

ACTION CENTER

TO END WORLD HUNGER

**100% Final Design
Media Specifications
November 21, 2007**



DESIGN.

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ACTION CENTER TO END WORLD HUNGER
100% Final Design
Project No. 05500-0G
11/21/2007

**ACTION
CENTER**
TO END WORLD HUNGER

 Mercy Corps

ACTION CENTER TO END WORLD HUNGER
100% Final Design
Media Specifications

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INTRODUCTION

ESI Design is pleased to present to Mercy Corps our 100% Final Design documents for the Action Center to End World Hunger. They represent an important milestone in our work with Mercy Corps to develop the Action Center.

The Media Specifications this document contains are meant to accompany the 100% Final Physical and Graphic Design document and the Equipment Cutsheet Appendix. Together, these three documents comprise the complete Action Center to End World Hunger 100% Final Design documents package.

This package builds on the work completed during the project's earlier phases. We first met with representatives of Mercy Corps in August 2005, when we began collaborating with you on the winning proposal to Battery Park City Authority. Following the approval of that proposal, our work began in earnest in April 2006, when we met to discuss your goals and parameters for the project. During the months that followed, ESI developed a concept direction for the Action Center aimed at meeting your educational and experiential objectives. On August 10, 2006, ESI Design presented the Final Concept Report, which captured our collective vision for the Action Center.

Over the course of three days the following spring (April 16-18, 2007), ESI Design met with experts in the field of hunger relief and development, along with members of the Action Center's content committee, to collaboratively define the Center's content. Our fruitful conversations moved the concept forward, as it helped refine each of the exhibit elements. A key message that emerged during those sessions is that the Action Center must frame the story of the fight against world hunger in a positive, innovative way to overcome the public's perception that world hunger is too large and complicated to tackle. We believe this content direction will create a deeper, richer visitor experience and inspire visitors to become part of the team dedicated to ending world hunger.

Based on the direction set during the concept and content development phases, ESI began the design development phase of the exhibit program. On June 29, 2007, at the midpoint of the phase, ESI delivered the 50% Final Design package to Mercy Corps. After incorporating feedback received from Mercy Corps on that document into the further development of our designs, ESI hosted several design review meetings at our offices to allow Mercy Corps representatives to see the progress of those designs. Also during this period, ESI collaborated closely with Cassandra Nelson of Mercy Corps to develop the content and media specifications contained in this document.



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Introduction

This 100% Final Media Design Document includes:

- An executive summary of the visitor experience
- A Production Overview for Systems Integrators and AV Producers
- Interactive design standards for the exhibit program
- Final software descriptions, flowcharts, and logic notes for all interactive programs
- Sample screen designs for all interactive programs
- Script outlines for all graphic elements and exhibit signage
- Script outlines for all audiovisual programs
- Final systems diagrams, outlining hardware, and network requirements
- Systems equipment lists

In the forthcoming Production phase of this project, this package will form the basis of bid documents for the fabricators and producers who will join the project team that will physically create Action Center for End World Hunger (bid forms and instructions will be published separately during the Bid and Negotiation Phase). ESI Design, along with Mercy Corps and the fabricator and producers, will use this package as the guideline to ensure the Action Center's original vision is fully realized.

ESI Design has brought the design to the point of production-readiness. Once the production contracts are awarded, it will be the producers' responsibility to translate the designs into actual exhibits. During production, ESI will work with the fabricators and producers to creatively and collaboratively ensure the elements of the exhibit program are produced according to the original intention.

ESI is delighted to be a part of this innovative and forward-thinking project, and to have the opportunity to work with Mercy Corps to inspire the next generation of activists, both in our own community and around the world.



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Introduction

Media Production Scope of Work

As Media Producer, ESI Design will be responsible for the final production of the following elements:

- Linear video programs
- Interactive media programs
- Final art for exhibit signage and environmental graphics
- Final text for all of the above

ESI will coordinate all approvals with Mercy Corps at key development milestones. ESI will be responsible for handing off video programs and interactive programs in formats agreed upon with the Systems Integrator.

Linear video programs

Linear video programs include the Briefing Video and video components in the four Training Towers.

- **Briefing Video:** ESI will shoot original video footage and/or acquire existing footage from Mercy Corps and other sources as necessary, edit, cast voiceover talent, record voiceover, produce video graphics and titling, produce and/or acquire music soundtrack material, subtitle, mix and master.
- **Training Towers Video Components:** ESI will acquire existing footage from Mercy Corps' four shoot locations (in Guatemala, Afghanistan, Niger and Indonesia) and other sources as necessary, edit, cast voiceover talent, record voiceover, produce video graphics and titling, produce and/or acquire music soundtrack material, subtitle, mix and master.

ESI will be responsible for handing off video programs to the Systems Integrator in a format agreed upon with the Systems Integrator that meets all performance requirements specified in this 100% Final Media Design document.

Interactive media programs

Interactive media programs include the four Training Towers, Video Field Dispatches, Global Status, Action Stations and Info Hub Feeds.

- **Training Towers (4):** ESI will produce all media and software for the four training towers. Media includes all screen graphics and animations required for the user interface (UI), all on-screen text instructions and prompts, all content (photos, maps, statistical charts, text material, etc.). Software programming includes integration of all of the above into four touch-screen based interactive programs.



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Media Production
Scope of Work

- **Video Field Dispatches:** ESI will produce all media and software for the following components: 1) Visitor-facing UI, a touch-screen interface that displays final video submissions, 2) Center-based administration, which enables the Information Officer to manage video submissions and 3) Contributor-facing UI, which enables users with web-access to upload Video Field Dispatch material to the Center. The Center will be responsible for populating the system with the initial round of Field Dispatches sufficient for grand opening.
- **Global Status:** ESI will modify the Google Earth program for use as a visitor-facing interactive program at the Center. This will require production of graphics for inclusion in the Google Earth program, and integration with the Mercy Corps web development team to ensure that Mercy Corps web-based content is properly formatted to incorporate into Google Earth.
- **Action Stations:** ESI will produce all media and software for the following components: 1) Visitor-facing UI, a trackball/keyboard interface that enables visitors to select actions, perform actions and email action kits, 2) Visitor-facing display, which displays feedback from visitors about actions taken, 3) Center-based Admin, which enables staff to add/remove/change actions.
- **Info Hub Feeds:** ESI will produce all media and software for the following components: 1) Visitor-facing display (not interactive) of text-only RSS feeds, graphically displayed and 2) Center-based Admin, to add/remove RSS feeds and to add/remove/change special messages.

ESI will be responsible for handing off interactive programs to the Systems Integrator in a format agreed upon with the Systems Integrator that meets all performance requirements specified in 100% Final Design. ESI will be responsible for delivering fully operational software on-site, and will conduct on-site testing after installation by the Systems Integrator. ESI will also be responsible for handing off web components, such as Training Towers media and elements of the Action Stations and Video Field Dispatches, to MercyCorps' website production team, according to the web design specification to be developed jointly by ESI and MercyCorps' website production team.

Final art for exhibit signage and environmental graphics

Exhibit signage and environmental graphics are included in the Exterior, Entry, Briefing Area, Video Field Dispatch, Global Status, Training Towers and the Action Stations.

- **Final Camera-Ready Art for Production:** ESI will be responsible for the final text and graphic artwork for all exhibit signage and graphics.

ESI will be responsible for handing off camera-ready art in formats agreed upon with the Exhibit Fabricator, coordinated with the Exhibit Fabrication schedule.



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Media Production
Scope of Work

Systems Integration Scope

The Systems Design for the Mercycorps Action Center is a robust set of components that are adaptable for different uses. Six (6) public facing areas in the space that employ interactive and media systems. These are the Briefing Area, The Information Hub, Video Field Dispatches, Global Status Wall, Training Towers, and the Action Stations.

The systems are primarily designed around personal computing equipment running the Windows operating system, allowing for ease of use and maintenance as well as expandability and flexibility for future needs. All of the computer systems are operated and administered via local site-wide IP network. Audio Visual show control systems have been kept to a minimum. Daily shutdown and startup will be, for the most part, accomplished via scheduling at the operating system level and no-signal timeout shutdowns on exhibit screens and projectors. One exception to this is the Information Hub area, which includes an A/V switching rack and show control panel for control of sourcing to an array of monitors in that area.

Production Specifications

Original Video:

All original video will be shot in HD format 16:9, 1080i.

Rendered Audio-Visual Media:

Video produced for the exhibition components will be encoded as presentation-grade Flash movies. All Flash movies should have a total bit rate of at least 1.4 Mbps. The upper quality limit will be based on performance testing with the actual computer configurations being installed in the center.

This minimum overall data rate refers to the sum total of video bit rate (minimum 1300 Kbps) and audio bit rate (minimum 96 Kbps at 44.1kHz). Video that is not shot and edited progressively (24 FPS progressive or 30 FPS progressive) should be deinterlaced prior to the final encoding process.

Visual Presentation

Below are specifications for the destinations of all visual media elements at the Action Center:

Briefing Area:

- Output: Ultra-short throw projector onto dry-erase-writable screen surface
- Size: 60" x 80" screen surface
- Resolution: XGA, 1024 x 768

Info Hub:

- Output: Large-format LCD display
- Size: 40" (diagonal) viewable 16:9 LCD
23"H x 38.2"W x 4.6"D
- Resolution: 1366 x 768

Video Field Dispatch:

- Output: Touchscreen LCD display
- Size: 18" (diagonal) viewable 4:3
18.9"H x 13.39"W x 2.36"
- Resolution: UXGA, 1280 x 1024

Global Status Wall

- Output: Ultra-short throw projector onto dry-erase-writable screen surface
- Size: 60" x 80" screen surface
- Resolution: XGA, 1024 x 768

Action Stations

- Output: Integrated laptop computer LCD display
- Size: 13.3" (diagonal) viewable 4:3
- Resolution: XGA, 1024 x 768

Training Towers

- Output: Touchscreen LCD display
- Size: 32" (diagonal) viewable 16:9
- Resolution: 1360 x 768

ADA Compliance

All physical and media components in the Action Center will comply with and exceed ADA requirements. For the hearing-impaired, subtitling will be provided permanently on all linear audio-visual programs. On-screen text will be larger type for visitors with low-vision. For blind visitors, we recommend docents be trained to accompany them through the visitor experience and a list of actions be developed in Braille. All exhibit components will have at least one wheel-chair accessible station. Please refer to the MercyCorps Web Accessibility Priorities in Appendix One, as well as the W3 Web Accessibility Initiative at <http://www.w3.org>.



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ADA Compliance

AC01 EXTERIOR

OVERVIEW

The Action Center's exterior immediately catches the eye with its attractive, bold graphics and the intriguing array of retail products on view in the display windows. The images and text ensure that visitors/passers-by instantly grasp the Center's tone and mission, as it invites them inside to learn more about world hunger, and join the fight to end it by taking action.



AC02 ENTRY

OVERVIEW

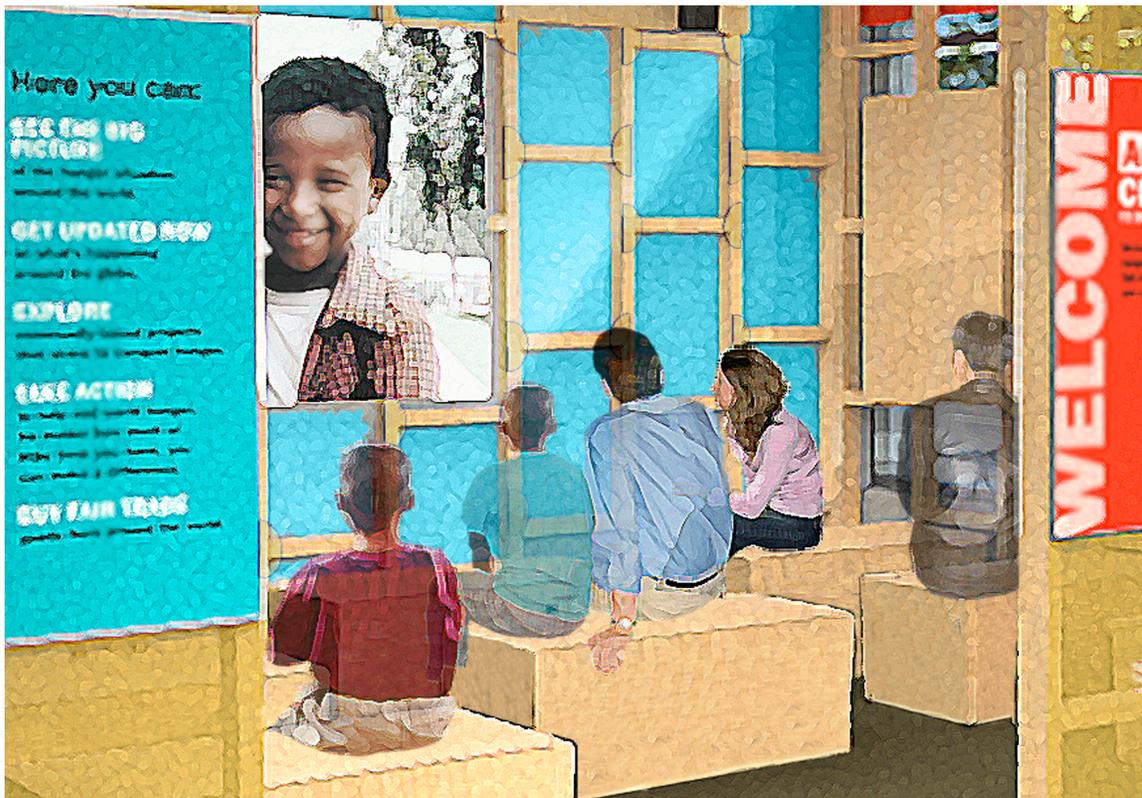
When visitors enter the Center, they immediately know they've come to a vital, active place, where they're both welcomed and encouraged to take an active role in the fight to end hunger. Bold directional graphics assist with way finding and deliver a range of positive 'Take Action' messages. A staff person steps forward to greet and direct visitors, which personalizes the experience, and helps visitors realize that their presence is valued and vitally important to the Center's mission and work.



AC03 BRIEFING AREA

OVERVIEW

The Briefing Area is the Action Center's orientation space. Its centerpiece is a 6-8 minute video that tells the larger story of world hunger and poverty, explains the Center's purpose, and encourages the visitor to take action. In addition, a pin-up board and magnetic white boards enable Center staff to display timely information about hunger and associated issues. The area and its seating are highly flexible to meet the needs of different situations, events, and audiences.



AC04 INFORMATION HUB

OVERVIEW

The Information Hub conveys breaking news and other information to Action Center visitors and also serves as a work area for Center staff. An administrative computer station allows staff to manage RSS feeds, video field dispatches, and Google Earth feeds within the Center.

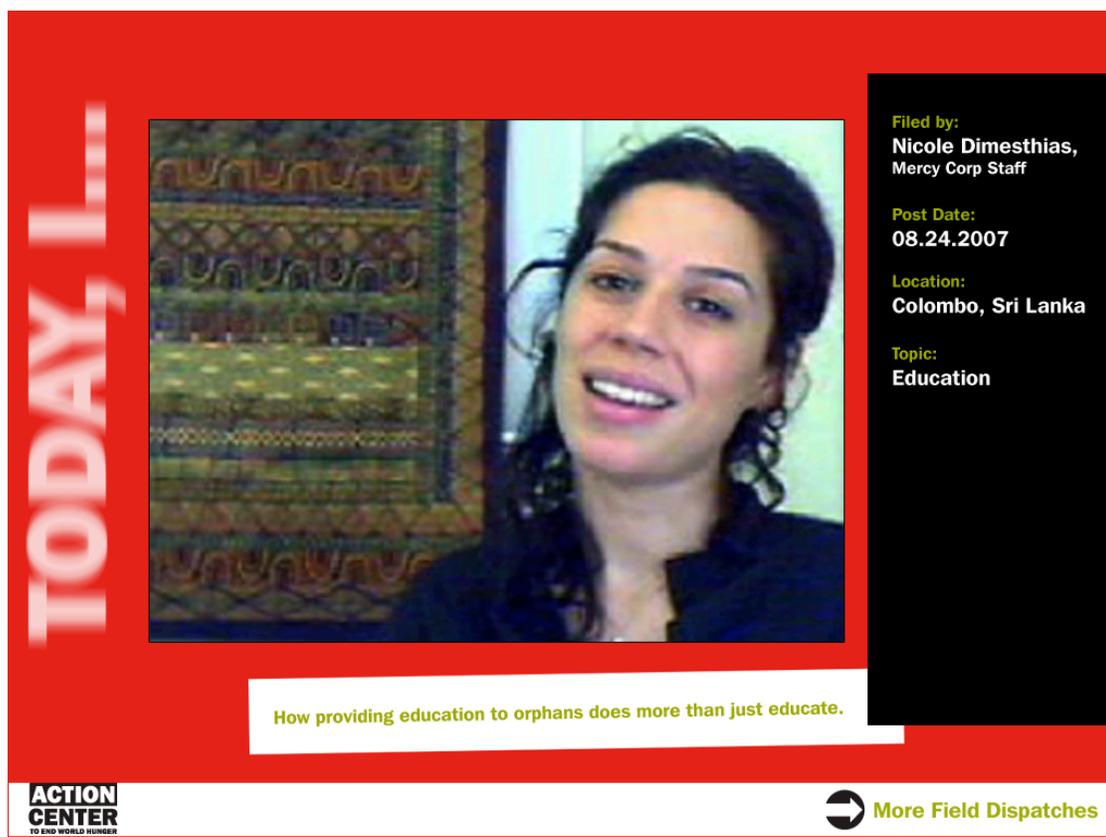
Center staff members and special guests can speak to small groups at the Hub. Assisted by Center staff, visitors can record their own “field reports” at the admin station and describe actions they’ve taken to end global hunger.



