

Participatory video as a capacity-building tool on disaster risk reduction management: The case of a Philippine urban youth group in Bay, Laguna

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ABSTRACT. This study aimed to explore a youth-led participatory video (PV) process as a strategy for building the capacity of youth in disaster risk reduction management (DRRM) in a Philippine urban community. The study's main research problem is: What constitutes a youth-led PV process? Specifically, it aimed to 1) describe a youth-led PV production process, 2) identify emergent characteristics of a youth-led PV process, and 3) examine features that explain how a PV process capacitates youth in DRRM. A series of DRRM and PV training workshops were conducted from January to March 2019 with a selected group of youth in Barangay San Antonio, Bay, Laguna. Qualitative interviews, focus group discussions, and participant observation were also conducted with key stakeholders in the community. The emergent features of the PV process include creating communication strategies for youth participants, dovetailing project activities, sharing control between youth and adults, drawing out ideas and giving feedback, choosing the appropriate software for video editing, and including fun in the process. The PV process enhanced the knowledge and skills of youth in both DRRM and PV production, established a new core group in DRRM, and boosted their confidence in carrying out their assigned tasks efficiently. Knowledge of a youth-led PV process and its emergent features can guide PV practitioners and researchers toward conducting more engaging PV projects with youth participants.

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INTRODUCTION

Introduced through the Fogo Process in the 1960s, participatory video (PV) was seen as a tool of participatory development communication that was ahead of its time. The Fogo Process is a people-centered community development approach which used simple media tools to assist communities in understanding their problems, opportunities, and visions (Snowden, 1998). The PV approach or Fogo Process was first documented in the late 1960s to facilitate dialogue between fisherfolk residents of Fogo Island, Canada, who voiced out their concerns against resettling to the mountains to their government officials (Haynes & Tanner, 2015; Ferreira, 2006). Since then, PV has been used to facilitate discussion and information-sharing among marginal communities (High, Singh, Petheram, & Nemes, 2010; White, 2003). As a process, PV is a tool for individual, group, and community development. Being involved in a PV makes people critically aware, which brings about personal, social, political, and cultural change (White, 2003).

In literature, children and young people are commonly portrayed as victims of natural events, requiring help from adults (Tanner, 2010). However, children's groups have initiated child-centered projects that assess their potential as agents of change in preventing disasters and adapting to climate change (Plush, 2009; Mitchell, Tanner, & Haynes, 2009; Tanner, 2010). The use of youth-led PV examining climate change adaptation and Disaster Risk Reduction and Management (DRRM) has been explored in some research studies (Plush, 2009; Haynes & Tanner, 2015), although these were said to still be rare (Haynes and Tanner, 2015). This study was prompted by knowledge gaps in PV, particularly the limited studies on the PV methodology and less developed links to research (High et al., 2010), limited definitive concepts on PV, and a lack of well-formulated theories or solid theoretical foundations that can provide a basis for PV practices (White, 2003), and limited theoretical frameworks of PV in development (Plush, 2013). Further, participation is rarely defined explicitly in PV studies despite being highly debatable (Low, Rose, Salvio, & Palacios, 2010; as cited in Milne et al., 2012). Published studies on youth conducting PV in DRRM and climate change are also still limited (Plush, 2013; Haynes & Tanner, 2015). Thus, this study aims to contribute to the body of knowledge by exploring a youth-led PV process in Barangay San Antonio, Bay, Laguna, a flood-prone rural community

in the Philippines.

The study aims to investigate how PV enhances youth's capacity in DRRM. Specifically, it aimed to 1) describe a youth-led PV production process, 2) identify emergent characteristics of a youth-led PV process, and 3) examine features that explain how a PV process capacitates youth in DRRM. Finally, the paper will conclude with implications in PV practice and future research studies.

The review of related literature provides a background on the concept of capacity building, and looks at previous research on capacitating youth and children in DRRM, the PV process in capacity building on DRRM, and their similarities and differences.

Capacity building. Capacity building has been defined by the United Nations (n.d.) as “the process of developing and strengthening the skills, instincts, abilities, processes, and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world.” An essential ingredient to building capacity is transformation which does not end in performing tasks but in changing mindsets and attitudes. This ensures that transformation is generated and sustained within an organization (United Nations, n.d.).

The term “capacity building” emerged partly due to the earlier concept of training people on new knowledge and skills alone. However, it was realized that training is not capacity building but only a part of it. Training does not produce organizational results apart from the individual who gained new knowledge and skills. Reinforcing its UN definition, capacity building is a process (not a product) to drive multi-level change in individuals, groups, organizations, and systems. It seeks to enhance the capabilities of people and organizations so that they can adapt or cope with a changing environment. Capacity building is also a multi-level learning process that links ideas to action, thereby making capacity building as an actionable learning (Morrison, 2001).

