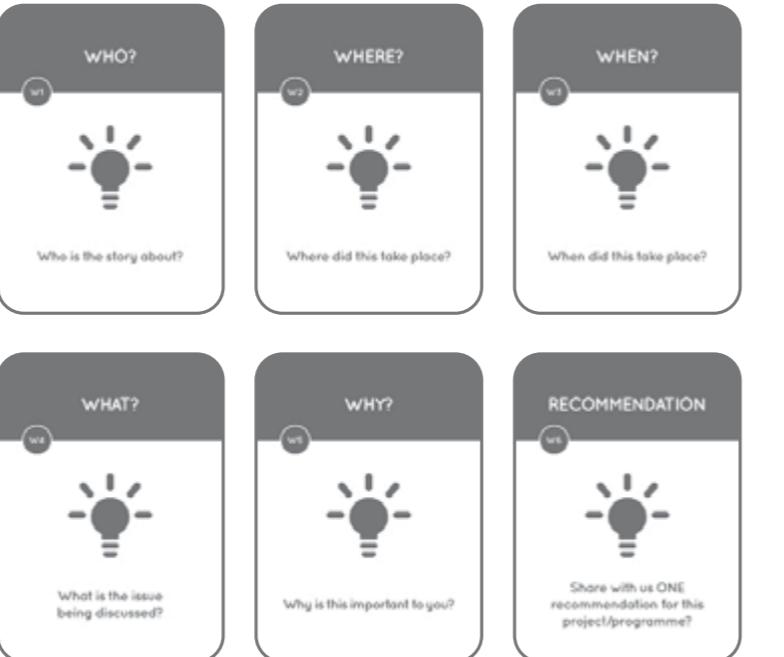
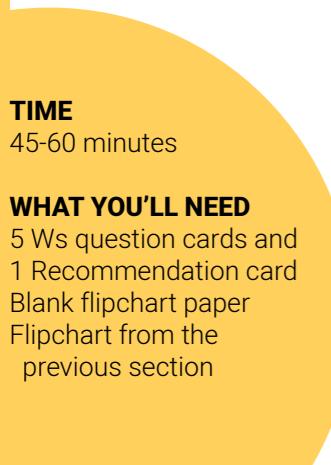
For each group:

- Roll dice, answer question.
- Write the answers on the flipchart.



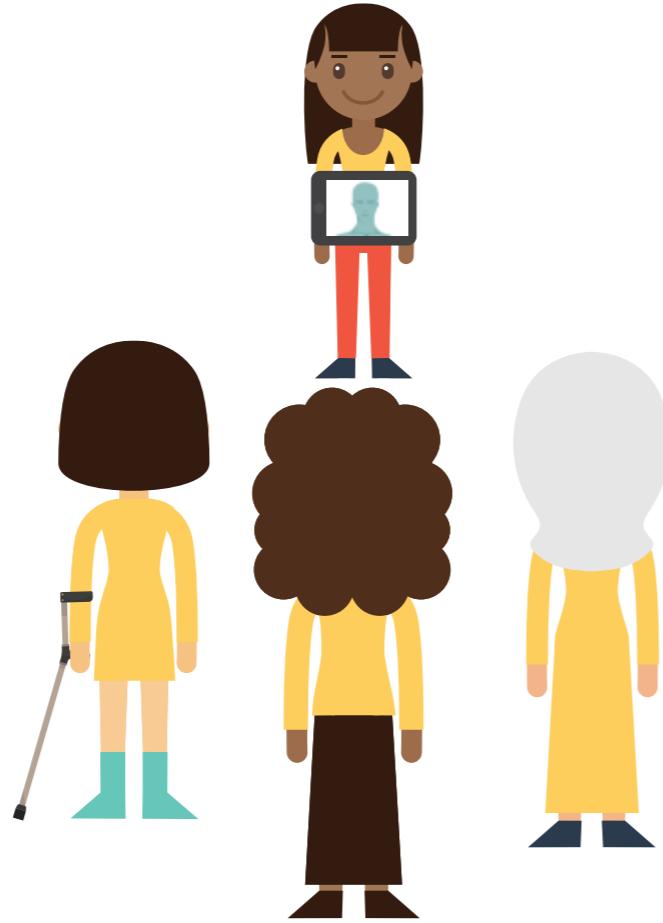
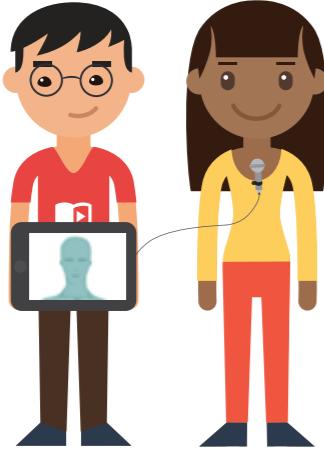
Finalise Stories

- Ask each group to select 2 or 3 stories.
- Use the Story-Cards to create a structure.