AC05 VIDEO FIELD DISPATCHES

OVERVIEW

Brief, unedited anecdotal video dispatches about day-to-day issues relating to solving global hunger are shown on monitors. These reports come from Mercy Corps fieldworkers, national and headquarters staff, and local partners, as well as from other NGOs, political figures, and perhaps visitors who have filed reports about their actions, among others.



Filed by:
Nicole Dimesthias,
Mercy Corp Staff

Post Date:
08.24.2007

Location:
Colombo, Sri Lanka

Topic:
Education

How providing education to orphans does more than just educate.

ACTION CENTER
TO END WORLD HUNGER

[More Field Dispatches](#)

AC06 GLOBAL STATUS WALL

OVERVIEW

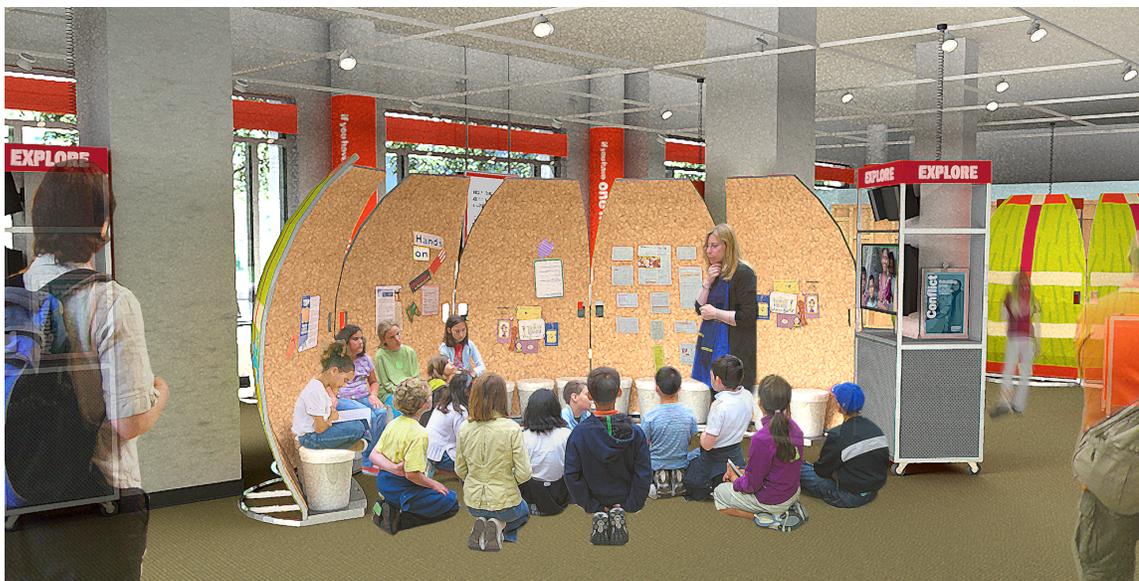
The Global Status Wall is an interactive projection that displays the Google Earth tool, which can be configured and updated to show a variety of regional information in an exciting visual and contextual manner. This information includes global hunger and its related issues, crisis areas, and Mercy Corps field projects (specially branded for this presence on Google Earth), as well as the work of others such as NGO agencies and community members. Visitors can also watch a “guided tour” created by Action Center staff, and/or conduct their own explorations.



AC07 TRAINING TOWERS

OVERVIEW

The four mobile Training Towers are designed to operate in both staffed and unstaffed mode. Each tower presents an interactive video training program about an issue that contributes to hunger, via a case study that focuses on a specific region of the world. Visitors are encouraged to assess the community's situation through three different ways, explore a variety of programs that address the problem, and take action to combat the problem by themselves. During staffed mode, school and other groups gather in temporary "field huts," where an educator uses a Training Tower to support the class' subject.



AC08 ACTION STATIONS

OVERVIEW

At the Action Stations, visitors use computers to learn what other organizations and visitors are doing to combat hunger. Visitors also browse and select from a list of possible actions they can take either at the Center or at home. The actions are divided by time: one minute, one hour, one day, etc. In addition, in this area, visitors may select retail goods to purchase.



AC09 SITEWIDE DISPLAY SYSTEM

OVERVIEW

An integrated system enables the Center to display different types of communication devices – video monitors, flyers, posters, artifacts, and photos. This system allows a great deal of versatility and flexibility, and is designed for ease of use. The system includes the following elements:

Artifact Cases

Each of the three large and two small Artifact Cases stands on the floor. Echoing the materials and design of the Training Towers, the base of each case consists of an open aluminum tubing framework fitted with perforated aluminum fill panels. The base is crowned with a clear, five-sided Plexiglas top attached with security screws, to ensure the artifact inside remains dust-free and tamper-proof. If the artifact is to be touched or used by visitors, the Plexiglas top can be removed. Each case is fitted with a label that identifies and explains the contents.

Retail Display System

Adjacent to the Action Station, the Fair Trade items that visitors are invited to purchase are displayed on two tables and eight free-standing shelving units. Each of the eight shelving units is 7' in height and includes four adjustable shelves. The tables and shelving units are made of salvaged material obtained from a New Orleans workshop, set up in conjunction with Mercy Corps to provide jobs and help restore the local economy in the wake of Hurricane Katrina.

Rolling Storage

Visiting school groups temporarily stow their belongings in two storage units made of wood and equipped with wheels for easy movement. Each unit is 5' high, 4' long, and 27" deep. Each has 30 cubicles (15 on one side of the unit, 15 on the other) large enough to accommodate a school backpack and a folded jacket or coat.

Light Boxes

To activate the Action Center's exterior façade at night, a series of posters mounted on two-sided light boxes are displayed in the Center's windows. The posters feature eye-catching images and action-oriented text, which inform visitors of some of the actions they can take to help the fight to end world hunger. Because each poster / light box is illuminated on the side facing the Center's interior, they're also visible to guests during nighttime events. All of the posters are easily updatable and can be changed frequently.

AC01 EXTERIOR

OVERVIEW

The Action Center's exterior immediately catches the eye with its attractive, bold graphics and the intriguing array of retail products on view in the display windows. The images and text ensure that visitors/passers-by instantly grasp the Center's tone and mission, as it invites them inside to learn more about world hunger, and join the fight to end it by taking action.

CONTENT GOALS

From the street outside the Action Center, the visitor/passers-by:

- Learns the purpose of the Center.
- Understands there are activities inside.
- Is invited to enter.
- Is invited to take action either at the Center or in his or her daily life.

PHYSICAL DESCRIPTION

A bold vinyl message band, applied to the upper portion of the display windows and visible against a red metal band, is designed to be easily seen from a distance and draw attention to the Action Center. The Center's logo appears repeatedly on a band that runs across the lower third of all windows. Attractive, two-sided posters in light boxes inform visitors/passers-by of actions they can undertake at the Center and/or in their daily lives. An eye-catching retail display system – comprised of a cable system and shelves made of recycled materials – houses fair trade retail products, encouraging passers-by to come into the Center to shop or take other actions to help end hunger.

AC01 EXTERIOR Graphics

AC01.G1

Exterior Sign Band / Primary identification

Image: None

Text: Action Center to End World Hunger

AC01.G2

Exterior Window / Secondary Identification

Image & text: Action Center logo

Appears on 3 windows

AC01.G3

Exterior window bay / Tertiary Identification

Image: None

Text: Action Center to End World Hunger

Appears on 12 windows

AC01.G4

Exterior door / Operation hours

Image: none

Text: come in

Hours of Operation

Tuesday – Saturday 10:00am – 6:00p

Sunday 10:00am - 5:00pm

Closed Monday

AC01.G5.1

Exterior Window / Attract message

Image: none

Text: come in

AC01.G5.2

Exterior Window / Attract message

Image: none

Text: if you have

AC01.G5.3

Exterior Window / Attract message

Image: none

Text: one minute

AC01.G5.4

Exterior Window / Attract message

Image: none

Text: one hour

AC01.G5.5

Exterior Window / Attract message

Image: none

Text: one day

AC01.G5.6

Exterior Window / Attract message

Image: none

Text: one week

AC01.G5.7

Exterior Window / Attract message

Image: none

Text: one month

AC01.G5.8

Exterior Window / Attract message

Image: none

Text: one year

AC01.G5.9

Exterior Window / Attract message

Image: none

Text: one lifetime

AC01.G6.1

Exterior Window (facing out) / Attract poster

Sample image: farming kids in field

Sample text: If you have one minute

sign up to receive email news from Mercy Corps' Action Alert Network at

<http://newsletter.mercycorps.org>

AC01.G6.2

Exterior Window (facing out) / Attract poster

Sample image: view of capitol building in washington, dc

Sample text: If you have one hour

write your congressperson urging policy changes that will better benefit the poorest nations

AC01.G6.3

Exterior Window (facing out) / Attract poster

Sample image: people at soup kitchen

Sample text: If you have one day

volunteer to help out at a local soup kitchen

AC01.G6.4

Exterior Window (facing out) / Attract poster

Sample image: books about world hunger

Sample text: If you have one week

add a book about world hunger to your reading group's book list

AC01.G6.5

Exterior Window (facing out) / Attract poster

Sample image: person eating at a kitchen table and writing a check

Sample text: If you have one month

stop visiting restaurants for a month, and send the money to a hunger organization

AC01.G6.6

Exterior Window (facing out) / Attract poster

Sample image: people at emergency preparedness meeting

Sample text: If you have one year

join the local Community Emergency Response Team (CERT), and help your community prepare for disasters that disproportionately affect the poor

AC01.G6.7

Exterior Window (facing out) / Attract poster

Sample image: hand switching off a lamp

Sample text: If you have one lifetime

help reduce global warming by driving less, taking public transportation, and turning off lights

AC01.G7.1

Exterior Window (facing in) / Action poster

Sample image: none

Sample text:

Help the Hungry Reap a Second Harvest

1. Find out if your town has a "second harvest" program, which collects surplus fresh food from restaurants and grocery stores.

2. Ask the owners of your favorite restaurant whether they participate in second harvest. If not, get them to join.

3. Increase the harvest by asking other restaurants and stores to sign up.

Action #49

AC01.G7.2

Exterior Window (facing in) / Action poster

Sample image: none

Sample text:

Read the Universal Declaration of Human Rights
On December 10, 1948 the General Assembly of the United Nations adopted the Universal Declaration of Human Rights, and called upon all member countries to disseminate, display, read, and expound the text, especially in schools and other educational institutions.

Read the full Declaration at www.mercycorps.org/declaration

Action #52

AC01.G7.3

Exterior Window (facing in) / Action poster

Sample image: none

Sample text:

Increase HIV/AIDS awareness

AIDS continues to devastate families around the world, particularly in Africa. Mercy Corps is using innovative, community-based HIV/AIDS education and awareness programs to help prevent the spread of this deadly disease.

1. Support Mercy Corps' HIV/AIDS awareness programs by donating an HIV/AIDS Awareness Kit to a community in Africa.
2. Go to the Action Center's welcome desk, or go to www.mercycorps.org/mercykits

Action #65

AC01.G7.4

Exterior Window (facing in) / Action poster

Sample image: none

Sample text:

Send an Agricultural Tool Kit to a family in need

Go to the information desk and find out how.

Action #47

AC01.G8.1

Exterior Window (facing in) / Action poster

Sample image: none

Sample text:

Help a hungry family grow fresh vegetables

Go to the information desk and find out how.

Action #58

AC01.G8.2

Exterior Window (facing in) / Action poster

Sample image: none

Sample text:

Sign up for Mercy Corps' Action Alert Newsletter

Fill out a card at the information desk, or log on to

<http://newsletter.mercycorps.org>

Action #3

AC02 ENTRY

OVERVIEW

When visitors enter the Center, they immediately know they've come to a vital, active place, where they're both welcomed and encouraged to take an active role in the fight to end hunger. Bold directional graphics assist with way finding and deliver a range of positive 'Take Action' messages. A staff person steps forward to greet and direct visitors, which personalizes the experience, and helps visitors realize that their presence is valued and vitally important to the Center's mission and work.

In the entry, visitors find a:

Welcome Graphic, which tells them that hunger is a solvable problem through direct action. The sign is oriented to encourage visitors to move further into the Center and toward the Information Desk.

Orientation Graphic, which gives an overview of the Center's areas and activities, as well as their location. The sign is oriented to be highly visible as visitors step further into the Center.

Donor Panel, which acknowledges the support of major donors, who have "taken action" by supporting the Center.

Information Desk, where visitors can speak to a staff person (if the staff person hasn't already greeted them), and find brochures and flyers about the Center, its public events, and other hunger and poverty-related events, as well as material provided by other organizations that are fighting world hunger. The design and positioning of the desk encourages visitors to approach it, orient themselves, and pick up information about Center activities. Visitors can also pay for their retail purchases and make donations at the desk's POS system.

CONTENT GOALS

As the visitor enters, he or she:

- Is immediately welcomed and invited to work on the difficult but solvable problem of world hunger and associated issues.
- Receives a brief description of each Center area to help him or her decide where to go first.
- Quickly and easily identifies the Information Desk as a place to get information and pay for retail items.

PHYSICAL DESCRIPTION

The welcome and orientation signage consists of large, colorful graphics secured to a wooden beam structure mounted to the Briefing Area.

The Donor Panel is constructed of wood and glass and wraps a front column. Donor names can be updated by refreshing the graphic panel.

The staffed Information Desk serves both arriving and departing visitors. Constructed, in part, of sustainable materials, it functions as both an information point and a retail POS. It consists of two independent sections which, when placed together, form an open, horseshoe-shaped case with a countertop. The graphic treatment for the front panel welcomes visitors in multiple languages.

The longer section serves as the main Information Desk. The shorter section is the designated retail POS (equipped with retail POS equipment that is not part of the project scope), which includes a small slide-out writing surface positioned at a comfortable height for visitors in wheelchairs.

Both sections can be independently moved to other locations as the need arises. During special events, the longer section can be used as a surface for displaying artifacts or other items, or for serving refreshments.

AC-02 ENTRY Graphics

AC02.G1.1

Entry / Welcome message

Image: Action Center logo

Sample Text:

We intend to end world hunger in our lifetimes.

Talk to us about how you can help.

AC02.G1.2

Entry / Welcome & orientation Message

Image: none

Sample Text:

GET STARTED

What's here:

THE BIG PICTURE

of the hunger situation around the world.

NEWS

about what's happening around the globe.

TODAY

in the field of humanitarian work.

IN-DEPTH

explorations of community-based projects that strive to conquer hunger.

ACTIONS

that you can take to help end world hunger. No matter how much or little time you have, you can make a difference.

FAIR TRADE

goods for sale from around the world.

AC02.G2

Entry / Welcome desk graphic

Image: none

Sample Text:

Action Center to End World Hunger

AC02.G3

Entry / Donor recognition

Image: none

Sample Text:

To those who took the first actions to help you take action.

The Battery Park City Authority generously donated the lease and initial investment for the Action Center to End World Hunger.