Capacitating Youth and Children in DRRM. Children all over the globe are said to be highly vulnerable to disaster and climate change impacts; even more so are those in marginal and poor environments (Back, Cameron & Tanner, 2009). However, children's groups have initiated child-centered projects that assess their potential as agents of change in preventing disasters and adapting to climate change (Plush, 2009; Mitchell, Tanner, & Haynes, 2009; Tanner, 2010). Agencies that comprise the Children in a Changing Climate coalition (CCC) have conducted DRR activities that are focused on or led by children in

different countries around the world. These include a public school shelter construction programme in USA, emergency educational services during disasters in Bolivia, teacher workshops on hygiene awareness and cholera prevention in Zimbabwe, DRR integration in the curriculum in the US, child-led projects on coping with floods in Mozambique, youth action on climate change in the Solomon Islands, and use of new media for disaster education in the UK. Further, child advocates from developing countries have been invited to participate in international policy events on DRR and climate change (Mitchell, Tanner, & Haynes, 2009).

The NGO Plan International, a member of CCC, also carried out child-led responses to climate change and disasters in El Salvador and the Philippines, two of the most disaster-prone countries in the world. The research provided insights on how children and youth perceive and communicate life- and livelihood-threatening risks and discussed examples of child-led activities on DRR and climate change. These include the establishment of emergency camps after hurricanes in El Salvador and the restoration of denuded mangrove ecosystems in the Philippines. The study argues that there is no single mode of child participation that is universally appropriate for handling DRR and climate change and highlights the participation of children in community-based groups as one strategy (Tanner, 2010).

As a signatory to the Sendai Framework for DRR, Canada applied a whole of society approach to DRR that encourages participation from youth as credible stakeholders. Some of Canada's youth-focused DRR programs include the Preparing our Home project, which focuses on developing youth to lead in emergency preparedness through local engagement, online learning, and skill-building workshops. With Resilience Social Innovation (RSI) Labs, youth are engaged through virtual and in-person laboratories that build skills in creative problem-solving, community-engaged research, digital storytelling, and more (Cox et al., 2019).

A 2018 study by Pfefferbaum et al. (2018) reviewed and analyzed the literature on children's participation, their developmental capacity to participate, and DRR activities involving children. Their study reinforced earlier research that children are resources that can be cultivated and mobilized for disaster preparedness, response, recovery, and resilience.

PV process as a capacity-building strategy in DRRM. Video has distinguished itself as a tool for change and development over the past two decades. Through video, people can freely share their ideas without any barriers (White, 2003). "The ability of video, particularly

digital video, to record so-called slices of reality is unsurpassed even by film" (Flor, 2002, p.3).

The PV approach or Fogo Process was first documented in the late 1960s to facilitate dialogue between fisherfolk residents of Fogo Island, Canada, who voiced out their concerns against resettling to the mountains to their government officials (Haynes & Tanner, 2015; Ferreira, 2006.). Since then, PV has been used to facilitate discussion and information-sharing among marginal communities (High, Singh, Petheram, & Nemes, 2010; White, 2003).

As a process, PV is a tool for individual, group, and community development. Through the use of video, people can see themselves in relation to their community and become aware of their personal and social needs. Being involved in a PV makes people critically aware, which brings about personal, social, political and cultural change (White, 2003). According to Snowden (1998), PV can be an effective tool for horizontal or peer learning, vertical learning, and exchange learning (as opposed to one-way communication). It is also a tool for self-definition and empowerment, and education and training (White, 2003), and a tool for positive social change to empower marginalized communities to take control of their destinies (Lunch & Lunch, 2006).

In disaster management, mainstream approaches have neglected involving children and young people as possible communicators of risk and facilitators of DRRM, primarily because DRRM is dominated by beliefs that adults are more aware of the needs of their families and the community, and thus are more capable of protecting short- and long-term interests (Mitchell & Tanner, 2009). However, research studies have shown that children and young people's participation can positively help in DRRM (Mitchell & Tanner, 2009; Back, Cameron, & Tanner, 2009; Tanner, 2010; Haynes & Tanner, 2015; Plush, 2012).

The use of youth-led PV examining climate change adaptation and DRRM has been explored in a few research studies (Plush, 2009; Haynes & Tanner, 2015). Plush (2009) conducted studies on the potential of PV as a tool for empowering youth in Nepal through an ActionAid Nepal program. The children and trained PV facilitators worked together in producing PVs, which ultimately convinced the Nepal government to include child rights within its National Adaptation Programme of Action (NAPA). It also led to the approval and building of the Murgiyana Bridge in Bageshwari, Nepal (with support from UNDP and ActionAid) so that children could safely reach school. The research found that using PV with children can empower them in understanding, confirming, and

amplifying their climate change concerns (Plush, 2009).

A study on youth-led PV tackling climate change and DRRM issues was also conducted in Eastern Samar, Philippines, in partnership with the NGO Plan International. Researchers found that in going through the PV process, the youth participants were able to research, document, and raise awareness of disaster risks. They were also able to screen the videos in their communities, thus mobilizing and advocating for risk reduction measures. Results of the study suggest that young people can be empowered to raise issues with decision-makers and advocate change through the use of PV (Haynes & Tanner, 2015).