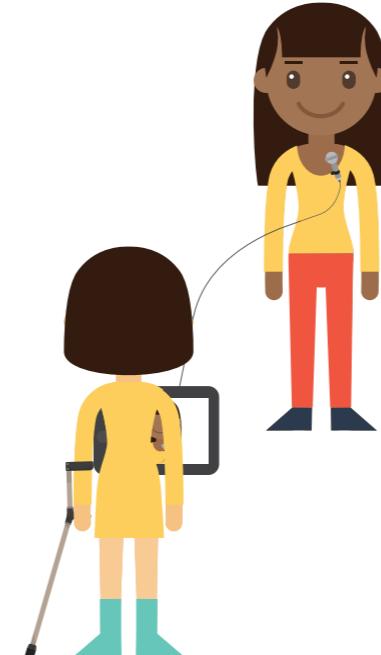


App Training

- Facilitators demonstrate the app.



- Facilitators demonstrate using microphones.



TIME
90-120 minutes

WHAT YOU'LL NEED
Laptop
WiFi Router (if WiFi unavailable)
Android Devices
Cable lapel microphones
Flipchart with 2 or 3 stories

Capture Videos

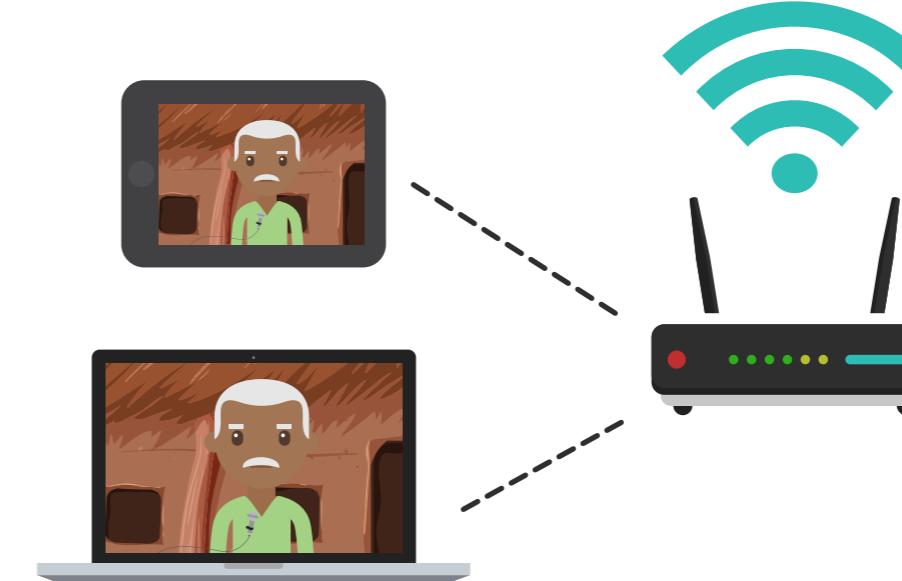
- The community start filming their stories.



Upload Videos

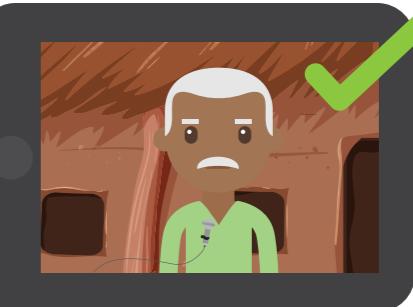
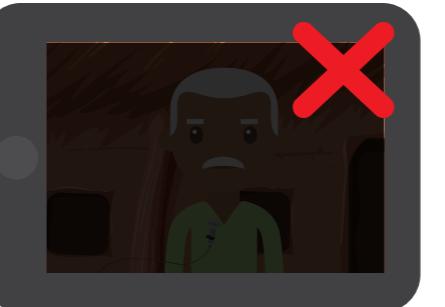
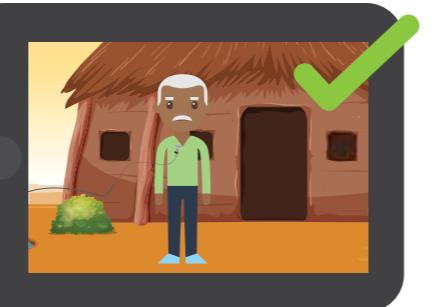
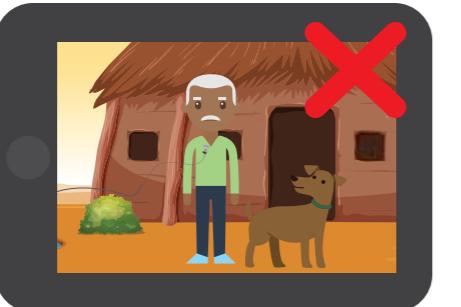
- Captured videos need to be uploaded to the laptop.