[Donor names are listed in text of various sizes according to their level of giving]

AC02.G4.1

AC02.G4.2

Entry / Environmental graphic (Welcome in multiple languages)

Graphics run continuously across front of large and small desks

Image: none

Sample Text:

Irashaimase Benvenuto Merhaba Vítejte Welkom Tervetuloa Bienvenue
Swaagatam Isten hozta Oso oseyo Sveiki Dobre doshle Huan yin Witaj Bem-
vindo Dobro Karibu pozhalovat' Maliu mai Dobrodoshli Bienvenidos Välkommen
Yin dee Hos geldiniz Laskavo Selam prosimo Chào mung Yaw Sveiki Witaj
Mireserdhet Irashaimasu Benvenuto Merhaba Vítejte Welkom Tervetuloa
Bienvenue Swaagatam Isten hozta Oso oseyo Sveiki LaleDobre doshle Huan yin

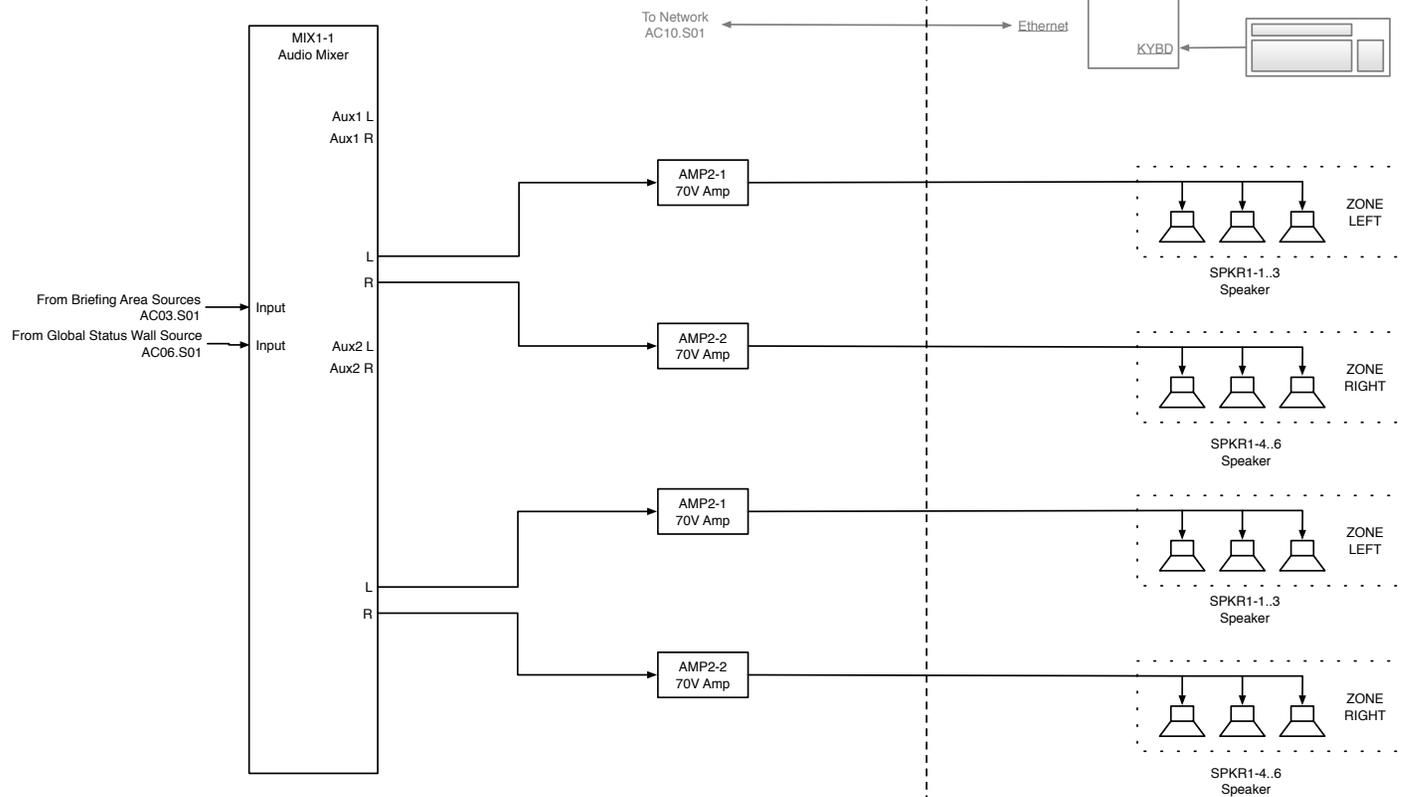
Equipment List

System Name: Entry
 System Number: AC02.S01
 Quantity: 1

Ref. Code	Qty	Description	Suggested Equipment Manufacturer	Make Model #
AE1	1	Audio Extender - CAT5	Gefen	EXT-AUD-1000
AMP2	4	Audio Amplifier 70V	TOA	A-912 MK2
MIX1	1	Audio Mixer	Rane	SM-26S
SPKR1	12	Audio Speaker	JBL	Control 25T
SPKR1B	12	Speaker Mounting Bracket	JBL	Control 25T
CABLE1	2	Cabling	NA	NA

Control Room

Exhibition Area



To be confirmed by retail consultant (Not in Exhibit Scope)

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No. Issue Date

Date: 01/11/08
 Drawn By: JA / MC
 Scale: NONE
 Phase: 100% FD

ENTRY
 SCHEMATIC
 SYSTEMS
 DESIGN

Job Number: 05501-0A
 Drawing Number: AC02.S01

AC03 BRIEFING AREA

OVERVIEW

The Briefing Area is the Action Center's orientation space. Its centerpiece is a 6-8 minute video that tells the larger story of world hunger and poverty, explains the Center's purpose, and encourages the visitor to take action. In addition, a pin-up board and magnetic white boards enable Center staff to display timely information about hunger and associated issues. The area and its seating are highly flexible to meet the needs of different situations, events, and audiences.

BEHAVIORAL GOALS

In the Briefing Area, the visitor:

- Can enter the space during any part of the film and watch for as long as they like.
- Reads the information on the pin-up and white boards to learn more about the Center, its events, related organizations' events, government actions, hunger hot spots around the world, etc.
- Participates, during special programs, in audio/video conferences that use existing free Internet tools.

CONTENT GOALS

By watching the Briefing Film in this area, the visitor learns:

- That while the Irish Famine is now in the distant past, hunger continues to affect millions of lives around the world each day.
- The root causes of hunger and its different manifestations.
- How poor communities are finding solutions.
- The Action Center's purpose.
- That he or she can take action to help end hunger.

PHYSICAL DESCRIPTION

The Briefing Video is screened in the Briefing Area, located adjacent to the Entry Area. The space is defined by a wood truss framework, and is fronted by fabric-covered panels and signage bearing messages that reflect the Action Center's purpose. Inside, moveable bench seating accommodates 18-25 visitors. The seats can be re-configured or removed from the area, and feature storage compartments for book bags and other items. The space can also accommodate an additional 10-15 standees, along with 1-2 visitors in wheelchairs.

The Briefing Video is shown on a dry-erase projection surface and plays in a continuous loop (staff have the option to mute the film during slow periods), so visitors who enter during the middle of a screening can stay and watch the film from the beginning. During special events such as seminars, other media can be displayed on the screen. The projection surface can also serve as a white board, which staff can write on during such events.

Along one wall of the Briefing Area is a built-in, five-door storage closet for coats, chairs, and technical equipment. A podium stored inside contains a microphone, web cam, and related equipment, enabling the Briefing Area to be set up for audio/video conferences. Three of the storage closet's doors are covered in cork. The other two doors and the wall above feature colorful graphics. On the corkboards, as well as on the white boards located at the Area's entrance / exit, staff can post flyers describing Action Center events and events sponsored by related organizations, as well as up-to-date information about government actions and global hot spots.



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ACTION CENTER TO END WORLD HUNGER
100% Final Design
Project No. 05500-0G
11/16/2007



AC03
BRIEFING AREA

AC03 BRIEFING AREA

Briefing Video

OVERVIEW

The Briefing Video, screened in the Briefing Area, is a seven-minute introduction to the history, causes, and effects of hunger and poverty, the global efforts to end it, and the mission and purpose of the Action Center. As the visitor's entry point to understanding the scope and complexity of hunger, the Briefing Film sets the stage for the Training Towers, workshop activities, and take action opportunities he or she will encounter in other areas of the space.

CONTENT GOALS

The Briefing Video is designed to give visitors the Big Picture of global hunger and poverty, with a thematic link to the Irish Hunger Memorial, which many visitors will explore before entering the Action Center.

As they watch the Briefing Video, visitors:

- Learn that hunger is a centuries-old story
- Grasp that hunger, still affecting millions today, has many causes and effects
- Discover what the Action Center is all about
- Become energized by the idea that they can help end hunger, by taking action here at the Action Center and back home in their own communities

The Briefing Video is a short presentation, so it doesn't explore every issue or touch on every aspect of the complex story of hunger and poverty. Nor is it enormously detailed or filled with statistics, which would only overwhelm visitors. However, it does orient average visitors (most of whom will arrive knowing little about hunger and poverty apart from what they've seen on television) to the Action Center's purpose. It provides them with a way to become emotionally involved with the ongoing story.

CONTENT SUMMARY

With the Irish Famine as its launch point, the Briefing Video has three segments. The first segment intersperses an evocative narration and still images from hunger's past with contemporary voices and still images that shed light on hunger and poverty today. The second segment describes some of the principle causes and effects of hunger, accompanied by video imagery that illustrates those causes and brings them into sharper focus. The third and final segment describes, through the narration and with positive video images, how impoverished people around the world are finding solutions for ending hunger in their communities. It explains that the Action Center is part of the global quest to end hunger and invites visitors to explore the space and take action, regardless of their age or how much time they have to spend.

MEDIA SPECIFICATIONS

In the visual sense, the Briefing Video divides its 5-7 minutes into two image formats. The opening one-third of the Briefing Video is entirely comprised of still images dating from approximately 1840 to the present. The remaining two-thirds of the Briefing Video is comprised entirely of video footage, which combines recent news footage with new material shot specifically for this presentation. Although the Briefing Video isn't graphics-heavy, it does include simple onscreen titles to identify key photo and video locations.

The narration is primarily an off-camera voiceover, and may be entirely off-camera depending on whether a celebrity host or a professional voiceover actor is hired. If the narrator is a celebrity, he or she appears onscreen intermittently during the Briefing Video's second half.

The audio track also includes four to six additional male and female voices of various ages, representing people from different parts of the world. An original musical score, composed specifically for the Briefing Video, shifts its style and tempo during the course of the Video to match the mood of each segment.

TONE, PACE, AND VOICE

In its overall tone, the Briefing Video is straightforward, down-to-earth, and communicates unmistakable hope and energy. At the same time, it takes great care to avoid softening the stark face of poverty, and describes living conditions as they actually are for millions of poor people worldwide. Visitors need to see the problems and conditions that communities are confronting. Without this, the average visitor simply won't grasp the seriousness and urgency of the problem. As a result, many will see little need to get involved.

The tone during the second half of the Briefing Video, when it describes how poor communities are finding positive solutions, is optimistic. But it's also realistic and pragmatic, rather than so exuberantly upbeat that it misleads visitors. Although it's important to convey that ending hunger is possible, it's equally important that visitors understand that it won't be a quick or easy fix, and that everyone needs to pitch in.

The pace of the Briefing Video is brisk rather than leisurely, due to its short duration and the amount of information it needs to convey. It also needs to hold the attention of the 10 to 16 year-olds who are its main audience.

The opening one-third of the Briefing Video has the most measured, thoughtful pace. Visitors learn about hunger's history and see historical images. They hear the voices and see the faces of people affected by hunger today.

For the Briefing Video's middle third, the pace quickens. The editing and music picks up speed, intensity, and urgency, as visitors discover that hunger has many causes and often-devastating effects.

For the final third of the Briefing Video, the pace becomes energized, upbeat, and filled with hope. Visitors see people around the world helping themselves, and learn that they can also join the fight to end hunger, right there in Action Center, and back home in their schools and communities.

Overall, the Briefing Film's tone and pacing are greatly determined by the skill of its narrator. Since the narrator will be the *de facto* "voice and face" of the Action Center, we need to take great care in choosing this individual. Initially, ESI recommended using a Mercy Corps field worker for this role. The drawback is that a staff person may eventually leave Mercy Corps, move to another NGO or other type of organization, and literally take the "face and voice" with them.

From our conversations with Mercy Corps, it seems wiser to hire a professional talent to fill the role of narrator. While he or she is likely to be a professional voiceover actor, Mercy Corps may wish to explore recruiting a celebrity from the world of film, TV, or music.

If a celebrity is invited to narrate, he or she should be familiar to the average 10 to 16 year-old visitor as well as to adult visitors. To help middle school and high school-aged visitors (the Action Center's largest audience) connect more strongly to the film's message, we suggest that the narrator be hip yet controversy-free, sincere about humanitarian causes, and not strongly identified with another humanitarian organization or cause. He or she should also be able to project confidence about overcoming world hunger and poverty, and skilled enough to deliver the narration in a way that engages visitors.

If a celebrity narrator is used, he or she will appear on camera for part of the presentation. However, we caution against recruiting a celebrity solely because of his or her "star power." Voice quality and impact must be the main criteria. Many well-known film, television, and musical personalities make outstandingly dull narrators. A compelling narration, by an anonymous actor who specializes in voiceovers, is preferable to a lackluster narration by a "name" star with no voiceover experience at all.

Our primary goal is to ensure that the Briefing Video has the right voice. That voice should be strong, intelligent, believable, friendly without sounding overly casual, compelling without sounding relentlessly gloomy, and energized without sounding flippant or immature.

SCRIPT OUTLINE

Introduction / Hunger and poverty's long history

To link the Action Center with the Irish Hunger Memorial across the street, the Briefing Video begins with period drawings, prints, and etchings of people impacted by the Irish famine, as a woman's voice recites a passage from a letter written during the period that reads, in part, "The potato crops have failed again, and all Ireland is dying."

As the narrator begins to speak, explaining that hunger is a global problem that has always been with us, a montage of photographs begins to flow across the screen. It includes images by Jacob Riis of New York slum dwellers during the 1890s, photos of the 1930s Dust Bowl and Great Depression by Dorothea Lange and others, and images of Post World War II Europe and Asia.

Hunger's face

As the narrator explains that hunger and poverty are still with us, we begin to see later photos that spotlight 1960s Appalachia, 1970s hunger hot spots such as Bangladesh, and the 1980s slums of Rio and Detroit, along with 1990s Darfur and other critical regions. Images of the poor in villages in Central America and the USA's Deep South are also included here, as are photos of American Indian reservations, Afghan refugee camps, and the sprawling garbage dumps associated with mega-city slums.

Alternating with the main voiceover and archival images, the voices of men, women, and children of various ages speak in brief scripted voiceovers, accompanied by modern photographs of today's poor, including impoverished American teens. Each voice speaks in English, although the range of accents reflects a broad spectrum of global regions. Each speaker represents the voice of someone living with hunger that stems from a different cause, such as natural disasters, disease, global trade practices, poor nutritional value in available food, and human conflict (for example, "The soldiers came. They burned our crops. Now our children starve in the dust.")

Hunger's causes and effects

As the narrator describes, very concisely, some of hunger's many forms and causes, the imagery shifts away from its all-photograph mode. From this point onward, the Briefing Video is entirely comprised of video clips that further illustrate some of hunger and poverty's many causes as well as their effects.

As visitors learn that war and ethnic cleansing are triggers for hunger, they see charred fields and soldiers in trucks in places such as Rwanda and Kosovo. While learning that gender discrimination is a catalyst for hunger, visitors see women peeking from upstairs windows, on the fringe of male crowds, and serving food to male family members. As they learn how natural disasters lead to hunger, visitors see people searching rubble or drinking from stagnant water following the Pakistan earthquake, Hurricane Katrina, and the 2004 tsunami.

As the Briefing Video describes other causes of hunger and their effects, visitors continue to see images that bring poverty into sharp focus. They see protesting monks in Myanmar and poor farmers facing down troops (government corruption and oppression), people with AIDS in Africa (disease), flooded Texas farms, Afghan wastelands, and dust storms in Niger (global warming), freighters unloading cheap grain in foreign ports as poor local farmers struggle in tiny fields

(global trade practices), along with images of overweight Americans and fast food signs that say Giant, Jumbo, and Super Size (poor nutrition and poor eating habits).