This study wants to find out how the PV process can enhance the capacity of youth participants in DRRM, and therefore help debunk stereotypes of young people as possible liabilities during disasters, and instead confirm notions that their participation can positively contribute to DRRM initiatives.

PV, as a capacity-building tool in DRRM differs from traditional methods in that it adds a communication component that enables a platform for sharing the video within and outside the community. The PV can be watched whenever needed to learn the information. Moreover, the participatory approach allows the participants to learn the knowledge and skills on DRRM (for example) and apply them as they understand the concepts. The use of PV in capacity building complements and adds value to traditional training activities such as those in DRRM.

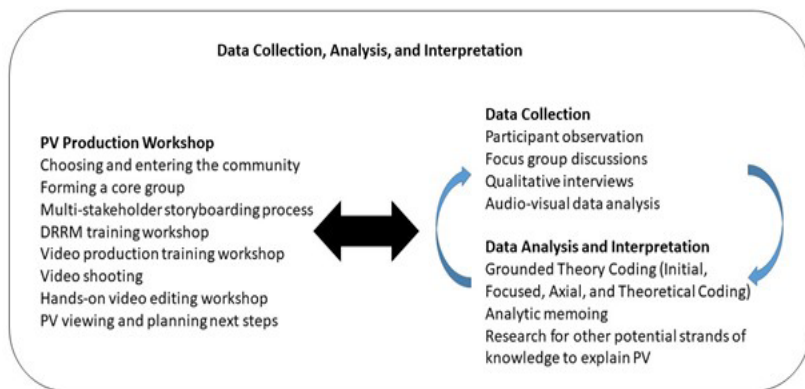
The related literature discussed highlights the concept of capacity building and how it has been done to enhance the knowledge and skills of youth and children in DRRM through training workshops and PV. This case study adds to the current research literature to explore the emergent features of a youth-led PV process in DRRM and its possible opportunities to enhance DRRM knowledge and skills adoption.

METHODOLOGY

A PV production project on DRRM among youth participants in a Philippine rural community was conducted from January to April 2019 in Barangay San Antonio, Bay, Laguna. The participants in this study were members of the Barangay Little Officials, Barangay Children's Association, and other participants who were not members of any formal group. In January 2019, the researcher presented the PV approach to the youth gathered after gaining consent and support from the Barangay San Antonio local government unit and Sangguniang Kabataan (SK). Verbal consent of the respondents (minors) was obtained

Figure 1.

Process Flow of Data Collection, Analysis, and Interpretation of PV Study



before the start of the study. Thirteen youth members (including the SK chair) committed to participating in the study and agreed that a video on DRRM, particularly on typhoons, was important because their community suffered chronically from flooding. The process flow of data collection, analysis, and interpretation of the PV study is shown in Figure 1.

Workshops on DRRM and PV production were conducted by Bay Municipal DRRM Office and the researcher, respectively. From January 19 to March 29, PV training workshops were held on the following topics: a) introductory meeting and PV storyboarding; b) PV production; c) actual video shooting; d) video editing; e) wrap-up workshop and interviews; and f) PV viewing. A training workshop on DRRM (i.e., basic life support) was also held with resource speakers from the Municipal Disaster Risk Reduction and Management Office (MDRRMO). The participants were able to gain knowledge on how to prepare for a typhoon, which was the topic they chose for their PV on DRRM.

After completing the series of workshops, the participants shot and edited their video footage. A screening of the video was done afterward. Throughout the PV process, the researcher conducted participant observation, interviews, and focus group discussions. Likewise, key stakeholders in DRRM in the barangay who provided capacity building on DRRM for the PV content, including the barangay captain, barangay councilors in charge of DRRM, and head of the MDRRMO were interviewed.

In data gathering and analysis, a constructivist grounded theory method by Kathy Charmaz (2008) was applied. This theory aims for a thorough collection of rich data because it seeks to find variations and differences in the phenomenon being studied. Based on Charmaz (2008), the following steps were applied in data analysis: (1) begin with inductive logic and use broad concepts to conceptualize projects and proposals; (2) subject concepts to empirical scrutiny and follow emergent empirical directions; (3) adopt key methodological strategies, first by engaging in systematic comparisons and later by conducting theoretical sampling; and (4) focus on construction of the research process and its product. Grounded theory methods of qualitative coding (initial, focused, axial, and theoretical coding) by Saldaña (2016) and analytic memoing were applied in data analysis and interpretation.

Transcripts of participants' interviews, observation field notes, observation notes on audiovisual data (i.e., videos produced by the participants), and the researcher's own field notes were coded to document naturalistic action and include important interpretations of social life and potentially rich analytic insights (Saldaña, 2016). Two cycles of coding were applied as recommended by Saldaña (2016) for researchers who are doing grounded theory studies. For the first cycle or initial coding, the in vivo coding and process coding were used since these are considered the foundation methods for grounded theory. For the second cycle of coding, focused coding, axial coding, and theoretical coding were applied since these are the latter stages of developing grounded theory (Saldaña, 2016). While in the process of coding, analytical memoing was applied. According to Schwandt (2015), this procedure is used for explaining or elaborating coded categories that a fieldworker develops in analyzing data when using grounded theory methodology.