 This may take some time depending on the amount of videos.



Review/Reshoot

- Review your recording. If you spot any mistakes then reshoot.

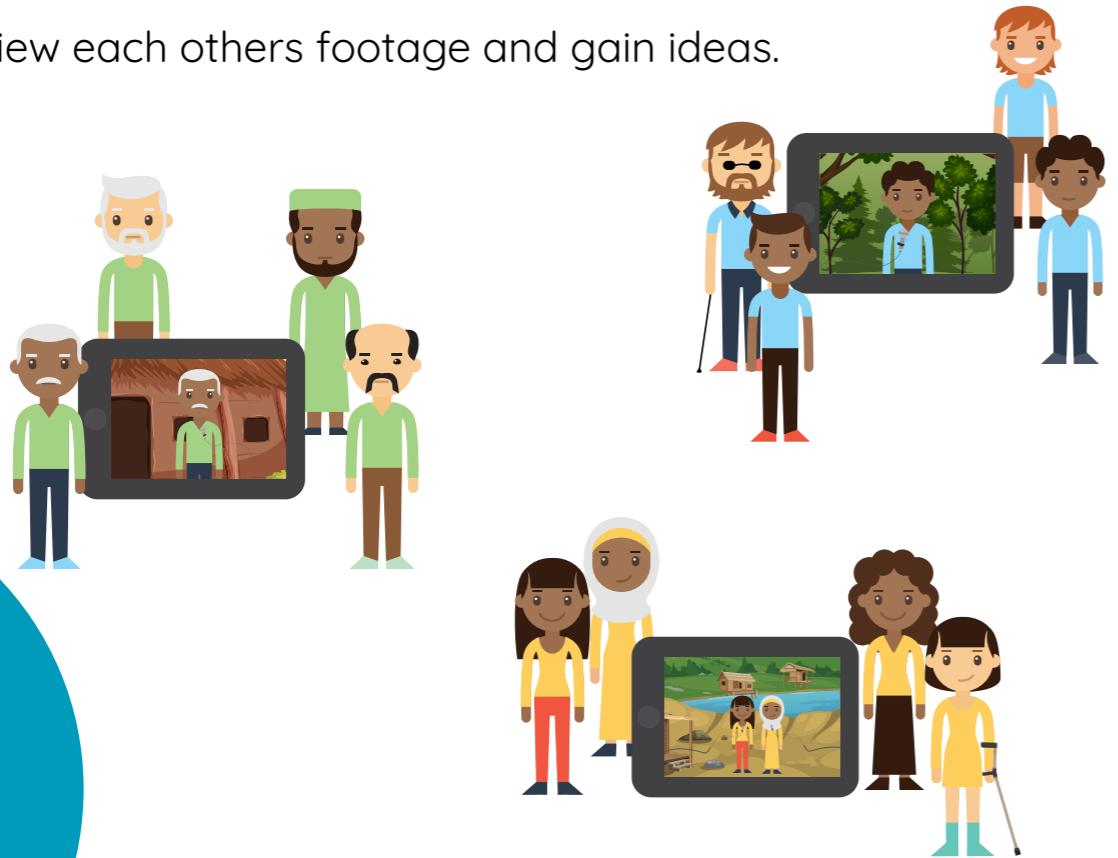


TIME
60-90 minutes

WHAT YOU'LL NEED
Flipchart with 2 or 3 stories

Group Review

- Groups view each others footage and gain ideas.