Hunger's solutions

Once visitors have a clearer understanding that hunger has many causes and effects, the tone of both the narration and the onscreen imagery brightens. As we see video footage of herders driving cattle, weavers at looms, workers digging a well, and farmers plowing with an oxen or mules, the narrator notes that significant progress is underway. Individuals, communities, and forward-thinking nations are working to overcome the causes of hunger and poverty. And organizations such as Mercy Corps are supporting communities in their search to find solutions.

The narration and accompanying video clips briefly spotlight three specific projects, in different parts of the world, which are turning the tide against hunger and poverty on a household, community, and regional level. Mercy Corps staff members are currently determining which three projects should be spotlighted.

A place for taking action

Following the three brief project vignettes, the narrator explains that putting an end to hunger and poverty begins when people work together toward finding answers, and that taking action to find those answers is what the Action Center is all about. We see video footage of American kids and adults engaged in proactive activities – from volunteers in Oregon, to kids distributing turkeys, to NGO workers in the field. We see local residents working and planning in poor communities along with proactive activities at schools and elsewhere around the world.

The narrator goes on to say that the Action Center is a place dedicated to giving humanitarian workers and poor communities, who are working to overcome poverty and hunger, a forum where they can tell their stories. It's a place where *you*, the visitor, can become a catalyst for helping end hunger.

Conclusion

In closing, the narrator explains that we can end hunger in our lifetime. He or she invites the visitor to explore the Action Center, and to join the global movement to end hunger whether they have a minute, an hour, a day, a week, or a lifetime.

Following a final, striking image that perfectly encapsulates what the fight to end hunger is all about, the Briefing Video ends with the Mercy Corps logo, followed by the simple onscreen words: "be the change."

AC03 BRIEFING AREA

Graphics

AC03.G1.1

Briefing Area / Environmental graphic

Sample Image: photo image of kids / Getty Pic #: Honduras-0207-gbugbee-092.jpg

Text: none

AC03.G1.2

Briefing Area / Environmental graphic

Image: photo image of kids / Getty Pic #: 006-09-27_Niger0239.jpg

Text: none

AC03.G2

Briefing Area / Area Identification

Image: none

Text: The Big Picture (repeat)

Equipment List

System Name: Briefing Area

System Number: AC03.S01

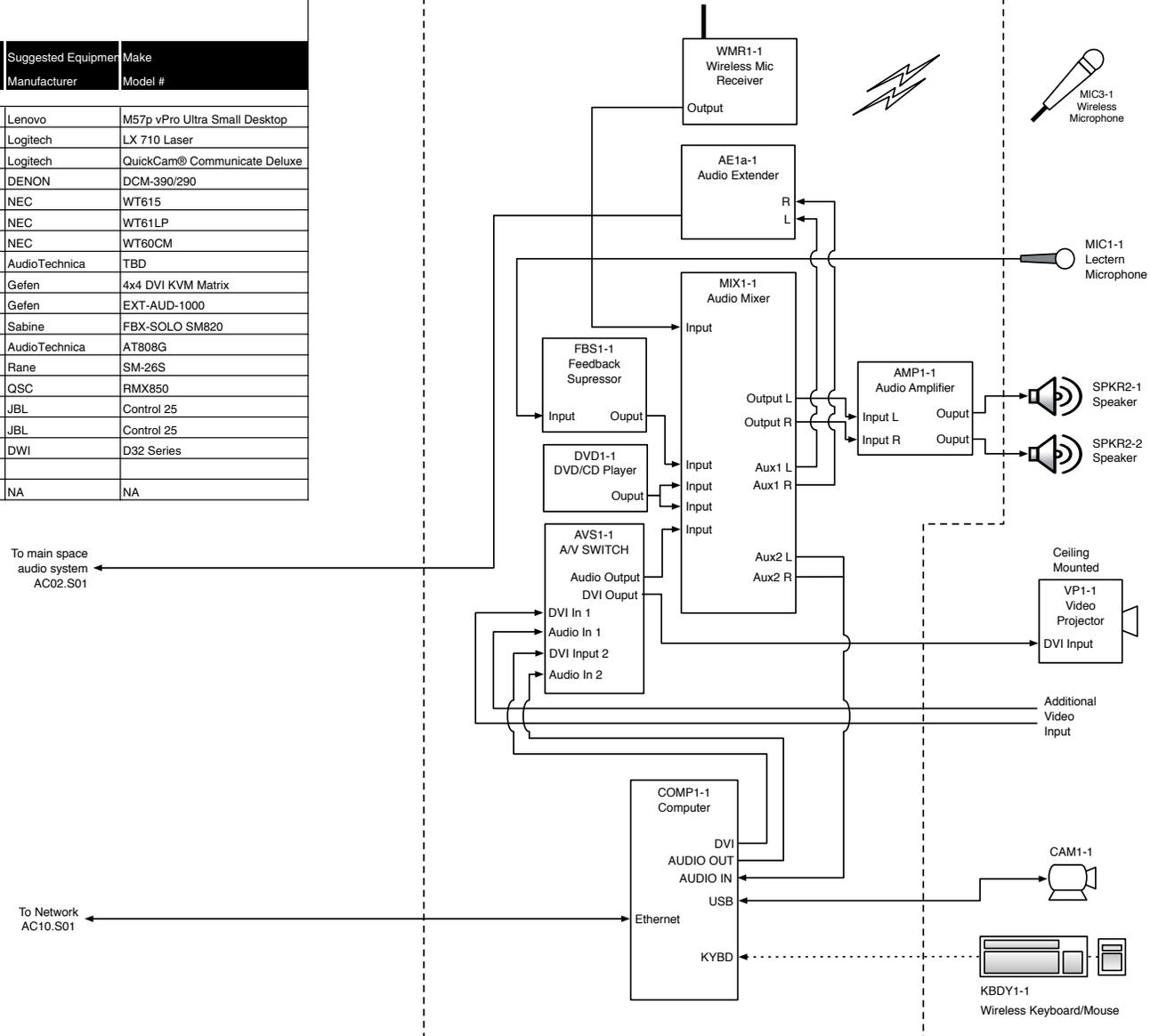
Quantity: 1

Ref. Code	Qty	Description	Suggested Equipment Manufacturer	Make Model #
COMP1	1	Computer - General Display	Lenovo	M57p vPro Ultra Small Desktop
KYBD1	1	Wireless Keyboard & Mouse	Logitech	LX 710 Laser
CAM1	1	Webcam	Logitech	QuickCam® Communicate Deluxe
CD1	1	CD Player - 5 Disk Changer	DENON	DCM-390/290
VP1	1	Video Projector - Ultra Short Throw LCD	NEC	WT615
VP1A	3	Video Projector - Spare Lamp	NEC	WT61LP
VPM	1	Video Projector - Mount	NEC	WT60CM
MIC3		Wireless Microphone	AudioTechnica	TBD
AVS1	1	DVI Switcher w/ Audio	Gefen	4x4 DVI KVM Matrix
AE1	1	Audio Extender - CAT5	Gefen	EXT-AUD-1000
FBS1	1	Feedback Suppressor	Sabine	FBX-SOLO SM820
MIC1	1	Microphone - Lectern	AudioTechnica	AT808G
MIX1	1	Audio Mixer	Rane	SM-26S
AMP1	1	Audio Amplifier - Stereo	QSC	RMX850
SPKR2	2	Audio Speaker	JBL	Control 25
SPKR2B	2	Speaker Mounting Bracket	JBL	Control 25
RACK2	1	Lectern/Equipment Rack	DWI	D32 Series
CABLE1	1	Cabling	NA	NA

Control Room

Storage Closet Rack System
 DWI Enterprises Lectern w/ lockable equipment rack - D32 Series
 See Physical Design Package EX03.01

Exhibition Area



ESI Design
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No. Issue Date

Date: 01/11/08
 Drawn By: JA / MC
 Scale: NONE
 Phase: 100% FD

BRIEFING AREA
SCHEMATIC
SYSTEMS
DESIGN

Job Number: 05501-0A
 Drawing Number: AC03.S01

AC04 INFORMATION HUB

OVERVIEW

The Information Hub conveys breaking news and other information to Action Center visitors and also serves as a work area for Center staff. An administrative computer station allows staff to manage RSS feeds, video field dispatches, and Google Earth feeds within the Center.

Center staff members and special guests can speak to small groups at the Hub. Assisted by Center staff, visitors can record their own “field reports” at the admin station and describe actions they’ve taken to end global hunger.

BEHAVIORAL GOALS

At the Information Hub, the visitor:

- Views up-to-date and breaking information about global hunger issues.
- Observes the actions of Action Center staff and other aid workers.
- Participates in discussions with staff and other experts.
- Records short videos describing actions they may have undertaken towards ending global hunger.

CONTENT GOALS

At the Information Hub, the visitor:

- Sees that the Center is an vital component of Mercy Corps’ work.
- Gains information related to hunger and associated issues.

PHYSICAL DESCRIPTION

The Information Hub is a small, open plan activity area centering around a pod-like structure, which can be configured to allow staff to work inside in privacy, be opened to allow visitors to enter, or permit staff to talk to a small group of visitors outside the Hub. Comprised of an aluminum honeycomb structure with translucent fiberglass facings, the Hub is identified by applied vinyl graphics and designed to be both eye catching and welcoming.

The Information Hub is equipped with 4 dynamic LCD screens designed to echo the style of the Center’s Action Posters. The screens display RSS feeds streamed from Mercy Corps own website, along with feeds from Reuters, Relief Web, and other appropriate organizations, plus content from CNN and other sources. The Center can also create its own RSS feed for local events and special purposes.

The Hub includes an administrative computer station for designated Center staff, who can use it to manage the RSS feeds, video field dispatches, and Google Earth activity, as well as help visitors file their own “field reports.” The area also includes an auxiliary information desk, which can double as a lecture station/podium, along with a small couch and table where visitors can plug in

their own laptops.

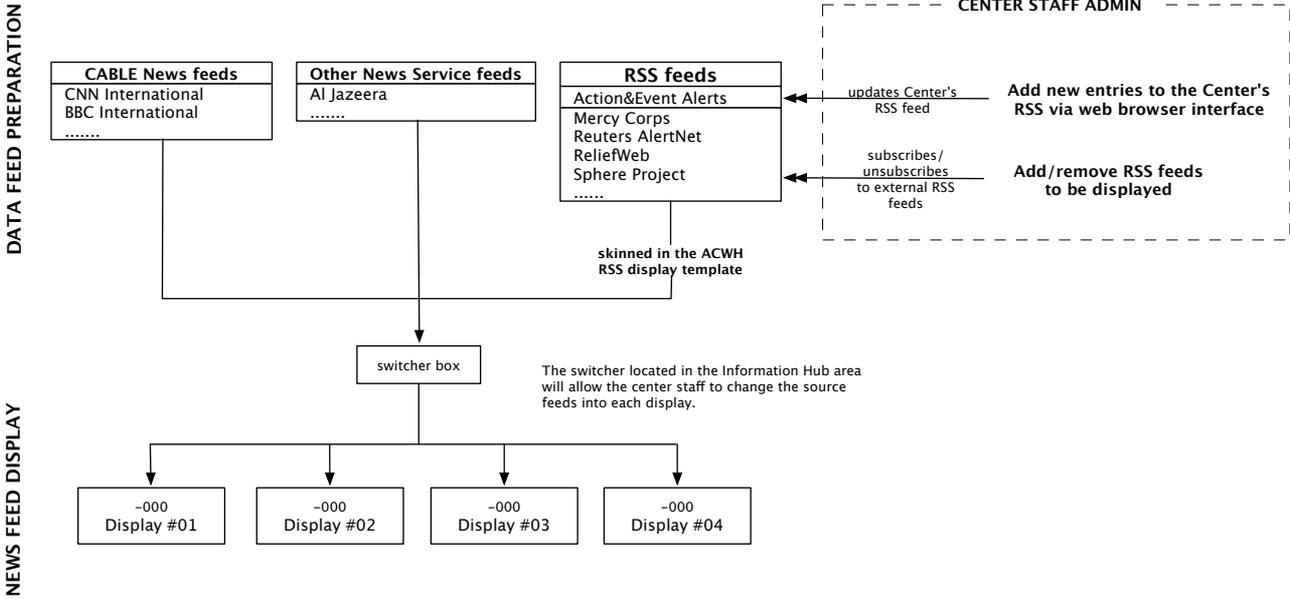
OPERATIONAL CONSIDERATIONS

Staff at the Action Center will have the following responsibilities:

- Updating the 'Action & Event Alerts' RSS feeds whenever there are time-sensitive events and actions that can be shared with visitors; this feed is also shared by Action Stations' Attract Screen.
- Adding or removing existing RSS feeds.
- Occasional maintenance to check that all of the subscribing RSS feeds' links are active.

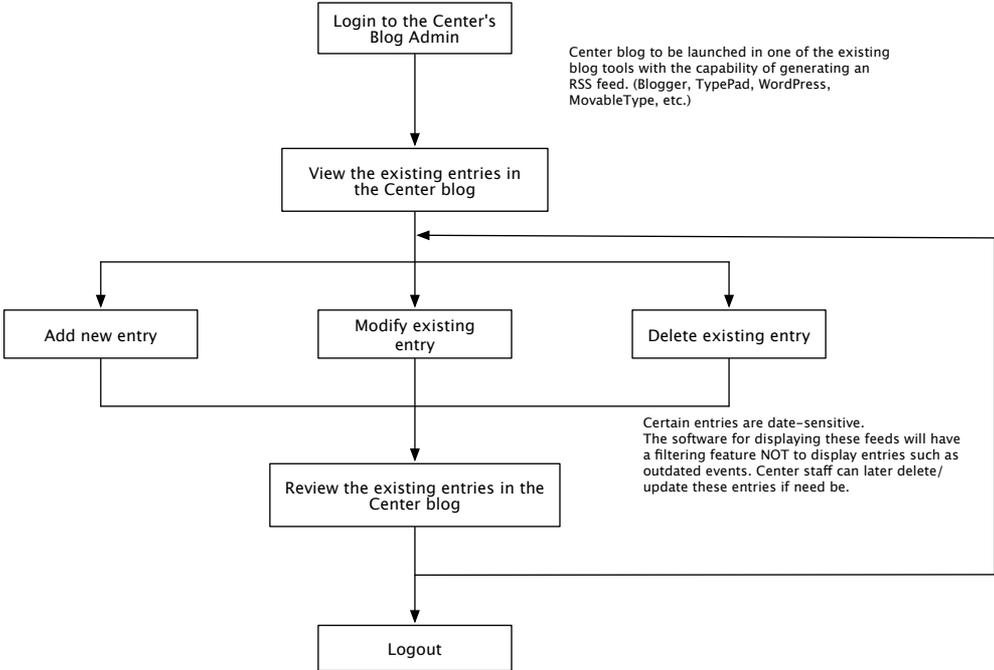
AC04. INFORMATION HUB SYSTEM FLOWCHART

System Flow Overview

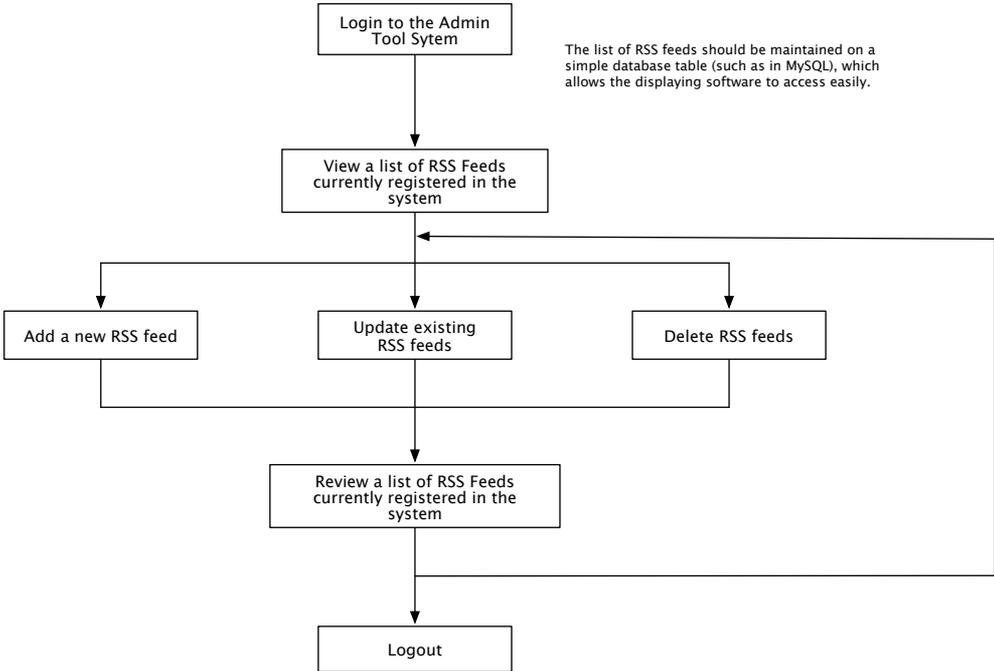


AC04. INFORMATION HUB ADMIN SYSTEM FLOWCHART

Center Blog/RSS Feed Update Flow (Shared with Action Stations)



RSS Feed List - Administrative Tool Flow



AC04. INFORMATION HUB WIREFRAMES**-000
RSS FEEDS DISPLAY TEMPLATE**

[FEED'S TIME STAMP SAMPLE] 29 Oct 2007 19:17:26 GMT	
[HEADLINE&STORY SAMPLE] BURKINA FASO: UN needs \$6 million for urgent post-flood recovery	
<p>OUAGADOUGOU, 29 October 2007 (IRIN) - Two and a half months after nationwide flooding in Burkina Faso, humanitarian needs requiring an "urgent response" remain, according to the UN, which is appealing for nearly US\$6 million for those affected.</p> <p>In its funding appeal launched on 26 October the UN says that while food-related needs have been met in Burkina Faso – one of the world's poorest countries – more action is needed to "reduce the growing potential for a large-scale humanitarian crisis resulting from the continued and rapid degradation of living conditions of affected populations".</p>	
ACTION CENTER TO END WORLD HUNGER LOGO	Brought to you by the actions of [DONOR LOGO]

DESCRIPTION

Each display will show the headline of each news story relating to global hunger and related issues from various RSS feeds.