Research Site

The study was conducted in Barangay San Antonio, Bay, Laguna, Philippines. A barangay is the smallest administrative division in the Philippines. Barangay San Antonio is the largest barangay in the municipality of Bay, with a total land area of 137.72 hectares. According to the official website of the Municipality of Bay (n.d.), the barangay has 5,730 residents coming from 1,719 households.

The coastal municipality of Bay is prone to flooding due to its proximity to Laguna Lake. Moreover, its large portions are within the watersheds of Mt. Makiling Forest Reserve which are tributaries to the lake. Several rivers and creeks traverse the center of Bay (i.e., the Calo

River that intersects Barangays Calo and Maitim, and Bay River that runs along Barangays San Nicolas and San Agustin). During heavy rainfall and typhoons, these water bodies overflow and cause floods in several barangays, such as Barangays San Antonio, Maitim, Tagumpay, and Sto. Domingo, resulting in socio-economic and physical impacts (Sarmiento, et al., 2020; Municipality of Bay, 2024).

Barangay San Antonio is said to be the community in the municipality of Bay which is at high risk of flooding due to its proximity to Laguna Lake and its terrain structure. Of all the disasters experienced by the barangay since 1972, typhoons Ondoy and Habagat brought the most impact. Floods brought by typhoon Ondoy lasted for almost four months, resulting in difficulties in transportation, livelihood, and school activities. The Nicolas Galvez National Memorial High School served as its official evacuation center and the nearby barangays (Tagumpay, Dila, Sto. Domingo, and Maitim). This prompted the school management to conduct some classes in the municipal hall (Quilloy, 2016). In addition, the municipality of Bay can be classified as a rurban community, which is defined as being chiefly residential but also where some farming is going on (Merriam-Webster, 2023). A rurban community is considered a new type of settlement where urban and rural activities have diffused (Kolhe, N.P and Dhote, K.K, 2016).

The municipality of Bay is an agricultural municipality, with 65 percent of its land used for agriculture (Municipality of Bay, 2024). Apart from agriculture, tourism, and commerce are also the sources of livelihood for its residents. The number of commercial establishments and important infrastructures such as hospitals has increased in recent years, so people from nearby communities have also accessed services from the municipality.

RESULTS AND DISCUSSION

The following discussion highlights the youth participants' learning experience and appreciation of the participatory video production process and its importance as a capacity-building tool in disaster risk reduction and management.

The Youth-Led PV Production Process. Thirteen youth members from Barangay San Antonio, with ages ranging from 12 to 22, regularly participated in a series of PV workshops from January 19 to March 29, 2019. Seven sessions were conducted consisting of the following activities: a) first introductory meeting and storyboarding, b) DRRM

Table 1
Characteristics of youth participants, Bay, Laguna, Philippines, 2019.

Characteristics	Number of respondents
Age	
Below 16 years old	9
16 years old and above	4
Educational level	
Elementary	2
High school	8
College	3
Purok	
3	1
5	2
7	10

training workshop, c) PV production workshop, d) actual video shoot, e) video-editing workshop, f) wrap-up and reflection workshop, and g) PV viewing activity. The characteristics of the youth participants in the PV research are shown in Table 1.

Storyboarding activity. In the initial meeting, the PV concept, its history, uses, and benefits were introduced to the youth participants. After expressing interest in participating in the study, they went through the storyboarding activity. Storyboarding is a very crucial point in the PV process because it encourages participants to reflect and critically assess their individual and community's situation, discuss issues and concerns, and decide on the PV topic and content as a group. Participants first shared their experiences in coping with typhoons and were able to realize the lack of timely typhoon warnings and the typhoon preparedness of community residents. This prompted them to decide on their PV topic, which is "How to prepare for a typhoon."

Disaster risk reduction management training workshop. Members of the MDRRMO team conducted lectures and practicum on the following topics: a) typhoon preparedness, b) basic life support, c) application of wound bandages, d) response to foreign body airway obstruction (FBAO), and e) cardiopulmonary resuscitation.

Video production training workshop. A lecture was conducted

on proper ethics in taking video footage with the community, which was based on Digital Green's PV protocol and class lessons from the University of the Philippines Los Baños College of Development Communication with fieldwork such as DEVC 70 (Interpersonal Communication) and DEVC 126 (Participatory Development Journalism). Digital Green, an organization that began its roots in India, has been using PV or community videos, mediated dissemination, and information and communication technology (ICT) to enable farmers to share knowledge with one another and raise awareness on various livelihood opportunities. Other topics discussed in the lecture are: a) planning the shoot, b) camera shots, angles, and perspectives, c) framing and composing shots, d) common mistakes, e) camera movements, and f) shooting interviews.