**TIME**

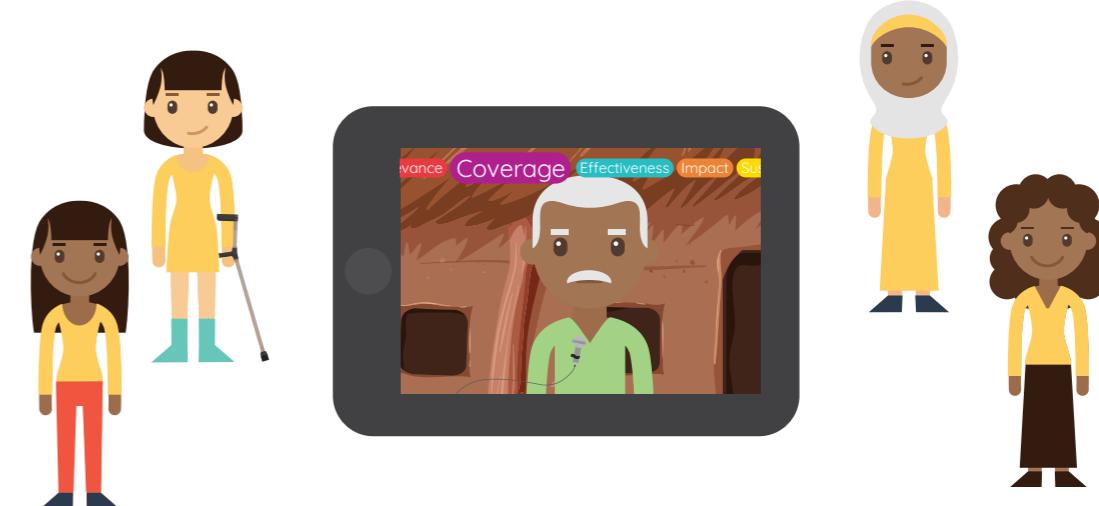
90-120 minutes

WHAT YOU'LL NEED

Android devices

Tagging

- Groups review videos and decide what tags go with each video clip.
- Only tagged video clips can be inserted in the timeline.



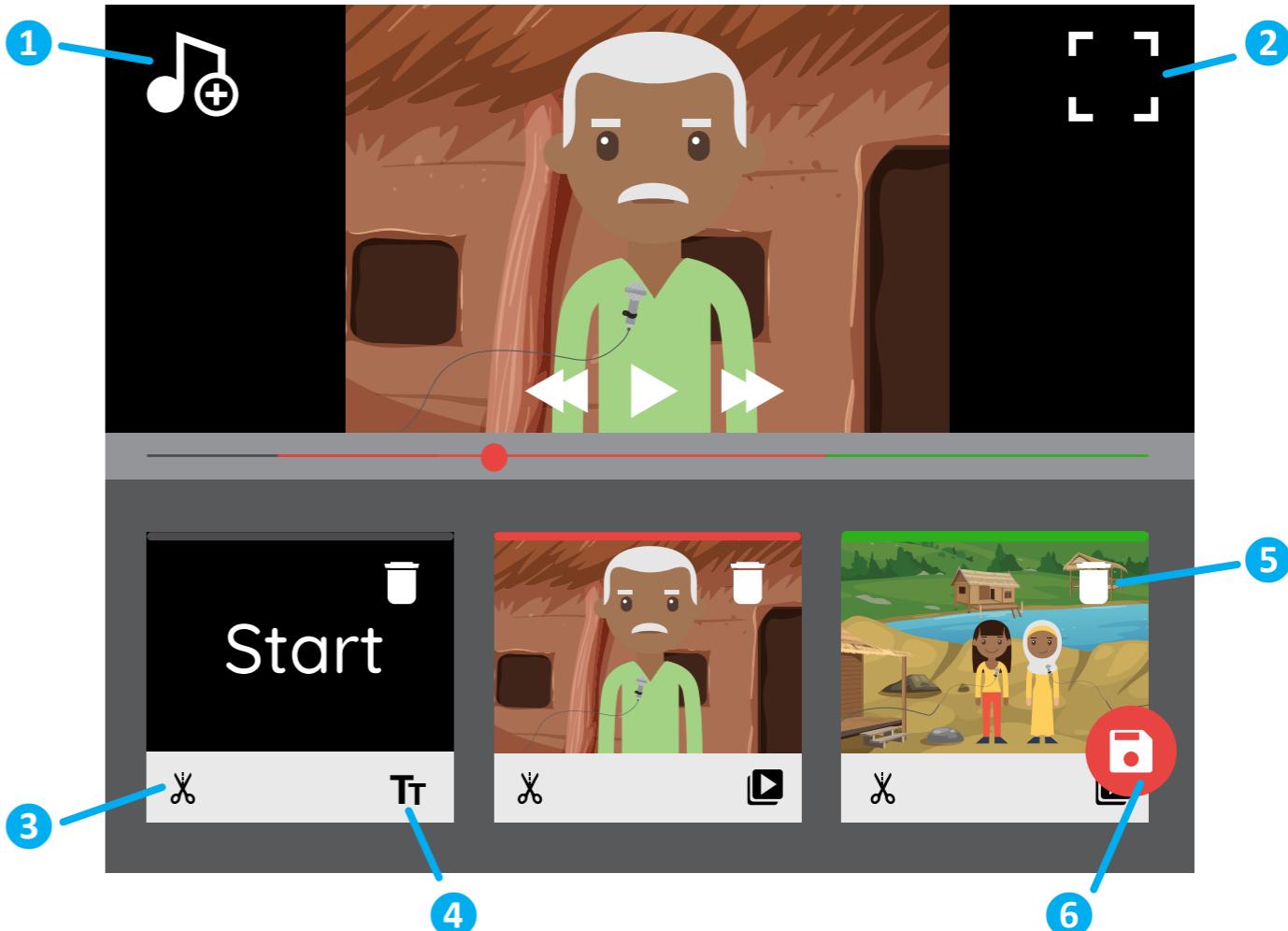
Relevance Coverage Effectiveness Impact Sustainability Recommendation Introduction Background

Timeline

- Create your shoot and add video clips one by one.
- Trim the timeline by clicking the scissor icon.
- Review your timeline by clicking on the first video clip.