POSSIBLE RSS FEEDS

Center's Actions and Events Alerts
(URL TBD)

Mercy Corps

<http://www.mercycorps.org/>

- Feeds by Region
- Feeds by Subject

Reuters AlertNet

<http://www.alertnet.org/>

Sphere Project Latest News

<http://www.sphereproject.org/>

ReliefWeb

<http://www.reliefweb.int/>

- headlines
- OCHA Situation Reports

United Nations News Service

<http://www.un.org/apps/news/rss/>

- Top Stories
- Feeds by Region
- Feeds by Subject

AC04. INFORMATION HUB SCREEN SAMPLES

-000
RSS FEEDS DISPLAY TEMPLATE

OCT 29
2007
19:17 GMT

BURKINA FASO: UN needs \$6 million for urgent post-flood recovery

OUAGADOUGOU, 29 October 2007 (IRIN) Two and a half months after nationwide flooding in Burkina Faso, humanitarian needs requiring an "urgent response" remain, according to the UN, which is appealing for nearly US\$6 million for those affected.

In its funding appeal launched on 26 October the UN says that while food-related needs have been met in Burkina Faso – one of the world's poorest countries – more action is needed to "reduce the growing potential for a large-scale humanitarian crisis resulting from the continued and rapid degradation of living conditions of affected populations".

ACTION CENTER
TO END WORLD HUNGER

Brought to you by the actions of: **Dashell Creek Conservancy**

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ACTION CENTER TO END WORLD HUNGER
100% Final Design
Project No. 05500-0G
11/21/2007

ACTION CENTER
TO END WORLD HUNGER

AC04
Information Hub
Screen Sample

AC04 INFORMATION HUB Graphics

AC04.G1

Info Hub / Area identification

Image: None

Text:

Today (repeats)

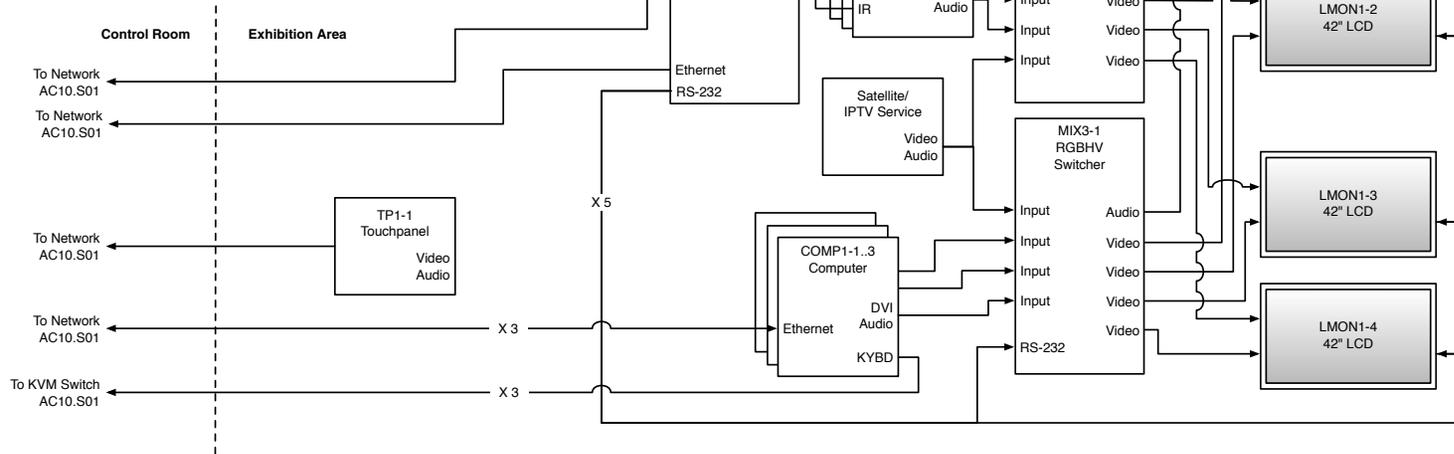
Equipment List

System Name: Information Hub

System Number: AC04.S01

Quantity: 1

Ref. Code	Qty	Description	Suggested Equipment Manufacturer	Make Model #
COMP2	1	Computer - Office	Lenovo	M57p vPro Ultra Small Desktop
MIC2	1	USB Microphone	Blue Microphones	Snowball
SPKR3	1	Audio Speaker - Self Powered Pair	Yamaha	MSP3
LMON6	2	LCD Monitor - 21" (16:9)	Viewsonic	VX2025WM
AVCS1	1	AV Control System - Netlinx	AMX	NI-4100
PS1	1	AV Control 12V Power Supply	AMX	PSN 6.5
TP1	1	Touch Panel - 12"	AMX	NXT-CV12
COMP1	3	Computer - General Display	Lenovo	M57p vPro Ultra Small Desktop
CBOX1	3	Cable TV Receiver	Scientific Atlanta	Cable Provider
MIX2	1	Matrix Switcher - 4x4 - Component/Stereo	AutoPatch	Precis FGP37-0404-345
MIX3	1	Matrix Switcher - 4x4 - RGBHV/Stereo	AutoPatch	Precis FGP37-0404-844
LMON1	4	LCD Monitor - 42" (16:9)	Samsung	SAMSUNG 42" 400PXN
LMONB	4	LCD Monitor Mounting Bracket	Peerless	ST650P
RACK3	4	Equipment Rack (Info Hub)	Middle Atlantic	PSDR-20
VCAM1	1	Video Camera	Sony	HDR-FX1
VCAM1A	1	Video Camera - Tripod	TBD	TBD
AMP1	1	Audio Amplifier - Stereo	QSC	RMX850
SPKR2	2	Audio Speaker	JBL	Control 25
SPKR2B	2	Speaker Mounting Bracket	JBL	Control 25
MIX1	1	Audio Mixer	Rane	SM-26S
SPKR3	2	Audio Speaker - Self Powered Pair	Yamaha	MSP3
CABLE1	3	Cabling	NA	NA



ESI Design
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No. Issue Date

Date: 01/11/08
 Drawn By: JA/MC
 Scale: NONE
 Phase: 100% FD

INFORMATION HUB
SCHEMATIC
SYSTEMS
DESIGN

Job Number: 05501-0A
 Drawing Number: AC04.S01

AC05 VIDEO FIELD DISPATCHES

OVERVIEW

Brief, unedited anecdotal video dispatches about day-to-day issues relating to solving global hunger are shown on monitors. These reports come from Mercy Corps fieldworkers, national and headquarters staff, and local partners, as well as from other NGOs, political figures, and perhaps visitors who have filed reports about their actions, among others.

BEHAVIORAL GOALS

Visitors to the Center:

- Gather around 15” monitors, which enhance the Video Field Dispatches’ intimate, person-to-person quality.
- Can select and watch several dispatches.

CONTENT GOALS

Watching the Field Dispatches, visitors:

- Gain insight into the issues related to hunger -- and combating hunger -- from a variety of active, personal perspectives.

PHYSICAL DESCRIPTION

The Video Field Dispatches are shown on six 15” touch screen video monitors surrounded by a graphic identifier. The monitors are mounted on a wooden stud wall that wraps along one wall from the end of the public space to the Information Hub, providing a harmonized, organized look to the area.

All the screens are at a comfortable viewing height, with interactive controls positioned to be ADA compliant and within the reach of visitors in wheelchairs. Audio is local to the screens.

ACTIVITY DESCRIPTION

The Video Field Dispatches are 1-2 minute personal stories that illustrate how something the field reporter did today improved the community or changed their way of thinking about how to improve the world. Geared toward a general audience, aged 12 or older, the stories are always told in the first person, and begin with the storyteller stating his or her name and location (“Today I am in northern Afghanistan. . .”). The goal is to give viewers insight into how individuals are working to make the world a better place, the lessons they’ve learned, and the challenges they face. The Video Field Dispatches will be presented at the Action Centers in New York and Portland, as well as on the web.

There are two types of Video Field Dispatches:

- **Narrated Slideshows**, which include a 2-minute webcam headshot interspersed with photos.
- **Narrated Videos**, which include a 2-minute video narration intercut with video

B-roll material.

A Field Producer is responsible for creating each country program's "What I Did Today" segments. The Field Producer will work with an Information Officer / Editor based at the Action Center in New York. The Field Producer may also serve as the actor (storyteller) in some segments. Other actors include:

- Mercy Corps staff (national and expat)
- Other INGO workers
- Local INGO workers
- Beneficiaries
- Youth
- Other stakeholders in the effort to end world hunger

Contributors create their dispatches in a variety of formats, depending on available tools and time. These include:

Unedited Webcam Video: The simplest form of dispatch, requiring the least amount of preparation or production time from the contributor. He or she simply prepares notes in advance and tells his or her story in one continuous take.

Edited Video Program: A contributor shoots video at various sites and edits together a short video report with voiceover. These take considerably more time and require that the contributor has the tools and skills to edit video.

Slideshow with Audio Narration: This type of submission allows contributors to use still photographs and then lay in an audio narrative over the sequence.

WHAT THE VISITOR DOES

An attract mode cycles through video field dispatches. Each of the nine screens presents a different video, creating a wall of diverse voices. Visitors approach a screen and touch it to select "More Field Dispatches" if they wish to navigate through an archive of submissions.

Visitors are presented with a list of the most recent dispatches, identified by their title, location, topic, etc. They can either select one of these or sort the list by name, location, date, or topic.

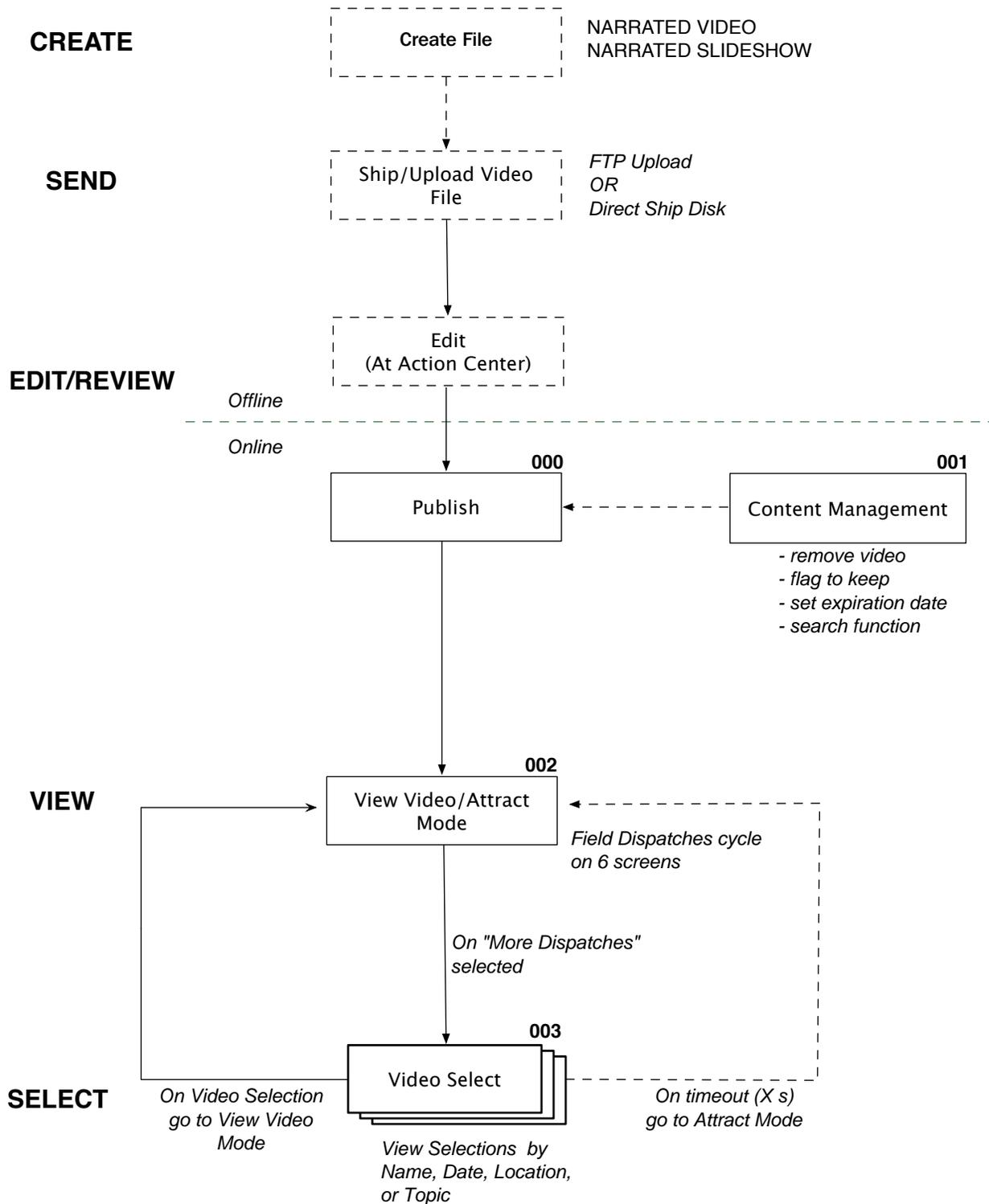
The feel of this area is a blending of the informative and the personal; the dispatches put a "face" on the issues surrounding global hunger. These faces counteract the images of tragedy the public usually encounters when hearing about hunger issues. Visitors see and hear that effective actions are being taken – even by ordinary citizens – and are energized rather than overwhelmed. As they watch the dispatches, screen graphics provide information such as the name of the person on the video, their location, their organization, etc. Each video will end with a sponsor recognition moment. After each dispatch, visitors may choose to watch another one or move to another Center activity.

OPERATIONAL CONSIDERATIONS

The Information Officer at the Action Center has the following responsibilities:

- Compile, edit, and update videos for inclusion in the public system
- Recruiting contributors, sending out guidelines, issuing user names and passwords to official users of the system
- Following up with contributors to ensure timely submissions, running the schedule of submissions
- Determining the frequency of new submissions required to keep the Action Center feeling fresh and current for visitors. We estimate that 8-10 new submissions per month is a minimum number required
- Arranging for video field dispatches to be recorded on-site, in the Information Hub

AC05. VIDEO FIELD DISPATCHES SOFTWARE FLOWCHART



AC05. VIDEO FIELD DISPATCHES WIREFRAME

000 - DISPATCH UPLOAD USER INTERFACE (ACTION CENTER ADMINISTRATOR)

Upload a Field Dispatch

Please complete the following fields to upload a video dispatch.