Video shooting activity. A hands-on video shooting exercise was done during a clean-up activity near Laguna Lake coordinated by the Department of the Interior and Local Government. The actual video shoot was conducted with the use of guide questions formulated by the participants

Video editing training workshop. Lectures and practicum were conducted on the use of appropriate video/film transitions and the software Windows Moviemaker for video editing. Likewise, video tutorials on mobile-based apps (e.g., Kinemaster and Fimora Go) were also shown since the participants who were already editing videos using mobile apps expressed interest in learning.

Focus group discussion and interview. Reflection exercises were conducted after the PV process was completed. Focus group discussions and individual interviews were conducted with the participants to gather their concepts about PV, DRRM, and their experiences with the PV process. This was followed by a viewing of the PV, after which comments and suggestions about the video were discussed, as well as plans on where to showcase the video (e.g., barangay fiesta, social media). The participants also shared their plans for sustaining their activities on DRRM.

Perceived enhanced capacity of youth participants. The perceived level of youth participants in the PV process in DRM was low prior to the PV and DRRM workshops since this was their first time attending a formal training workshop on these topics (Table 2). After conducting the PV process, their perceived levels of capacity in DRRM have increased from low to medium. Although age-appropriate DRRM topics were discussed and demonstrated and it was their first time

attending this training activity, follow-up training workshops would be ideal to reinforce their knowledge, skills, and confidence in applying DRRM skills.

Likewise, identifying priority issues of the community through storyboarding is quite challenging, and therefore, the youth participants would need further guidance and facilitation from older youth members such as SK leaders and adult mentors. On the other hand, when it comes to video production skills, the perceived level of capacity increased from low (before the PV process) to high (after the PV process). The participants'

Table 2
Knowledge and Skills and the Perceived Levels of Capacity Pre- and Post- Youth Led PV Process

Knowledge and Skills in Youth-led PV Process in DRRM	Perceived level of capacity (pre-PV)	Perceived level of capacity (post-PV)	Value of PV as a capacity development tool in DRRM
1. Identifying priority issues through storyboarding	low	medium	high
2. Typhoon preparedness	low	medium	high
3. Basic life support	low	medium	high
4. Application of wound bandages	low	medium	high
5. Response to foreign body airway obstruction	low	medium	high
6. Proper ethics in video shooting with the community	low	high	high
7. Video pre-production phase	low	high	high
8. Video production phase	low	high	high
9. Video post-production phase	low	high	high

** Rated based on the perceived levels of enhancement of the capabilities and the value of PV as a capacity-building tool*

youth, enthusiasm, and ease with gadgets made it easier for them to acquire and apply video production skills. The unique characteristics of

a youth-led PV process also facilitated the process. The perceived value therefore of youth-led PV as a capacity development tool in DRRM is high for all phases of the PV process.

Emergent Features of a Youth-led PV Process. Prominent features of a youth-led PV process emerged during data gathering and analysis. Two main aspects heavily influenced the PV process: the concept of participation and the youth participants themselves. The following features surfaced in the PV process: a) creating communication strategies, b) dovetailing project activities, c) sharing control between youth and adults, d) drawing out ideas and giving feedback, including fun, and e) choosing the appropriate software.

Creating communication strategies. The PV participants, ages 12-22, are millennials, Generations X and Z. Both generations grew up with easier access to technologies. Generation X is said to have grown up on personal computers, mobile phones, and video games, while Generation Z grew up on tablets, smartphones, and apps (Urban Dictionary, 2017). The main communication platform for announcements on the PV study was through social media, specifically Facebook Messenger (FB Messenger). However, very few participants acknowledged the announcements (e.g., an invitation to participate in a training session) posted on FB Messenger. Some of the youth still preferred direct chat messages, while other participants relied on their friends to pass on announcements since some of them did not own mobile phones or have regular access to Facebook.

The PV workshop announcement was pushed even further aside because of a more urgent message from the SK chair. The Facebook Messenger chat group became a platform for other announcements from the SK chair, such as weekly bible study and clean-up drives. Proper timing and delivery of messages proved to be crucial. In conducting a PV process, it is important to ask the participants' preferred mode of communication and carefully timing and crafting messages.

Dovetailing project activities. There were instances during the PV process that required adults to be guided in decision-making and make quick changes in planned activities. During the first meeting, the participants agreed to hold a one-day DRRM workshop that would include their PV topic on how to prepare for a typhoon. However, later on, the SK chair specifically wanted to hold an overnight training activity with youth participants and include water search and rescue (WASAR) as one of the DRRM topics.

The graduate student who previously conducted her study with the youth group shared that this youth group preferred to combine several activities into one event (instead of holding them separately but at regular intervals), which delayed their progress.

On another occasion, a PV production workshop session (i.e., a video shooting exercise) had to be modified to accommodate a community activity that suddenly came up. The DILG mandated all barangays to conduct weekly clean-up drives and submit reports the following week. Therefore, the planned hands-on video shoot exercise was adjusted to allow the PV participants to conduct the clean-up drive and, at the same time, practice their video and photography skills learned from the workshop.

In a PV process, it is therefore important for PV facilitators to be flexible and prepared to make quick changes and consult key community stakeholders in making important decisions that will affect the process.