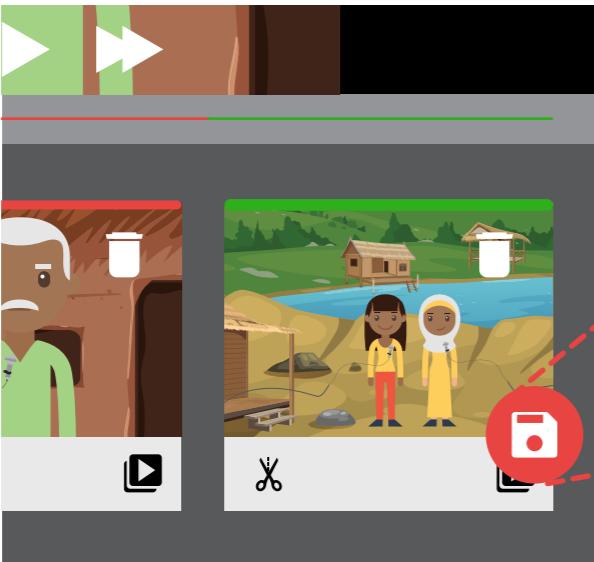
- 1 Add music
- 2 Full screen
- 3 Trim video clip
- 4 Add text
- 5 Delete video clip
- 6 Save project



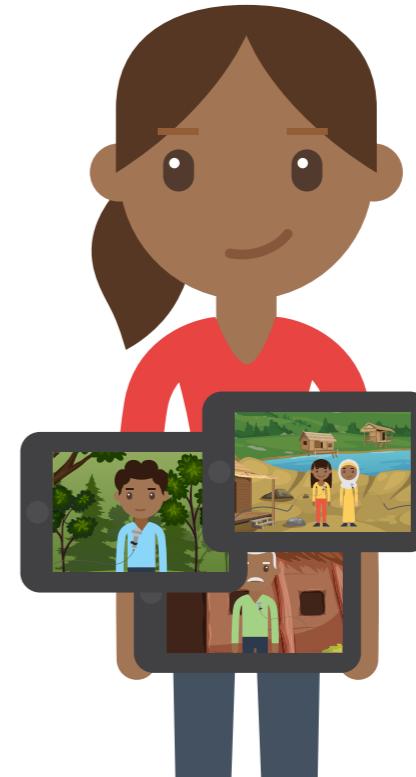
Publishing

- Tap the icon to save your draft video.

 Exporting and uploading can take time -
good time to take a well earned break!



- Return tablets to facilitators for publishing.