Filed By:

Occupation/Role:

City: Country:

Date Created: Topic:

Description:

Expiration Date:

Select Video:

Select Thumbnail:
(size TBA)

 **UPLOAD**

DESCRIPTION:

This is an illustration of the video upload interface to insert edited dispatches into the viewing system. On this screen, an Action Center administrator will enter the above information, select a video, and upload it.

LOGIC NOTES:

All fields are required except for Expiration Date

Drop down menu for Topic

On **UPLOAD**
user should receive affirmation if upload is successful

If not all fields are completed, user will be prompted to enter all information

**Video File must be converted or prepared for web and Action Center use.

Available Topics:

- Agriculture
- Children
- Civil Society
- Economic Dev.
- Education
- Emergencies
- Environment
- Health
- HIV/AIDS
- Hunger/Nutrition

AC05. VIDEO FIELD DISPATCHES WIREFRAME**001 - CONTENT MANAGEMENT INTERFACE AND FUNCTIONALITY (FOR ACTION CENTER ADMINISTRATOR)**

Dispatch Management

Search:

Dispatch Viewer

FirstName	LastName	Role	Date	City	Country	Topic	Description	Flag
Pete	Albertson	Mercy C...	08.22.07	Chengdu	China	Children	How Childr...	X
Katie	Bernstein	Teacher	08.16.07	Tulsa, OK	USA	Hunger/Nutrition	Life in the...	
Robert	Banks	Oxfam St...	08.02.07	Capetown	S. Africa	Health	HIV effects...	X
Philip	Manget	Mercy C...	07.29.07	Geneva	Switz.	Economic Dev.	Micro Credi...	X
Nicole	Dimestihias	Mercy C...	07.24.07	Colombo	Sri Lanka	Hunger/Nutrition	Providing enou..	
Pete	Albertson	Mercy C...	07.22.07	Chengdu	China	Children	Children in C..	
Katie	Bernstein	Teacher	07.16.07	Tulsa, OK	USA	Hunger/Nutrition	Helping with...	X
Nicole	Dimestihias	Mercy C...	07.10.07	Colombo	Sri Lanka	Hunger/Nutrition	Hunger/Nutrition	

▲
▼

Show Current Playlist

Show All

Show Flagged

Add to Playlist

Remove From Playlist

Flag to Keep

Archive

DESCRIPTION:

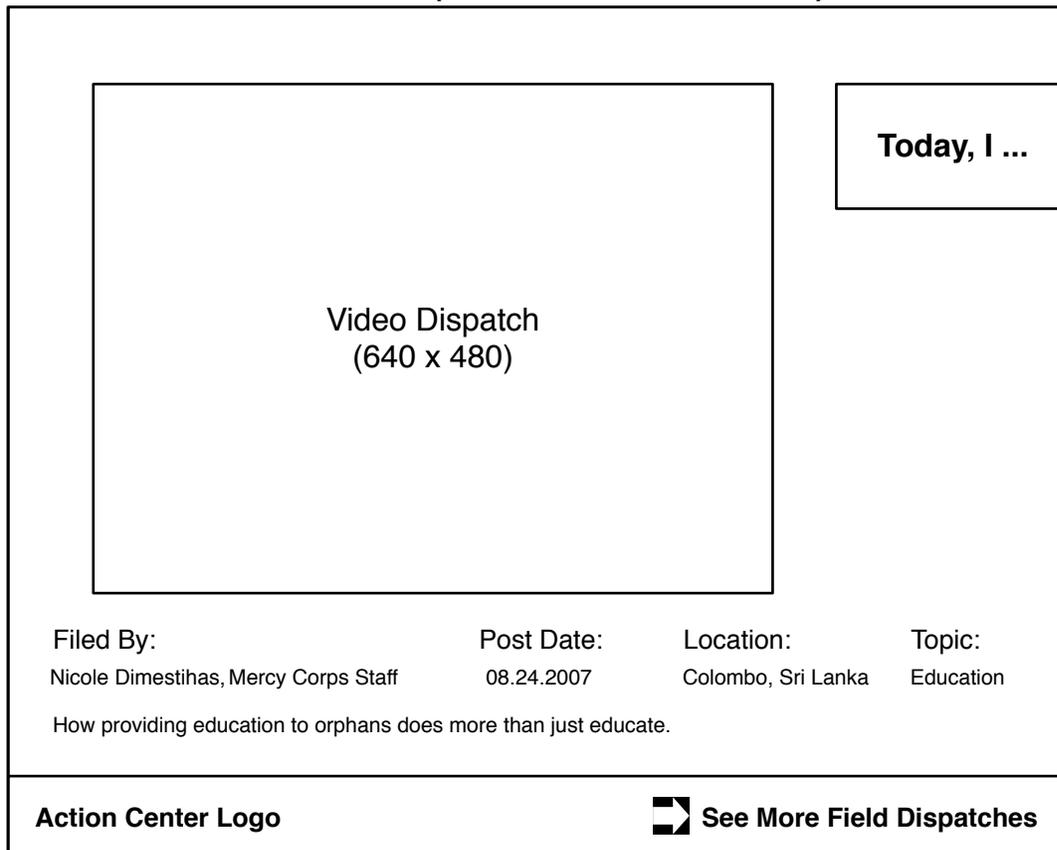
This wireframe shows the Action Center's administrator interface with the video dispatch content management system. The administrator will be able to search and view all dispatch entries by category, organize the video playlist, flag videos to keep, and remove videos from the play queue. The admin will also be able to preview any chosen video in the media player embedded in the screen.

LOGIC NOTES:

- On typing text in the Search box, database window will refresh with relevant entries
- On Show Current Playlist
Database window displays dispatches currently in the playlist
- On Show All
Database window displays all dispatches that have not yet been archived
- On Show flagged
Database window displays videos that have been flagged to keep
- On Add/Remove to Playlist
The currently selected dispatch will be added/removed from the playlist
- On Flag to Keep
The currently selected dispatch will be saved indefinitely
- On Archive
The currently selected dispatch will be added to archives
- Dispatch list will be resorted on pressing column headers
- Dispatch will be selected by pressing over dispatch row.
- Double-clicking on dispatch will start it playing in Viewer
- File must be converted or prepared for web and Action Center use.

AC05. VIDEO FIELD DISPATCHES WIREFRAME

002 - VIDEO DISPATCH VIEWER (FOR ACTION CENTER VISITOR)



DESCRIPTION:

This is an illustration of the video dispatch viewing touch screen. Visitors will view video field dispatches and read brief descriptions and meta data.

LOGIC NOTES:

Screen 002 automatically plays video dispatch attract loops

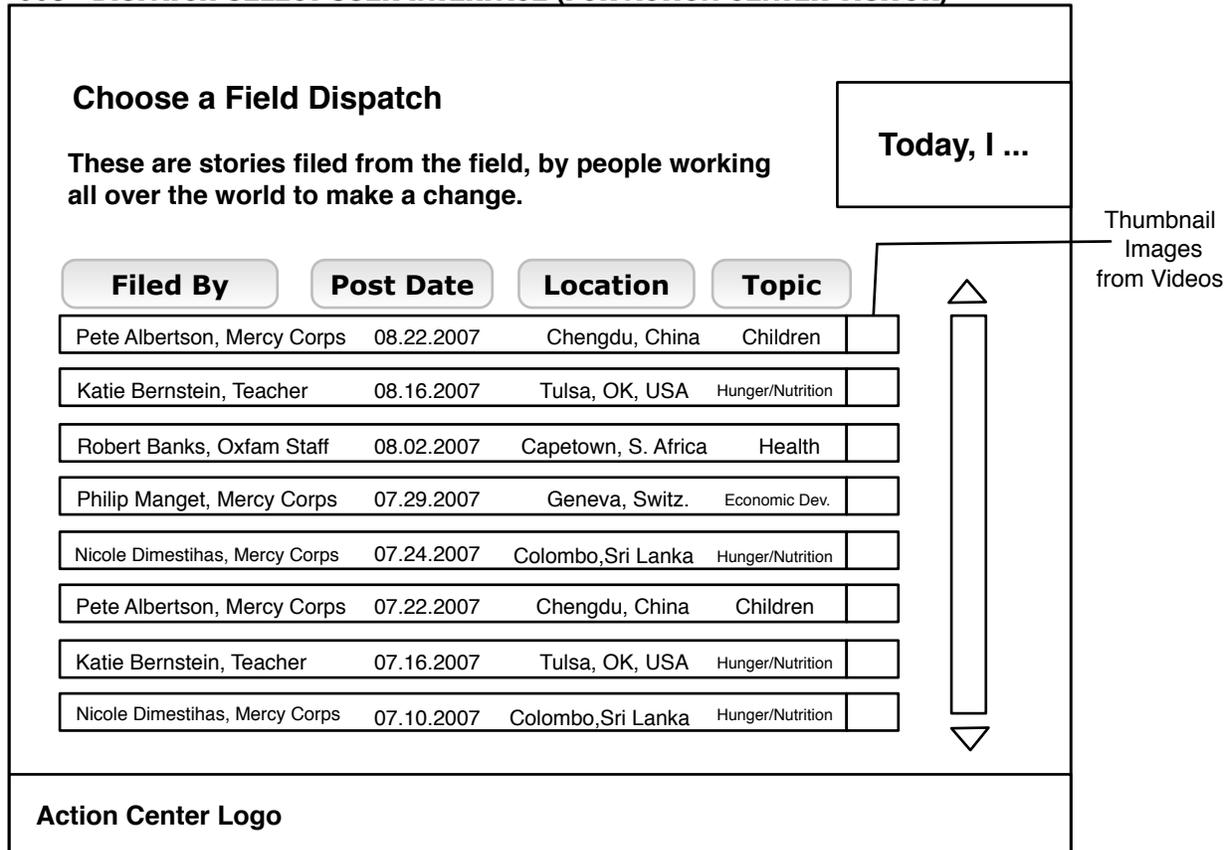
On pressing 'See More Field Dispatches'
Go to 003

From 003, users select videos to watch
Go to 002

After user-selected video has finished playing in 002,
screen automatically returns to 003

AC05. VIDEO FIELD DISPATCHES WIREFRAME

003 - DISPATCH SELECT USER INTERFACE (FOR ACTION CENTER VISITOR)



DESCRIPTION:

This is an illustration of the video dispatch selection touch screen. Visitors will select videos from a scrollable list. Users will also be able to sort the list by Name, Date, Location and Topic.

LOGIC NOTES:

Default sorting is by most recent.

On pressing column headers, category data will sort alphabetically or numerically. Pressing headers more than once will toggle column data between ascending and descending order.

On select video
Go to 002, View Video Mode

On timeout
Go to 002, Attract Mode

AC05. VIDEO FIELD DISPATCHES SCREEN SAMPLES
-002
VIDEO DISPATCH VIEWER (FOR ACTION CENTER VISITOR)

TODAY, I...

How providing education to orphans does more than just educate.

Filed by:
Nicole Dimesthias,
Mercy Corp Staff

Post Date:
08.24.2007

Location:
Colombo, Sri Lanka

Topic:
Education

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[More Field Dispatches](#)

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AC05
Video Field Dispatches
Screen Samples

AC05. VIDEO FIELD DISPATCHES SCREEN SAMPLES

-003
DISPATCH SELECT USER INTERFACE (FOR ACTION CENTER VISITOR)

TODAY, I

CHOOSE A FIELD DISPATCH
These are the stories filed from the field, by people working all over the world to make a change.

Filed by	Post Date	Location	Topic
Pete Albertson, Mercy Corp Staff	08.22.2007	Chengdu, China	Children
Katie Bernstein, Teacher	08.24.2007	Tulsa, OK, USA	Hunger/Nutrition
Robert Banks, Oxfam Staff	08.02.2007	Capetown, S. Africa	Health
Philip Manget, Mercy Corp Staff	07.29.2007	Geneva, Switz.	Economic Dev.
Nicole Dimesthias, Mercy Corp Staff	07.24.2007	Colombo, Sri Lanka	Hunger/Nutrition
Pete Albertson, Mercy Corp Staff	07.16.2007	Chengdu, China	Children
Katie Bernstein, Teacher	08.16.2007	Tulsa, OK, USA	Hunger/Nutrition



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AC05
Video Field Dispatches
Screen Samples

VIDEO FIELD DISPATCH GUIDELINES AND TRAINING MATERIALS

MERCY CORPS VIDEO FIELD DISPATCHES: “Today I...” CONTENT AND PRODUCTION GUIDELINES

OVERVIEW

“Today I...” video field dispatches are 1-2 minute personal stories that illustrate how something you did today improved your community or changed your way of thinking about how to improve the world. The stories are always told in the first person. The goal is to give viewers a view into how individual people are working to make the world a better place, the lessons they learn and the challenges they face. The stories will be presented to a general audience, age 12 and older, at the Action Center to End World Hunger in New York and Portland and on the web.

RESOURCES REQUIRED

There will be a Field Producer responsible for producing each country program’s “Today I...” segments. The Field Producer will work with an Information Officer/Editor based at the Action Center to End World Hunger in New York. The Field Producer may be the actor (storyteller) in some segments. Other actors include:

- Mercy Corps staff (national and expat)
- Other INGO workers
- Local NGO workers
- Beneficiaries

CONTENT FORMAT

1) INTRODUCTION – “Hello, my name is _____. I am in _____.
Today, I ...”

2) BODY OF STORY

Your story may address any of the following experiences:

- Something you did today to improve your world, your community or your household.
- Something you did or witnessed today that shifted or expanded your way of thinking about how to improve your world, your community or your household.
- Something you learned from a “failed effort” to improve your world, your community or your household.

3) SIGN OFF – “This is _____ in _____.”



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VIDEO FIELD DISPATCHES
Guidelines and Training
Materials

NOTES:

- *One story and only one story.*
- *Minimum length = 1:00min, Maximum length = 2:00min.*
- *“Today” roughly means within the past 4-5 days.*
- *A text screen at the beginning of the segment will set up the story in 2-3 sentences. The Field Producer will write the lede, so that the storyteller does not have to give deep background and can start right in with “Today, I...”*

STORY FORMATS

There are two types of story formats for “Today I...” – Basic NARRATED SLIDESHOW and Advanced NARRATED VIDEO. Please reference the accompanying CD for examples of these two formats. The following guidelines pertain to NARRATED SLIDESHOWS only, as these require substantially less training. Country programs with staff that already have audio-visual production skills are encouraged to produce Advanced NARRATED VIDEOS.

NARRATED SLIDESHOW VISUALS

- 1) INTRODUCTION – Actor “talking head” shot, from the shoulders up, directly addressing camera, seated at desk or other stationary location with pleasing backdrop.
- 2) BODY OF STORY – A series of still photographs illustrating parts of the story, following along with the narration.
- 3) SIGNOFF – Actor “talking head” shot, same as introduction.

TECH SETUP

The Field Producer will be provided with:

- 1) Web Cam
- 2) Basic Microphone
- 3) Digital Still Camera

It is assumed Field Producer will have a standard-issue Mercy Corps Windows laptop. Basic tech training will be provided to the Field Producer for all of the above items. SEE APPENDIX TWO FOR WEBCAM SETUP AND CONFIGURATION INSTRUCTIONS.

DEVELOPMENT PROCESS**1) Identify Actor**

The first step is to identify a potential actor to tell the story. The actor should be

- Talkative, outgoing
- Energetic, enthusiastic
- Comfortable in front of people, in front of the camera

2) Email Pitch and Outline**2a) Email Pitch**

Write a 35-50 word paragraph briefly describing the actor and the story he or she will tell. Email it to the Information Officer (email address TK) for approval/feedback.

2b) Write Script Outline

After your email pitch has been reviewed and approved, the next step is to write your script outline. This is made up of two parts - the LEAD (or LEDE) and the BODY. The LEAD is one short paragraph (about two sentences max) of written text that will appear on the screen before your dispatch plays. Important information for setting up your story can be included here, so you don't have to say it in your precious two minutes. The LEAD should give the listener enough context so he or she can understand your story.

The BODY is the basic framework of your story. This is a list of bullet points of each of your talking points for the story. The first bullet point is "Hello, I am _____, in _____. Today, I..." Then each of the main points should be jotted down. This doesn't need to be scripted word for word, it should just express the kernel of the idea you want to express at each point. It's better if it is NOT scripted word for word, to allow the story to come out more spontaneously. The last bullet point of the script outline is "This is _____ in _____." Two sample script outlines are included in this document.

3) Prep Actor

Next, you should work with the actor to help develop the story. The story cannot exceed 2 minutes, so it will take some development.