Sharing control between youth and adults. The importance of youth and adults both participating in the PV process was highlighted in this study. The youth participants primarily made the decisions and executed the PV process. However, the adults also played a major role as facilitators and trainers.

The MDRRMO head decided on age-appropriate topics and the corresponding training activities for the youth. Further, the MDRRMO team served as the DRRM trainers who provided accurate content on typhoon preparedness.

The PV researcher facilitated the PV process, from storyboarding to video editing and planning the next steps. In both instances, the adult facilitators provided capacity-building opportunities and guided the youth in making decisions and implementing the tasks assigned to them. Both adult facilitators directed the youth participants to follow the planned scope of the PV study. If full control of the process had been given to the youth participants, the PV process might have taken a different track. Allowing the youth participants to hold their planned overnight training activity on DRRM could have wasted time, effort, and resources and the possibility of encountering risks or accidents since the participants were not mature enough to be trained in specific DRRM activities such as WASAR training. In the same manner, directing them to follow their storyboard enabled them to successfully produce a brief and concise PV

with its key messages intact. Shared control between youth and adults, therefore, proved to be advantageous.

This assertion follows the models of youth participation of Treseder (1997) and Wong, Zimmerman, and Parker (2010), which shifted away from the ladder metaphor of Hart (1997) and Shier (2001) to avoid the assumption that youth-driven participation is ideal. Treseder (1997) proposed five cases of unique yet equal forms of participation. This research closely resembles the typology of participation, where adults have the initial idea, but young people are involved in every step of planning and implementation. The youth's views are considered, and they are involved in making decisions. Further, this study shows traits that reflect the typology of youth participation and empowerment of Wong, Zimmerman, and Parker (2010), where youth and adults have shared control. This control, therefore, shifts depending on the stage and the circumstances in the PV process.

Drawing out ideas and giving feedback. Facilitating a group of youth participants proved to be challenging, particularly during the storyboarding session. The older youth leaders, who are college students and senior high school students, were more vocal and confident in expressing their opinions and suggestions, while the younger participants kept silent and simply listened.

Five out of the 13 regular participants said that it was their first time attending a training workshop outside of school and their first time attending a DRRM workshop. Perhaps the lack of experience and knowledge hindered them from confidently participating in the discussions. After conducting focused and axial coding, codes for providing constructive and positive feedback to the participants emerged. Since the participants of the PV process were young and had no experience with DRRM and video production, it was deemed important to provide them with positive and constructive feedback for their suggestions and progress.

These learnings can also be applied to a more general PV process that does not necessarily involve the youth. In dealing with the community, it is important to be patient and innovative in creating strategies to facilitate discussions more effectively and, at the same time, give respect and constructive feedback for the participants' ideas.

Including fun in the process. Milne et al. (2012) critiqued past and current PV research studies for lacking criteria for documenting

the satisfaction or 'fun' of participants who have experienced PV. In this particular study, the inclusion of the element of 'fun' in the PV process surfaced as an important feature. The participants were fond of taking photos and having their pictures taken during the video production workshop exercise. They took almost 250 photos and video clips, which were composed of interviews, group photos of the discussion, and their individual activities, either dancing or pretending to be hosts of a vlog.

This group of participants belong to the millennials who are considered to be technology savvy and comfortable in using gadgets and social media. It therefore made sense that the participants were naturally drawn to and comfortable with using digital cameras. Further, being part of the selfie generation also contributed to their interest and ease in using the digital camera.

Apart from their enthusiasm for using the camera, it was observed that as they proceeded with the training workshops, they began expecting a weekly routine. It was important to keep the momentum going since a routine had been established. Activities were scheduled at least one or two weeks apart and were updated weekly through Facebook Messenger on the progress in video editing and activities for the coming weeks. For the culminating activity, the PV viewing activity was combined with a swimming event, where the participants watched the final video with the researcher and shared their feedback about the video and the PV experience.

The element of fun and allowing the participants to enjoy the PV process are important features of a youth-led PV process. As Walsh (2014) said, 'involving people in reflecting on difficult issues in their lives through a method in which we play and create together has many intangible and politically important benefits.'

Choosing the appropriate software. At the start of the study, one of the first questions asked of the participants was their skill level in video-editing, and their access to video-editing software and hardware (e.g., laptop, computer, mobile phone, tablet). Of the 13 regular participants, four of them knew how to edit using mobile apps such as Filmora Go, Kinemaster, Videopad, and Viva Video, and only two knew how to use Windows Moviemaker. The rest did not have any previous experience or training in video editing. Although most of them did not own personal computers and only some owned mobile phones, they were interested in learning how to edit videos using computer-based software such as Windows Moviemaker. Thus, a hands-on video-editing

workshop using Windows Moviemaker was decided on since it was free to download and easy to use. It proved to be a good choice since all the participants appreciated the training and became confident that they could edit videos using this software.