TIME
90-120 minutes

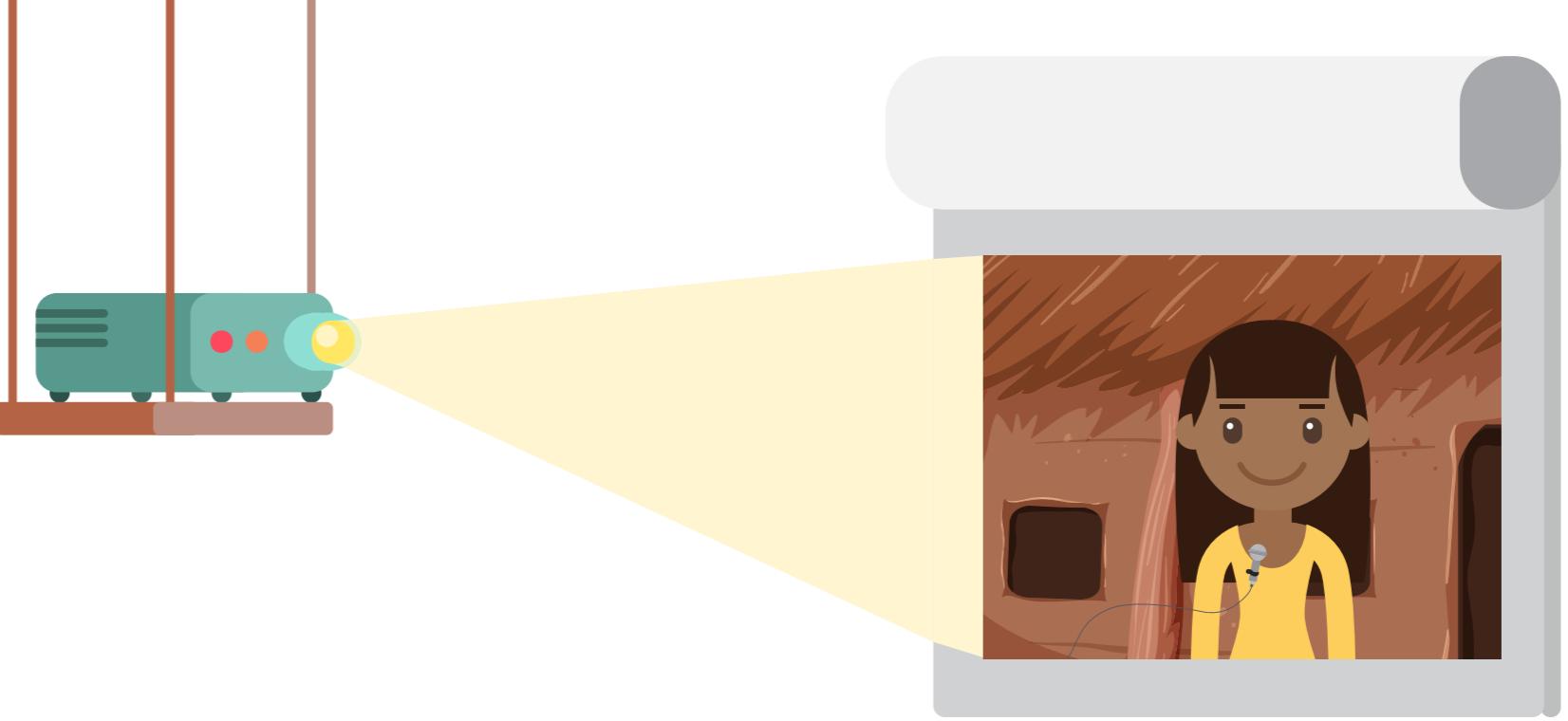
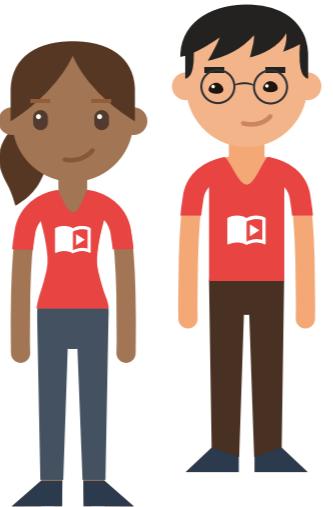
WHAT YOU'LL NEED
Android devices
WiFi Adaptor/WiFi
Indaba team leader assistance

Community Feedback

- Community gathers to present and discuss their final stories with their peers, National Society, IFRC, Government representatives etc.

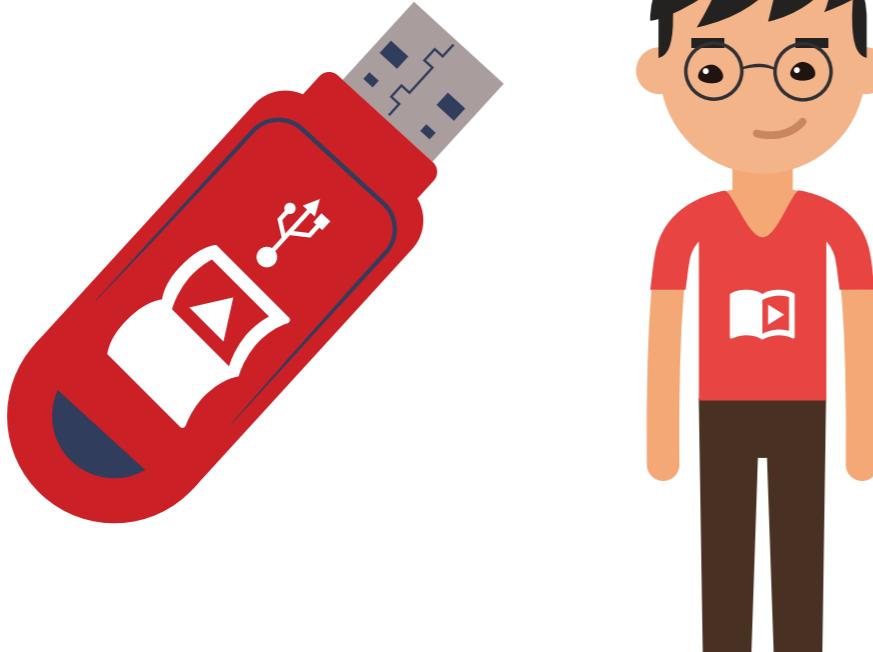
TIME
90-180 minutes

WHAT YOU'LL NEED
Projector
Laptop with downloaded stories (or USB stick with completed videos)
White wall or white cloth
Dark room or evening light