- Listen to the story through, help focus it, tighten it up where it begins to stray.
- Remind actor that she is speaking to someone who is roughly 12 years old, with no knowledge of local geography or NGO terms. Use common, simple language.
- Remind actor that story is personal, told in the first person. The tone should be casual, direct, like you're talking to a friend. Humor is good. Keep relaxed.
- Tell actor that she should speak in the language she is most comfortable expressing herself in.
- Remind actor to use descriptive language to support photos.

4) Get Actor to Webcam

You can set up your laptop with webcam and mic at any location that meets the following criteria.

- **It's quiet.** You can have some ambient, background noise in the piece, but avoid a place that is near passing traffic or aircraft, near other people talking, etc. Preferably, you should be in a room with a door. If you prefer to try to record outside, be wary of wind sound on the microphone. Test it out to see you sound quality before recording.
- **There is adequate lighting.** Make sure there is ample lighting on the actor, and that her face is not covered in shadows. Natural light through windows works well if it doesn't create sound problems. Bring a lamp or light near the

actor, and look at how she looks through the camera. Make sure the actors facial expressions can be seen clearly.

- **There is an interesting backdrop behind the actor.** Look at what else is in the camera frame. Avoid a cluttered or distracting office space. Hang a picture, a tapestry, a map, a poster, etc. behind the actor to help compose the scene. Remember, the backdrop should be background, and not attract too much attention while still being appealing.

5) Rehearse

Have the actor tell the story through once before recording. Rehearse as many times as you feel is necessary before starting to record. Keep an eye out for the following points:

- **The actor is telling the story through in one complete take.** The piece will not be edited later, so the story has to go from INTRO through BODY through SIGNOFF is one flow.
- **The actor is keeping within the 1-2 min time window.** You should work out a way of signaling to the actor when there is 15 seconds or so left so they can wrap up.
- **The actor is keeping still and poised.** The actor should be sitting or standing solidly in on position for a beat before she starts the INTRO. Then, *during* the recording, she should stay in the same spot. No bobbing or fidgeting! At the end, it is very important that the actor continue to look at the camera for a beat after her signoff. She should not get up or move away as soon as she signs off.

6) Record/Redo

Now you're ready to record. Keep going until you get one, nice continuous take. Give the actor some water. Don't be afraid to redo as much as necessary to get the story. You will now have a video file of the story, which you will use as reference for steps 8 and 9 (captioning and translating, respectively).

7) Take Photos

You can take photos before or after recording the story, as the actor sees fit. Take 18-24 photos that support the story.

SEE APPENDIX 1 FOR PHOTO TAKING INSTRUCTIONS

8) Order and Caption Photos

Next, number the photos in the order they should run with the story. Use the time code from the video file to indicate when the photo should be presented in time with the narration. Create a word document that contains this information.

9) Transcribe/Translate Narration

Now, you should transcribe the video file of the story. If the actor spoke in a language other than English, provide the English translation. If the actor spoke in English, provide the English transcription. In either case, indicate time code in the text every 20 seconds so the Information Officer will be able to tie the translation to the video file.

10) Upload

If you have a high speed internet connection, upload your files (1 video file, 1 Word Document with transcription/translation and photo captions and 34-36 photo files) to the Action Center FTP Server (TBD) OR burn a CD or DVD ROM with the files and ship to the Action Center.

SAMPLE EMAIL PITCHES (See Step 2 of Development Process)

ETHIOPIA Email Pitch

Hi,

I propose doing a field dispatch on a Monitoring and Evaluation trip I am planning to make next week to the village of Dire Kora, in the Oromo region of eastern Ethiopia. It is the first time I have visited this region. I am going to a village to check in a livelihood development program that ended about six months ago. By all reports, the program went well, so I plan to interview some of the villagers about the program to hear their side of the story.

I plan to do a NARRATED SLIDESHOW dispatch and will take photos of the villagers as they tell their stories, show their livestock and show off their homes.

Please let me know if you have comments.

Best,

ZIM Email Pitch

Hi,

I propose doing a field dispatch on a trip I took out to Goromonzi, Zimbabwe (a rural and impoverished area that suffers from extremely high AIDS rates). I went there to do some monitoring and reporting of our Orphans and Vulnerable Children program. I would talk about how our program gives financial grants to schools and in exchange the schools waive tuition for poor orphans and kids that are in our program, thus allowing them to go to school.

I would also include my visit to the home of one of the boys who is in our tuition waiver program. His father is bed-ridden with AIDS and the boy must work to support his entire family. He says going to school is the best part of his day.

I plan to do a VIDEO dispatch and will film the kids in school as well as after school playing games. I will also include video of the boy's house and family to show his situation at home.

Please let me know if you have comments.

Best,

SAMPLE SCRIPT OUTLINES (See Step 2B of Development Process)

ETHIOPIA Script Outline and Lead-in

TEXT LEAD-IN (for opening screen of video)

Gideon D’Arcangelo, Monitoring and Evaluation Officer for Mercy Corps, tells a story from eastern Ethiopia, about a project to stimulate livelihoods (that is, improve the financial situation) in the drought-stricken Chiro area. The project was completed 6 months ago – he visited the village of Dire Kora to check in on the project participants.

SCRIPT OUTLINE

Hello, My name is Gideon D’Arcangelo. I am in Chiro, Ethiopia.

- Today I went to village of Dire Kora – to do my job – monitoring and evaluation.
- Talk about arriving in the village.
- Talk about the program and how it helped them raise livestock – cattle, sheep, goats.
- Tell how they changed the way they communicated with each other, husband and wives, community member to community member.
- Focus on Abdullah Yuga Adem.
- “We learned the idea of having a project – that we could change our situation by laying out a plan, sticking with and seeing how it turns out. It’s not big money that makes a difference, it’s a good idea, and being smart with the little resources you have.”
- This blew me away, really – I came away from this conversation totally energized. So much of what I do deals with measuring the facts about a project – how much money people earned and saved, which is all very important. But it struck me that real, deep, long-lasting change comes with intangibles – sharing the different ways we think about making change.
- I’m Gideon D’Arcangelo, in Chiro, Ethiopia.

ZIM Script Outline and Lead-in

TEXT LEAD-IN (for opening screen of video)

Zimbabwe has some of the highest rates for HIV/AIDS in the world— about one in five people are infected. Almost one in three children in Zimbabwe are orphans, usually because one or both parents died of HIV/AIDS. Mercy Corps is working to make sure orphans and vulnerable children have access to education and after-school activities to help them deal with the trauma of losing their parents.

SCRIPT OUTLINE

Hello, My name is Cassandra Nelson. I am in Harare, Zimbabwe.

- Today I went to monitor and report on the results of a school grant Mercy Corps gave as part of our program to help orphans and vulnerable children.
- The school was in Goromonzi -- poor rural district, highest HIV/AIDS rates in the country, over 50,000 orphans
- Access to education difficult -- Many kids drop-out because they can't afford the fees.
- Describe MC OVC program where we give financial grants to schools and in exchange the schools waive the tuition requirement.
- Met Leonard and I went to his house and saw his living conditions.
- Leonard's father bedridden with AIDS and can't work—so Leonard has to sell bananas—makes less than 50 cents a day.
- His work makes him late for school—but says school is best part of his day.
- Importance of our program—we get kids to school where they learn, but also where they can be kids and play and learn—a break from their difficult daily lives.
- More work remains—over 1.6 million orphans in ZIM.

This is Cassandra Nelson in Harare, Zimbabwe.

VIDEO LOG GUIDELINES

SHOT LIST: MERCY CORPS - TWIC OLYMPICS, SOUTH SUDAN

Cameraman: Cassandra Nelson, Mercy Corps

Location: Acok, Twic County, South Sudan

Date: February 19 – 22, 2005

Format: Mini DV, NTCS

Cassettes: 6 total

TAPE NUMBER 1: OPENING CEREMONIES OF GAMES

IN:	OUT:	DESCRIPTION:
00:00	end	Competing teams from the sub-districts of Twic—marches and dances many in traditional dress. (<i>NOTE: around 28:00 tribal dancing is best</i>)

TAPE No. 2: BOYS VOLLEYBALL COMPETITION & SPECTATORS

IN:	OUT:	DESCRIPTION:
00:00	09:00	General scenes of boys volley ball and spectators (Aweng vs. Turalei)
09:01	39:35	Scenes of boys volleyball: Peter Malim is player on Wunrok team (jersey #8 on the green team). Wunrok vs. <i>I have an interview with player Peter Malim on tape no. 6, if you want to pair it with this video.</i>
<i>NOTE: 28:00 Good spectator shots—lots of drums and singing</i>		
39:36	45:00	Winners and spectators take a victory lap around field and start dancing singing..

TAPE No. 3: INTERVIEWS with OFFICIALS

IN:	OUT:	DESCRIPTION:
00:00 Acuei	13:15	Twic County Commissioner: James
13:16	37:00	Daniel Dhaal, Sudan Production Aid (a local NGO and Mercy Corps partner, that we fund for programming in South Sudan), Youth Empowerment for Peace Cordinator. <i>(NOTE: of the official interviews this is the best one)</i>
37:01	end	Akel Wol Makot, Head Coach for the Twic Olympics staff of Sudan Production Aid)

TAPE No. 4: GIRLS VOLLEYBALL COMPETITION & SPECTATORS

IN:	OUT:	DESCRIPTION:
00:00	14:40	Interview with Aker Bol, Female Head Coach for Twic Olympics
14:41	38:30	Girls playing volleyball—Aweng vs. Turalei (Monica is playing in these scenes in a navy blue jersey—I also have an interview with her in tape number 5).
38:30	39:24	Next girls game begins...

39:25 40:30 NIKE gear is distributed to Girls teams—Mercy Corps has partnered with Nike to outfit all the players in the Twic Olympics with new jerseys, shorts, pants and sports shoes.

40:31 end. Girls playing volleyball match and good spectators—singing and dancing.

TAPE No. 5: MERCY CORPS – NIKE DISTRIBUTION OF SPORTS GEAR TO PLAYERS & FEMALE ATHLETE INTERVIEW

IN:	OUT:	DESCRIPTION:
00:00	04:30	Mercy Corps distributed Nike shirts and shorts to football players
04:31	14:40	Interview with Monica Ngor, a volleyball player in the games.

End

TAPE No. 6: INTERVIEW W/ BOY ATHLETE COMPETITION & SPECTATORS

IN:	OUT:	DESCRIPTION:
00:00	25:30	Interview with Peter Malim, age 21, who was former slave and child soldier before returning home to Twic County. The games are especially targeted to youth like Peter to help them reintegrate into their communities.
25:30	30:30	Scenes of local community at water well, playing sports inbetween the games—informally.

APPENDIX 1: Photography Guidelines

Basic tips for taking pictures:

- Picking your subject
 - Look for interesting subjects that **illustrate** the story you will be telling in your field dispatch. The subject of the photographs should be related to your script.
 - Your photographs should have people in them. If you want to include one or two landscape shots to show how the overall environment is, this is fine, but the rest of your pictures should focus on the **people** who are the subject of the story you are telling.
 - If they relate to your story, be sure to include photographs that show what daily life is like – people getting water from a well, what the houses are like, how the people get around (by foot, donkey, in old buses, etc.), how people plow the fields, how the people prepare food, what the schools are like, etc.
 - Try to take pictures of people of various ages—old people, middle age, youths and kids (especially kids). The Center will have lots of visitors who are ages 10 to 17. These visitors will want to see people their own age and what their life is like. Also try to get a mix of male and females in your photos.
 - Please do NOT include lots of photographs of buildings/structures/roads that MC has built. These may be good photographs for our donor reports, but visitors to the Center want to see how the **people** live and what they are like. If you want to include photos of buildings/structures/roads try to get a beneficiary in the photo who will use the building, or someone who is helping to build it.
 - Photographs that show people in their traditional dress and settings are very interesting, but please do not “set-up” the photographs and have people put on costumes or change their clothes for the photos. You should try to capture people in their normal settings and not have them too posed or set-up. We want to see the natural daily life style.
- How to depict your subjects
 - Mercy Corps believes that our beneficiaries are heroic and resilient people who only need a “hand-up”. In your photos, please try show your subjects in a respectful manner. We do not want to show our beneficiaries as beggars or hopeless.
 - Some of the people we work with are suffering from many injustices and bad circumstances. It is OK to show this, as long as it is done with respect and sensitivity.
 - Ideally the people in your photos will exhibit some of the following qualities:
 - Courage;
 - Dignity;
 - Spirit;
 - Determination – “I am the change I wish to see in the World;”
 - Grief – this is okay as well, as long as the protagonist demonstrates an “I/We shall overcome” attitude. “Life goes on, and I’m determined to rebuild mine.”

- Taking the viewer “there”
 - Look for scenes that will give the viewer a real sense of what life is like there—the hardships as well as the rewards. Remember that your viewer has probably never been to your part of the world and does not know anything about what life is like there. You need to take them on a photographic tour.
- Framing your shots – Getting up close
 - When you take your photographs, try to get up close to the people you are photographing. You can try taking several photos of one subject—some up very close with just their head, others at a middle distance and some from farther away. But usually the close-up photos show the emotions of the person best, so you should get some close-ups.
 - For your photo slide show, **landscape/horizontal** photographs make the best presentation because of the dimensions of the monitor where the slideshow is presented. Thus, you should shoot primarily landscape/horizontal photos. You can include some “portrait”/vertical photos, but they do not look as good on the computer monitor.
- Unique perspectives
 - Don’t take all your photographs from the same level (usually we just stand in front of our subject and hold the camera at eye level when we take pictures. But this gets boring because all your photos will look the same.). Try kneeling down and looking up at your subject when you take the photos. Or try to get to a higher level than your subject (stand on a chair or something) and look down on them. Just be sure to **move around** when you are taking photographs so you get a variety of perspectives.
- Waiting for the shot
 - Remember you need to be patient to get good photos. If you know your subject will be doing some interesting activity (cooking, plowing the field, etc.) a little later, try to arrange to be there so you can photograph it.
 - If your subject is very tense and formal when you start to take their picture, don’t give up. Usually after the person has their photo taken for a while they start to relax and act more naturally. You may need to be patient and wait for them to relax a little.
- Lighting
 - The most difficult thing to photograph well are people in high-contrast situations. People with dark complexions who are in bright locations are extremely difficult to photograph. If you are in this situation it is best to move the subject to a place with less light (in the shade or indoors).
 - The other option is to use a “**fill-flash**” on the subject. This is a low-level flash that puts light on the subject’s face and helps to lower the contrast. Most cameras have a setting that you can turn on for “fill-flash”. The flash will only go when the camera detects a hi-contrast situation.
 - Another setting many cameras have that can help solve this is for “Back light”. If your camera has a back-light setting, you should turn it on and see if this helps solve the problem.

Technical specifications:

- There are minimum requirements that your photographs must meet for the center to be able to use them. If your photos do not meet these requirements, we may not be able to use them because they will not have a high enough resolution or clarity. The following are the basic requirements for your digital photographs. You will need to set your camera to make sure your photos meet these standards.
 - **File format:** JPGS (basic/standard, not optimized)
 - **Final file size:** 1-Megabyte (Your camera may take larger file size images. If so, you can reduce the file size using Photoshop or any Photo software. It is best to reduce the file size to 1 MB so you can email the files easily.)
 - **Resolution:** 300dpi
 - **Pixel Ratio:** 3100 x 2100 pixels
 - **Color:** Adobe RGB (Digital cameras can be set to RGB)
 - Rotate all images so they are correctly formatted for viewing.
- **Captions and File Names:** You need to write captions for each of your photographs and name the file of each photo you submit. You should be able to do this with your Photo software when you download them to your computer.
- **File Naming Convention: Country.Town.Date.01.jpg** example: Afghanistan.Kabul.12Sept07.01.jpg (name files consecutively, i.e. name.02.jpg, name.03.jpg). It is very important to keep the name simple with one period before 01 and one period before jpg (no spaces or symbols).
- **Caption:** Day number Month (in full) year – City, Country or State (depending on which is most appropriate) – Photo information (The simplest way is to describe exactly what is going on in the photo, in the present. Example:

12 September 2007 – Kabul, Afghanistan – Children gather on a hill overlooking the capital to fly their kites. Previously, under the Taliban government, kite flying was illegal, but today it is a popular form of entertainment.