In conducting PV research, particularly in the video-editing stage, it is vital to know the skill level of the participants and which technologies they already use and have access to. In that way, the efforts to teach them new skills will be sustained, and they can further improve themselves. Very few PV projects will donate free computers and cameras, so it is more prudent to take into account the video-editing equipment and software that are easily available to the participants. During the conduct of the youth-led PV process, these features emerged through the coding and analysis of interview and FGD transcripts, as well as through participant observation field notes. It was also evident through codes how the PV process was able to enhance youth's capacity to participate in DRRM initiatives.

Enhancing Youth's Capacity in DRRM

The PV process conducted by the youth participants enhanced their capacity to participate in DRRM activities. Through the PV process, they were able to establish a core group in DRRM, improve their knowledge and skills in PV and DRRM, and boost their confidence in themselves.

Established a core group in DRRM. The PV process facilitated the organization of a group of young community members who were all eager to participate in DRRM initiatives. The PV process served as an entry point or strategy in community organizing where community members were gathered to discuss common goals and problems and find solutions. All the participants indicated a keen interest in participating in a DRRM group should the opportunity arise. The SK chair said that this new group could be officially established as the new batch of Youth Eco South Organization (YES-O) members since the first batch had become inactive because they were either residing abroad, working, or establishing young families. Since the PV participants were ages 12 to 22 years old, with the majority of them still in junior and senior high school, there was still ample time for them to be trained in DRRM and serve in the community. The participants also had more free time to devote to community service compared with older youth who were already college students or working.

Improved knowledge and skills in PV and DRRM. All the youth participants said that their knowledge and skills on DRRM increased after attending the PV workshop. For most of the participants, this PV workshop was their first training workshop on DRRM outside of school-led DRRM activities (e.g., fire prevention drills and earthquake drills). According to the SK chair, the last DRRM training workshop conducted for the youth in the community was a one-day training workshop during the 2018 Youth Week. A more intensive DRRM training workshop was already conducted for YES-O members as reported by Quilloy (2016).

Their new knowledge in DRRM can be seen in the PV they created, wherein they shared individual testimonials on how they would prepare for future typhoons. Preparation of an emergency or go-bag was particularly a new lesson highlighted by many of them. Further, most participants emphasized the need to be aware of coming typhoons by using the media (e.g., radio, TV) and listening to barangay officials' instructions.

Aside from learning about DRRM, the participants appreciated the PV process because they also gained new knowledge and skills in PV production. The participants were particularly excited to learn about video editing and the use of the voice recording function of Windows Moviemaker. In particular, they learned the following skills and techniques: a) sequencing or organizing scenes to come up with a coherent story, b) executing camera shots, movements, and angles, c) using a digital camera to shoot videos for the first time, and d) using the camera more effectively and video narration in storytelling.

Participants also honed their inherent skills and talents in scriptwriting and storytelling. During the hands-on video-editing workshop, one team was able to create a cohesive and interesting video. These talents were enhanced when they decided to use voice narration in their video. The video-editing teams showed their capacity to think critically by comparing the effects on people who prepared well for a typhoon with those who did not prepare. One group depicted this through video footage of a house without a roof caused by a typhoon, while another group coined their video title 'Ano ang epekto ng Bagyo sa Mga Hindi Nakapaghanda at Sa Mga Nakapaghanda' (What are the effects of typhoons on those who prepared with those who did not?).

Moreover, one participant captured the essence of the PV process through the slogan he developed for their video: 'Bagyo ay Paghandaan Para Hindi na Mahirapan' (Prepare for Typhoons to Avoid Hardships).

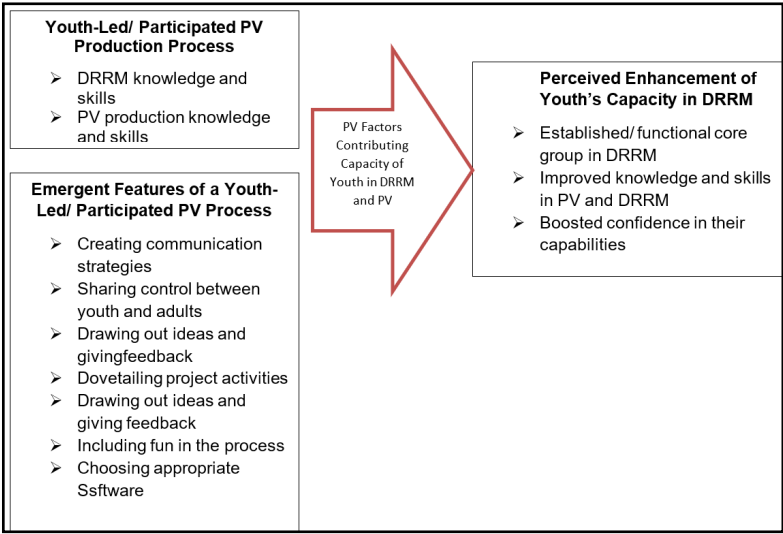
These anecdotes reveal that the PV process enhanced their knowledge and skills in PV and DRRM, as well as their inherent talents and abilities.

