Deliverable 6.3 project video

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History

Version	Date	Modification reason	Modified by
0.1	03-03-2020	Initial draft of project video deliverable	Kenny Meesters
0.3	10-03-2020	Review of rough video and deliverable	TU Delft Communication
0.5	17-03-2020	Adapted version of video and deliverable	Kenny Meesters
0.6	24-03-2020	Final release of project video	TU Delft communication
0.7	03-04-2020	Video outline / editorial choices	Kenny Meesters
0.8	10-04-2020	Added video materials	Kenny Meesters
0.9	17-04-2020	Quality check	Sjirk Meijer
1.0	19-04-2020	Final reviewed deliverable	Kenny Meesters
1.1	14-10-2020	Revised deliverable	Kenny Meesters

Revision: This deliverable has been revised to clarify there have been two videos produced as part of the dissemination and communication strategy. The first video has been produced to provide an overview of the project in general, specifically highlighted through the final conference, and interview with the local students/pupils. The second video has been produced to more specifically highlight the academic contribution.

Finally, the logo has been updated on the project official video as per request

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1 Introduction & Objective

This deliverable describes the development, production, and delivery of the ImProDiReT project video. This video is produced as part of Work Package 6, and specifically task 6.3. The objective of the task is to produce a short video clip for and of the final conference. The video-clip captures the project and its results (for the area and for the wider disaster risk reduction field) will be presented in a way understandable for the general public. The video will be made available for partners, the commission, and the wider audience.

The video is produced with 3 distinct objectives and motivations:

- **Documentation:** The video supports the documentation of the project, as it provides an (high-level) overview of the objectives and motivations for the project, the stakeholders involved, activities conducted and the results and outcomes. In addition to the written deliverables, articles and other output, the video serves to support the document the perspectives of different partners within and around the project and their perspectives on the project such as the challenges and opportunities.

- **Dissemination:** Secondly, the project supports the dissemination activities. The video helps partners of the project, including the commission, to bring the project and its results to the attention of others. The video provides an overview and introduction to people not familiar with the project, and a recap of the results for those who are familiar. In the video both the project itself and the activities as well as the broader context and the relation with the community is emphasized.

- **Public Awareness:** Finally, the project video aims to spread awareness of the project, the approach and the results to a wide audience. The video aims to not only raise awareness about the project, but specifically about the approach taken by the project. In this approach, engaging with local stakeholders and including them in the project specifically in assessment and workplan development activities. Finally, the video serves to further increase the general public awareness about the need for disaster risk reduction programs and their own general risk perception and awareness.

These three key objectives are the key requirements for the video that is developed during the final months of the project.

2 Production

2.1 Team

The video was produced by a team composed of project members of Delft University, supported by the communications department of the faculty of Technology, Policy and Management. In total the team consisted of:

- **Videographer**: A videographer supported with the technical production of the video material. This includes arranging and operating the audio/video equipment. The videographer also edited the videos and created the montage. The final rendering and distribution was also done by videographer, along with additional post-production (such as adding title-cards and subtitles).
- **Storyteller:** Delft University provided 'story-telling' expertise (see below) to help draft and design the storyline of the video. This person also conducted the interviews and supervised the initial montage and editing of the video ensure the storyline was well captured. Finally this person also ensured that the right materials (such as subtitles and names) for post production was available.
- **Communication advisors:** Experienced communication advisors of Delft University supported the development and project management side of the video production. Based on their experienced they provided input into the design, execution and dissemination of the video production. Where needed they also offered connection to other expertise as needed.
- **Project leads:** The project leads of Delft University, alongside of RAN project members provided the main input for the video. This included defining the objectives of the video, linked to the overall objectives of the project (including creating awareness and dissemination of the generated knowledge). The project leads also guided the video crew and introduced them to the project, context, the members and the stakeholders.
- **Project members:** Provided their input in the video, for example by providing footage and interviews with the video production team. Additionally project members of local organizations (such as ARDZ) also supported the video production by arranging on-site visits, schools and other key stakeholders of the project to be interviewed.

2.2 Core message

The video is centered around 3 core themes, that are reflected in the different parts of the video. These core messages are combined in the final video as a 'story'. This story(-line) provides a narrative structure to integrate all three messages into one video.