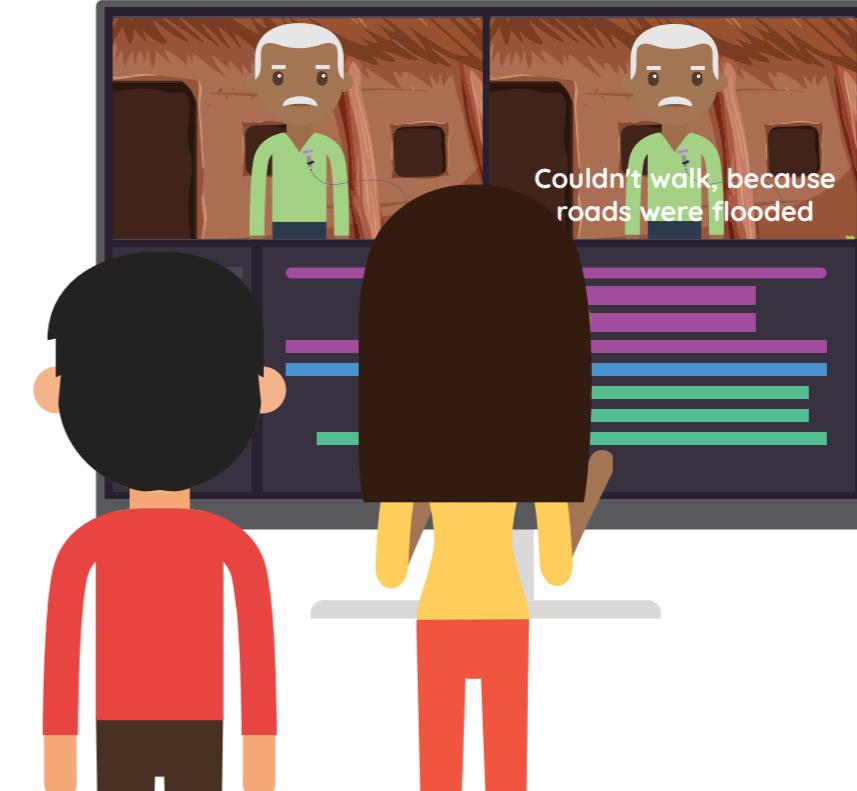
Ownership

- Hand over the USB sticks with final group stories to the community leader and to the National Society.



Transcription

- Work with facilitators and local translators to add subtitles to each group's video.



TIME
8-10 hours

WHAT YOU'LL NEED
Laptop with Microsoft Excel
Completed video stories
Subtitle editor transcription tool (Online or Desktop)
Headphones

Story-Cards Index



Food Insecurity

- F1 How do you access or purchase the food you need?
- F2 Describe the meals you eat regularly in your household during the week?
- F3 How does the food you eat make you feel?
- F4 What kind of assistance have you received when food is not available to you?
- F5 Who is affected by the limited availability of food?
- F6 Share with us ONE recommendation for this project/programme.



Gender

- G1 Do women and men have the same opportunity to access education?
- G2 Do women and men here have the same opportunities to access jobs?
- G3 Do women and men here have the same access to decision making positions?
- G4 Who is affected by these issues in your family/community?
- G5 Share with us ONE recommendation for this project/programme.



Health

- H1 What type of health problems are most widespread here?
- H2 Do you or your family members know what to do to address these health issues?
- H3 Who is affected by these health issues?
- H4 Have you received assistance for your health problem(s)?
- H5 What can you do to prevent future health problem(s)?
- H6 Share with us ONE recommendation for this project/programme.



Training

- T1 What was the best part of this training for you?
- T2 What was the most challenging aspect of this training for you?
- T3 What was the most useful part of this training for you?
- T4 How did you use the knowledge you gained for yourself and/or in your community?
- T5 Did you face any challenges in applying what you learned in the training?
- T6 Share with us ONE recommendation for this project/programme.



Disability

- D1 Do you have any difficulties seeing, hearing, walking, climbing steps, remembering, with self care or communicating?
- D2 How do you cope with the difficulty(ies)?
- D3 Do you receive assistance for your difficulty(ies)?
- D4 Is there anybody in your family/community who is affected by your difficulty(ies)?
- D5 Share with us ONE recommendation which would help you better cope with your difficulty(ies).



Inclusion

- I1 Do you feel that everyone has equal access to basic services?
- I2 Do you feel your children receive equal access to education?
- I3 Do you feel you have equal access to information in the community?
- I4 Have you been consulted at the beginning, during and towards the end of this project/programme?
- I5 Share with us ONE recommendation for this project/programme.