Boosted Confidence in their Capabilities. Undergoing the PV process helped the participants overcome their shyness and become more confident in their individual capabilities. After the PV process, all the participants shared their individual realization of the different experiences as they gained the knowledge and skills in PV on DRRM, as follows: a) have overcome their shyness and become confident in carrying out their individual capabilities, b) plan to apply their knowledge and skills by serving as volunteers for emergency responses, specifically on first aid and basic life support skills, c) share their knowledge and skills with friends, siblings and relatives, classmates, neighbors, and the younger generation, d) gain confidence to endure future typhoons, e) appreciate the importance of go-bag during typhoons, f) excel in writing reports for their barangay, and g) the importance of teamwork in

Table 3
Enhanced Youth’s DRRM Capacity, Parameters, and Key Performance Indicators.

Enhanced Youth’s Capacity in DRRM	Parameters	Key Performance Indicators
1. Establish a core group in DRRM	• Entry point or strategy in community organizing	At least 90% of PV training participants actively participated in all activities
2. Improve their knowledge and skills in PV and DRRM	• Preparation of an emergency or go-bag • Awareness of coming typhoons by using media (e.g., radio, TV) and listening to barangay officials’ instructions • PV process and production • Re-echoing PV process and production	At least 80% of PV training participants can discuss the knowledge and skills gained from PV and DRRM training activities
3. Boost their confidence.	• Overcame shyness • Engaged in teamwork/ group work	At least 80% of PV training participants expressed confidence in new knowledge and skills gained

Figure 2
Youth-led PV Process Framework and its Perceived Enhancement on Youth's DRRM Capacity.



accomplishing their individual tasks efficiently.

The PV process enhanced the capacity of youth participants in both the video production process and DRRM knowledge and skills, and they were able to document the process and produce their own videos. Likewise, the PV could also be watched several times for them to remember the important points. The enhanced youth's capacity in DRRM through PV, the parameters, and key performance indicators used with PV is shown in Table 3 while the generated framework of the study is shown in Figure 2.

SUMMARY AND CONCLUSION

Overall, the PV process became a strategy to organize the youth into a core group that would later serve the community. It provided new knowledge and skills in DRRM and PV, and became a platform for the youth to exhibit and practice their other individual innate skills and talents. As participants engaged in the PV process, they were able to reflect and become critically aware of their own situations, discuss their issues and concerns, and present a solution through the creation of their PV. The PV served as an advocacy tool to promote typhoon preparedness in the community. Building the capacity of the youth on DRRM is crucial

for Barangay San Antonio since they can actively participate in helping the community, especially during typhoons.

Completing the PV process and the video itself gave them pride and a sense of accomplishment as a team. All these factors contributed to enhancing their capacity not just in DRRM and PV but as young community members as well. They became more confident of their capabilities as youth and wanted to share their skills, knowledge, and talent to rest of the community. This study also highlights the fact that PV can be an effective tool to teach or introduce technologies and practices in a rural community. Although farming may be the main source of livelihood in the community, PV production is possible by working with the youth who are open to learning new technologies and have access to mobile phones and video-editing software.

For PV practitioners and researchers, this study indicates that PV can serve as a strategy for building capacity for PV and a community's pressing concerns, such as DRRM. Therefore, PV not only serves as a tool for message- and information-sharing among marginal communities, or from marginal communities to authorities, but as a learning and capacity building platform in itself that can initiate transformative processes within the community. Community development workers can view the PV process as an alternative entry point in community organizing to be able to attract participants, especially the youth, to participate in development programs.

RECOMMENDATIONS

Community development can view the PV process as an alternative entry point in community organizing to attract participants, especially the youth, to participate in development programs. It is, therefore, important for the community to design programs and strategies and link with other key stakeholders in DRRM to be able to sustain this enthusiasm and commitment from the youth participants, and encourage other young people to participate as well.

Follow-up PV training workshops can also be conducted to upgrade participants' skills in DRRM, as their initial knowledge and skills started at a low level and only reached an introductory level.

The emergent features of a PV process involving the youth include creating communication strategies, dovetailing project activities,

sharing control between youth and adults, drawing out ideas and giving feedback, including fun in the process, and choosing the appropriate software for video editing. Knowledge of these features can equip PV researchers and practitioners in preparing for future PV projects with the youth, to ensure more engaging and successful initiatives with them, and in building long-lasting relationships with them. Being able to anticipate and address these features in PV projects will more likely result in strengthening or sustaining partnerships with the community. This will also result to more successful PV projects that can lead to capacity development, more effective DRRM coordination involving the youth, and knowledge generation.

CONFLICT OF INTEREST

The authors declare that the research was conducted without any commercial or financial relationships that could be construed as a potential conflict of interest.

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The manuscript has not been presented in a conference or included in the book of abstracts.

AUTHOR CONTRIBUTIONS

TLT Mendoza conceptualized the research study with BPG Flor. TLTM conducted the study, collected and analyzed the data, and wrote the article. BPGF guided TLTM in the data analysis and discussion of research results.

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