- **The history, need and urgency of the project:** The first message outlines the motivation and the need for this project undertaken. This message breaks down into two key arguments. First the need to have a project at all; outlining the urgency, risks and acute challenges faced by the local community. Second, the need for a project as outlined and conducted by ImProDiReT and supported by the EU. This provides the main motivation for the strong research component as well as including the local community. In other words, motivating the unique aspects of the project and why this consortium and this type of project is best equipped.
- **The project work and the activities undertaken to create situational awareness** Here the video focuses on the knowledge creation and product developments such as the research, the mapping activities, the public campaigns and surveys. This message highlights the specific implementation and the underlying choices that the project has made, based on the first message. For example, it highlights the importance for providing a scientific base, as well as the need for the campaigns, and engaging the local community through various activities including the younger generation.

- **The transfer of the knowledge to the local stakeholders ('passing the torch')**
  In this part of the video, the focus is on transferring the knowledge, experience, and outcomes of the project to the local community. Specifically, the involvement and inclusion of the students in the project in the data-collection (surveys in WP3) and the public awareness campaigns (WP2). This messages resonates with one of the key objectives of the project: namely to provide and empower the local community with the knowledge and tools. In fact, the video itself is also part of this last message as it captures key aspects of the project that the local community (and others) could use in the future.

Combining these messages in the video creates a natural progression. Starting from the historical perspectives, the background and the context, the motivation and the urgency for the project becomes clear (the 'quest' is laid out, according the narrative structure). Next the activities within the project are undertaken to address the challenges, create partnerships and develop solution to the obstacles (in the narrative 'accepting and undertaken the quest'). Finally, the project transfers it is knowledge to the local community and empowers them to tackle challenges like these themselves, specifically for the youth / younger generation (according to the narrative: 'passing the torch'). This combination provides a natural flow, that takes the viewer 'on a journey' through the project background, its works and the results and impact.

2.3 Principal filming

The main filming took place during the final ImProDiReT conference. Prior to filming on location, the above-mentioned team established key shots, interviews and other material that would be needed to accomplish the objectives and the captures the messages outlined above. For the principal filming the following aspects were captured on film:

- **Interviews with the project members:** The project members were interviewed in relation to the various messages outlined above. In the interviews each project member was asked about their work and activities, their key findings and take-aways from the project. Depending on their role and involvement in the project the interviews were adapted to capture their unique perspectives. In total 10 interviews were conducted with the project members during the conference. An additional two interviews were conducted later back in the Netherlands so any gaps could be filled.
- **Interviews with the local community:** In addition to the interviews with the project members, extra interviews were conducted with community members and key stakeholders that were involved in the project. This includes the deputy mayor, teachers, students and local residents. An additional 12 interviews were conducted.
- **Footage from the conference and location:** Footage from the conference and the fields visits was captured and used to 'set the scene'. This footage was also used to illustrate the project team 'at work' and some punctuate some of the typical activities (esp for work-package 2 and 6 which focus on engaging on stakeholders).
- **Drone footage:** A drone from the Delft Gamelab was used to shoot additional footage of the area, and specifically of the mining area. This drone-footage provide a good overview of the area and the impact the mining industry had (e.g. with sinkholes).
- **B-roll:** Additional footage to support and punctuate points made by the various people there were interviews and highlighted in the video. This includes footage of the effects of landslides, the mining area, the school etc. This adds understanding for the viewer of the subjects that is being talked about.

Additional footage was available from project members and other sources. This included footage shot on mobile phones throughout the project. Video clips from media (news) items and press conferences as well as recordings from previous ImProDiReT activities. However, this material was almost not used, to ensure a consistent quality / video production. Nevertheless, these materials are available to all project members to be used in their own production and dissemination activities.

2.4 Post-Production

After the principal filming the recorded footage was reviewed and edited in accordance with the narrative outlined in the section above. The video was produced finally in several stages:

- **Outlining the footage:** In the initial stage the recorded footage was cut, labelled and stored for easy access and used in the editing stage. Also the usability (audio/video) quality was checked and unusable footage removed.
- **Rough edit:** The rough edit was the first version of the footage ordered according to the narratives above. This rough draft was used in the initial review process.
- **Review:** The rough edit was reviewed with the entire team (see section 2.1). In this review process several comments were made to improve the video. Specifically the review asked to highlight the role of the local community and the youth/students in particular. Furthermore, edits were proposed to reduce the length of the video to the desired 10 minutes.
- **Fine edit:** Based on the feedback received, a revision to the video was made and some (redundant) footage was removed. Additional footage was added to ensure that the core messages were clearly highlighted.
- **Final review:** The final review focused on 'polishing' the video and ensuring that the correct titles, names and other information was presented. Furthermore, the final review also focused on ensuring the core messages were clear from the video and supported the overall dissemination strategy of the project. This resulted in an additional round of review for the video team.
- **Publication:** After the final revision round and approval, the video was finalized with all the necessary graphics and rendered at high resolution. The resulting video-file is shared with the project members and the TUDelft communication team for use in their communication channels.

Additional activities include more specific video editing tasks such as:

- **Color correction:** Ensuring that all footage has the same color and a consistent look.
- **Adding title cards:** Adding title cards for the various speakers and interviews as well as credits, logo's and other graphics to clarify the contents.
- **Adding subtitles** for Ukrainian and Russian for several interviews that were conducted with the help of a translator.

3 Results

3.1 Approval

The draft version (rough cut) of the video has been shared with all the partners for their approval. Furthermore, the communication team of Delft University has reviewed this version and provided suggestions for improvement, specifically for dissemination to the wider public audience. The editor has incorporated these changes in a final version which has again been submitted to the partners for the final approval. The final version was approved in early March 2020 and has then been rendered in high quality for publication.

3.2 Publication Video

The video has been disseminated to the different project's partners for use in their own communication. Furthermore, it will also be included on the project's website and shared with the organizations the ImProDiReT have engaged with throughout the project. The video it self can be downloaded from: https://bit.ly/improdiret-video

In addition to the final edited video shared via the link above, additional footage that has been filmed on location and stored throughout the project has been shared with the entire project team via the shared digital workspace. In total close to 100 hours of video footage from the project has been recorded and shared. This includes TV-interviews, general footage (including drone footage), and videos made by the project team themselves (for example on mobile phones). In addition to many pictures and audio recordings have been made and shared. This allows the project partners to also create their own videos for specific purposes.

The video will also be subtitles in other languages with the help of the local partners, in order to make the video also relevant for the various audiences in the wider Transcarpathia region.

3.3 Science Story

Delft University has a story-telling platform on which the university publishes specific stories about scientific projects. The goal of the platform is to highlight the scientific research that has a (direct) impact on society. The focus of the platform is to present academic research and scientific projects to the general audience.

The video produced for the project, along with additional footage, interviews and texts have been used to produce a 'story' to highlight the ImProDiReT project, and the research behind it. The platform and the story, through the network and communication-department of Delft University has a wide reach. The platform and the 'Solotvyno' story can be visited at the following url: https://www.tudelft.nl/en/tpm/research/stories-of-science/solotvyno/

3.4 License

The video, footage and other materials, as with other project materials, has been licensed in accordance with the grant agreement. Partners can share and distribute the video through their own channels and embed the video in their website. However, the logos of the partners and the European Commission as well as the acknowledgements should always be included.

4 Video deliverables

4.1 Project video

The project video focusses on highlighting the various milestones and achievements in the project. Specifically, the video highlights the various work packages and how they connect to the project objectives. Secondly the various project partners and the locally involved stakeholders highlight their contribution in the video. Finally, the project video concludes with a future outlook, specifically focusing on the youth and their role in the project as well as their future outlook.

- On online platforms:
    - Vimeo: https://vimeo.com/403263162
    - YouTube: https://youtu.be/uTTyBBlzMxU
- As download:
    - https://drive.google.com/file/d/1soW4jwSTkANi5h1ih5b5Ir11IupWOap7/view?usp=sharing

4.2 TU Delft Story video

In the TU Delft specific video, more emphasis is placed on the larger academic/scientific context of the video. While some of the same footage is being used, this video includes a more academic reflection on the core design principles of the project. The video also highlights the outcomes of the project that could be replicated to other disaster risk reduction projects.

- On TU Delft story platform
    - https://www.tudelft.nl/en/stories/articles/the-voice-of-solotvyno/
- On YouTube:
    - https://youtu.be/QeB6p53QNpQ
- As download:
    - https://drive.google.com/file/d/1C6GjYwV7jvpoOttETh6l3SMtRtX5NwhX/view?usp=sharing
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