Water, Sanitation and Hygiene Promotion

- WS1 What is your main source of drinking water?
- WS2 What is the main source of water used for other purposes (cooking, washing hands)?
- WS3 Do you do anything to your water to make it safer to drink?
- WS4 Share with us how you collect and store water.
- WS5 How and when do you wash your hands?
- WS6 Can you describe to us the sanitation facilities (toilets) in your community?
- WS7 Share with us ONE recommendation for this project/programme.



Nutrition

- N1 Describe a typical meal in your household?
- N2 How does the food you eat make you feel?
- N3 Do you feel you need other types of food to make you feel healthier?
- N4 Do you receive additional supplements to make you feel healthier?
- N5 How do you store your food?
- N6 Share with us ONE recommendation for this project/programme.



Cash Assistance

- C1 Does the cash assistance cover your priority needs?
- C2 Did you face any challenges when receiving your cash assistance?
- C3 How did you use the cash assistance?
- C4 What were the changes in your life after receiving the cash assistance?
- C5 What were the changes in your community after people began to receive cash assistance?
- C6 Share with us ONE recommendation for this project/programme.



Protection

- P1 Are you facing any threats to your physical safety and security?
- P2 What basic services/activities are available to you to help address any risks?
- P3 How do you think the situation could be improved?
- P4 Who else is affected by these issues?
- P5 Share with us ONE recommendation for this project/programme.



Education

- E1 Do you go to school?
- E2 What do you enjoy most about school?
- E3 What do you enjoy least about school?
- E4 How have you used the learning from school?
- E5 Share with us ONE recommendation for this project/programme.



Livelihoods and basic needs

- L1 How do you earn your living?
- L2 Does your livelihood provide you with enough money to purchase food and necessary goods for your family?
- L3 How is your livelihood affected by the disaster(s)?
- L4 Are you doing anything to help you cope against future disasters?
- L5 Share with us ONE recommendation for this project/programme.



Environment

- E1 Has the environment around you changed since the disaster?
- E2 What concerns do you have regarding these environmental changes?
- E3 Have you had to adapt your daily routine because of these environmental changes?
- E4 How have these environmental changes affected your family?
- E5 Share with us ONE recommendation for this project/programme.



Community Engagement

- CE1 Do you participate in decisions that influence the project/programme?
- CE2 Do you receive relevant, timely and reliable information on the project/programme?
- CE3 Are you provided with a way to feedback your questions/complaints?
- CE4 Share with us ONE recommendation for this project/programme.



Population Movement

- PM1 What kind of information did you receive during your migration journey or at the destination?
- PM2 Describe the basic services during the migration journey or at destination?
- PM3 Do you know what to do if you are separated from your family?
- PM4 Share with us ONE recommendation for this project/programme.



Shelter

- S1 Has your current home been affected by the disaster(s)?
- S2 Do you have access to safe shelter?
- S3 Are you receiving any shelter assistance?
- S4 How are you protecting your home from future disaster(s)?
- S5 Share with us ONE recommendation for this project/programme.



Disaster Risk Reduction

- DRR1 What are the disaster(s) which affect your community?
- DRR2 Are you taking any steps to prepare for these disaster(s)?
- DRR3 Do you know what to do when disaster(s) arrive(s)?
- DRR4 Are you receiving any support to prepare for future disaster(s)?
- DRR5 Share with us ONE recommendation for this project/programme.

Development Assistance

- DAC1 How did the project address your needs?
- DAC2 Who has received assistance in your community from this project/programme?
- DAC3 Did the assistance you receive help you cope with your situation better?
- DAC4 Tell us ONE story about how this project/programme has affected your life.
- DAC5 How do you do things differently now, as a result of this project/programme?
- DAC6 Share with us ONE recommendation for this project/programme.

Lessons Learned

- LL1 How did the project/programme address your needs?
- LL2 Any opportunities you have gained from this project/programme?
- LL3 Describe any challenges you have faced with this project/programme.
- LL4 How do you do things differently now, as a result of this project/programme?
- LL5 How do you see success for this project/programme in the next 3 years?
- LL6 Share with us ONE recommendation for this project/programme.

Storyboarding

- W1 Who is the story about?
- W2 Where did this take place?
- W3 When did this take place?
- W4 What is the issue being discussed?
- W5 Why is this important to you?
- W6 Share with us ONE recommendation for this project/programme.

Cross-cutting Issues

- CC1 Opportunities exist for women, men, youth, elderly and persons with disabilities?
- CC2 Difficulties in seeing, hearing, remembering, communicating, walking, climbing steps, with self care?
- CC3 Includes communities in decision making and provides opportunities for them to feedback.
- CC4 Any individuals facing threats to their physical safety and security?



indaba



An initiative of International Federation of
Red Cross and Red Crescent Societies