APPENDIX 2: Video Dispatch Technical Configuration

Equipment Overview

The field correspondent will make use of the following devices and software:

1. Logitech Webcam:



2. Lavalier Microphone with USB Interface:

- a. SP-LAV-1 Microphone:



- b. USB Microphone-Computer Interface:



3. Laptop Computer with Windows Movie Maker Software

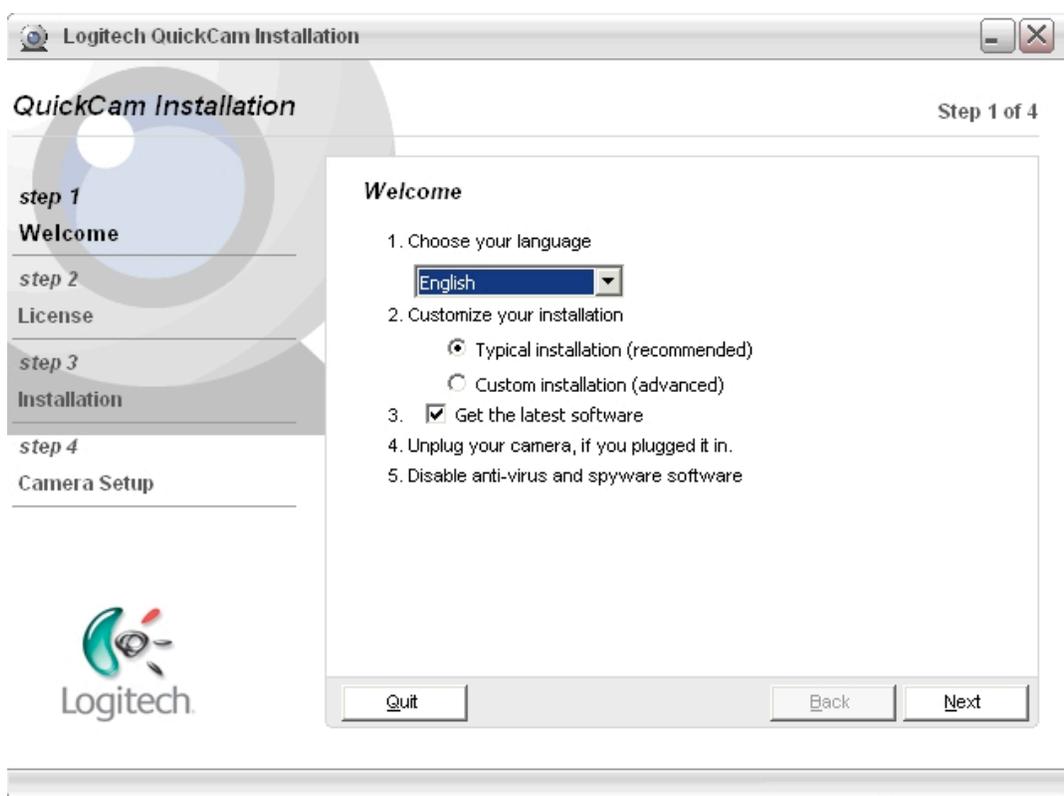


Driver Installation

The Web Camera and lavalier microphone both require the installation of software drivers prior to use. Drivers can be found on the Logitech CD and USB Drivers CD included in the package, or they can also be downloaded. This guide describes the procedure for installing the WebCam and Microphone drivers from the included CD. Instructions for downloading the drivers can be found at the end of this section.

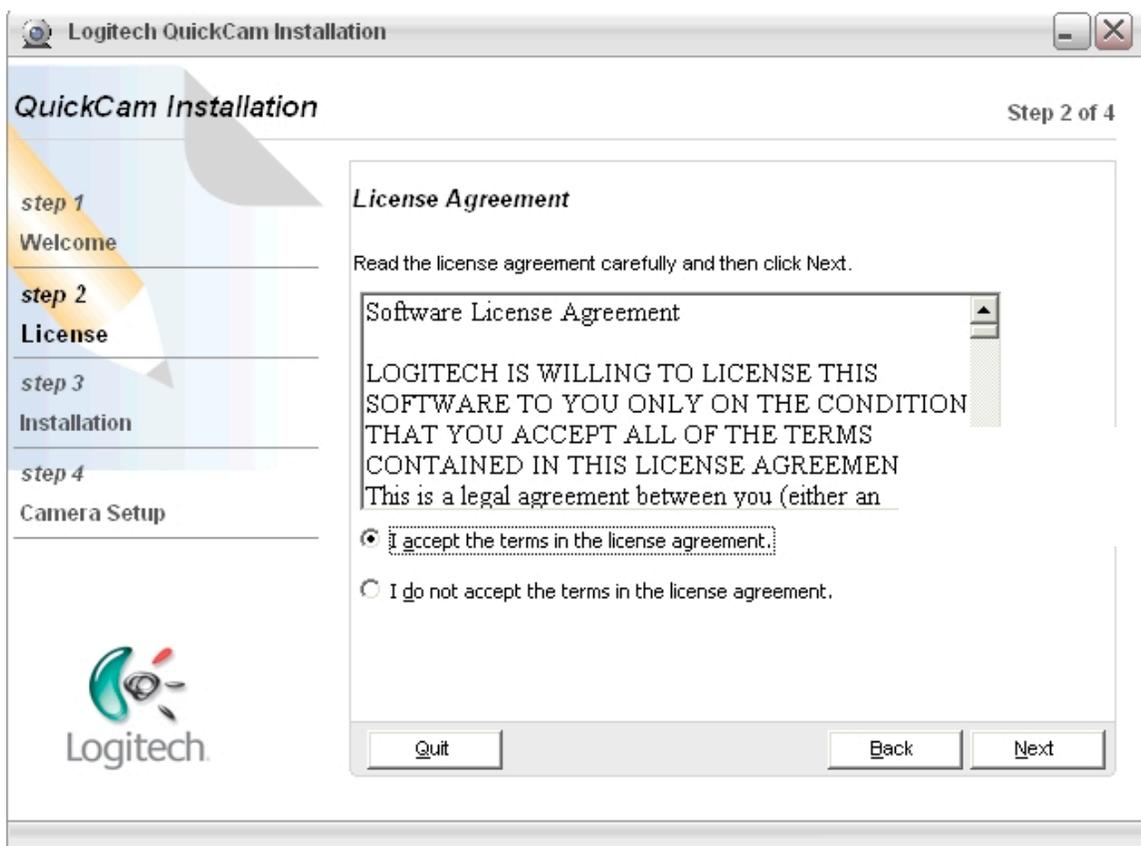
1. WebCam Driver Installation

- a. Included in the Mercy Corps package is a Logitech CD for the Logitech WebCam. This CD contains the necessary drivers and setup software for the Logitech WebCam.
- b. Insert the Logitech Driver CD into the CD Drive on the Laptop.
- c. The installer should automatically start and show this screen:

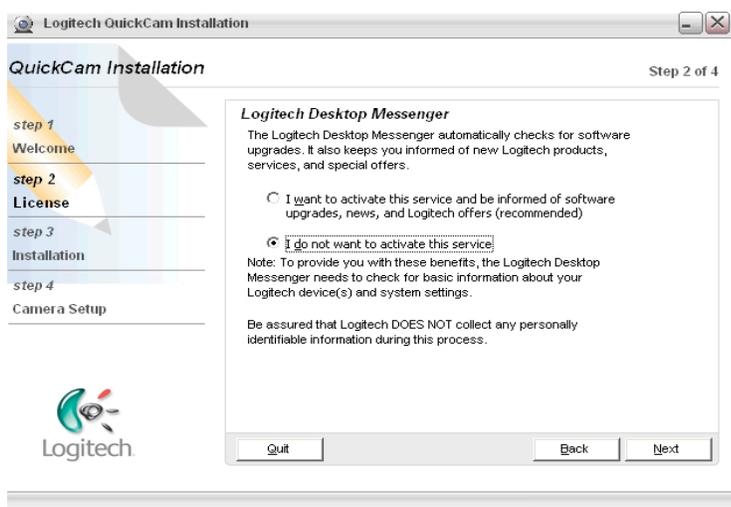


- d. Choose your language and click 'Next'

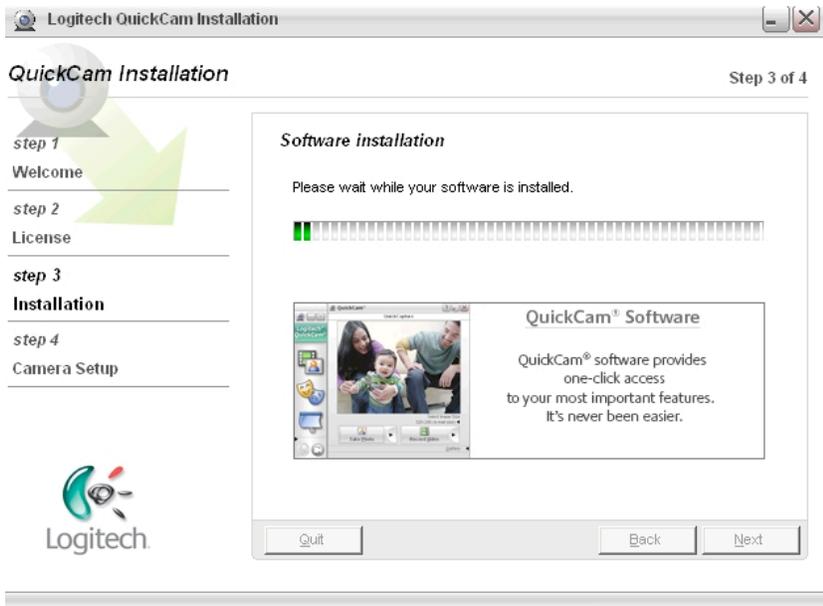
- e. Accept the terms of the license agreement:



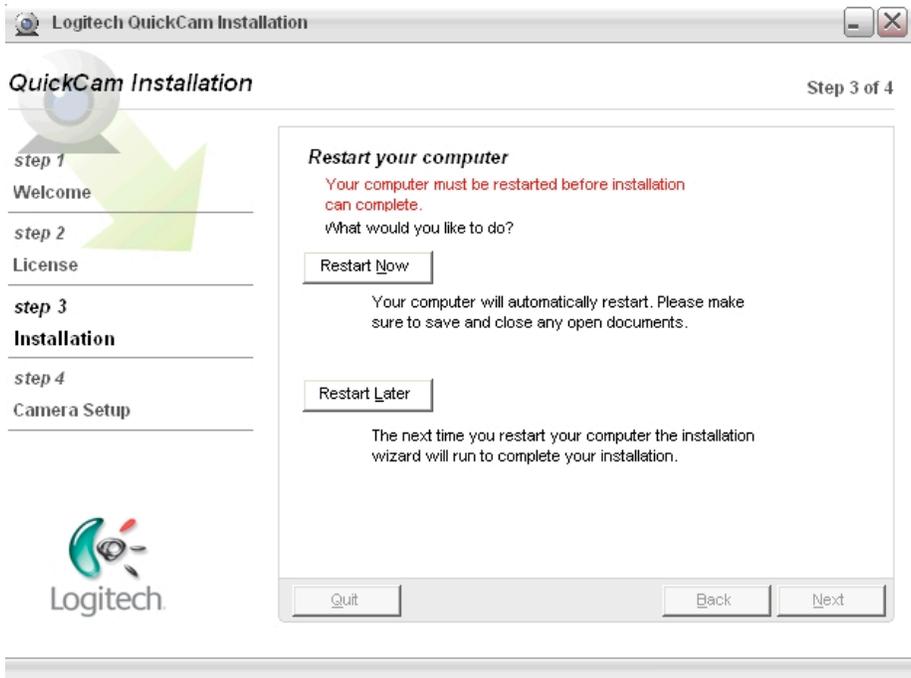
- f. Click 'Next'
- g. You do not need to activate the Logitech Desktop Messenger. Check 'I do not want to activate this service' and click 'Next'.



h. The Logitech drivers will now be installed. This may take a few minutes.



i. When the drivers are installed you will see this screen:

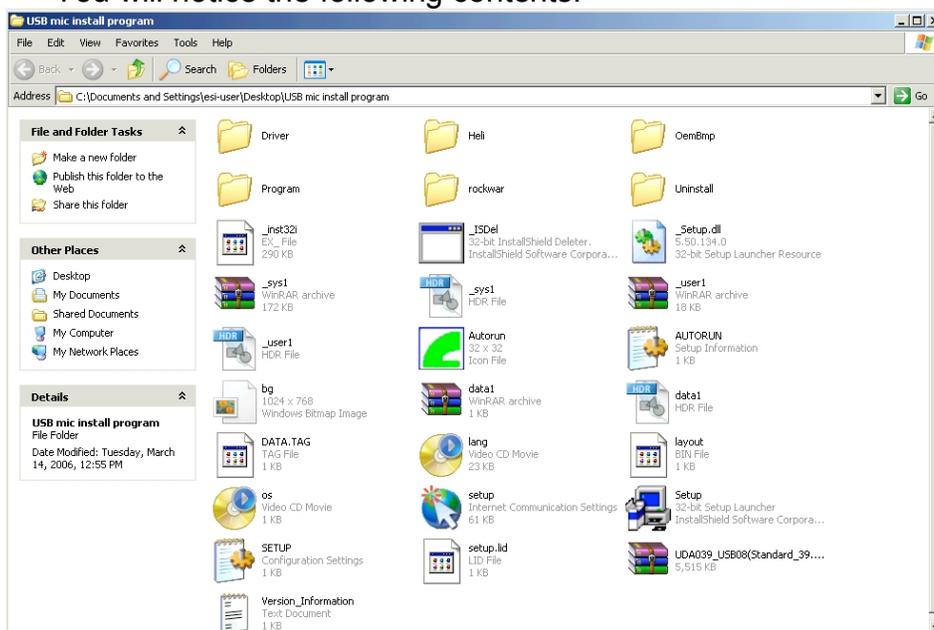


j. If you are able to restart the computer now, (if you have no unsaved work in progress) click 'Restart Now'. If you need to save work before restarting, click 'Restart Later'. Note that you will need to

restart the computer before the WebCam software is completely installed.

2. Microphone Driver Installation

- Copy the USB_mic_install_program.zip file from the included CD to the desktop. Right click on the file.
- From the menu of options, choose 'extract to here'
- When the file is unzipped, open the USB mic install program folder. You will notice the following contents:



- Double-click on the Setup 32 bit Setup Launcher.



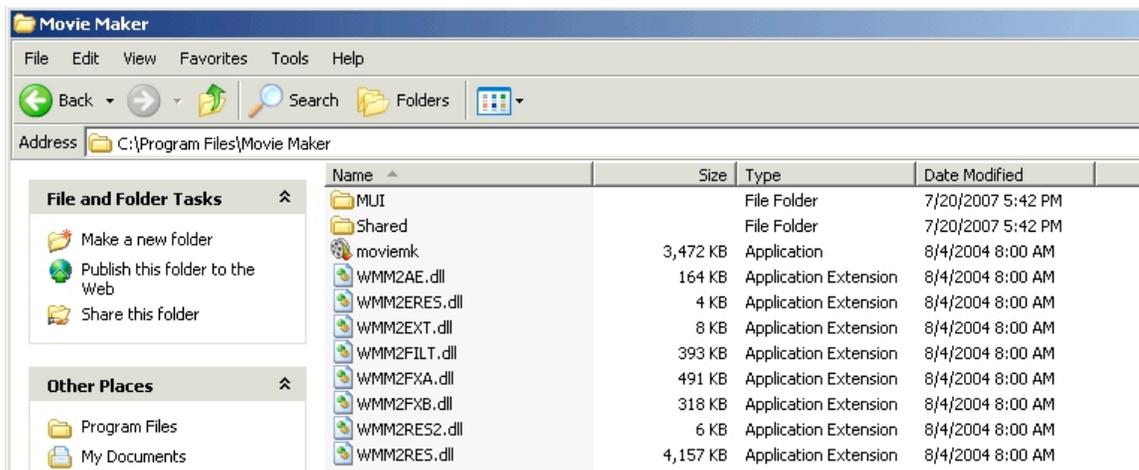
- This will open the C-Media USB Sound Setup Program. On the opening prompt click 'next' to begin the installation.
- Check boxes for both 'Install USB Audio Driver' and 'Install 3D Audio Demo Program'. Click 'Next'.
- On the next screen, click 'Next' to begin the installation to the location C:\Program Files\C-Media USB Sound
- When the install is complete, click 'ok' and the computer will reboot.
- The Lavalier microphone should now be configured to use with the USB sound interface.

Windows Movie Maker

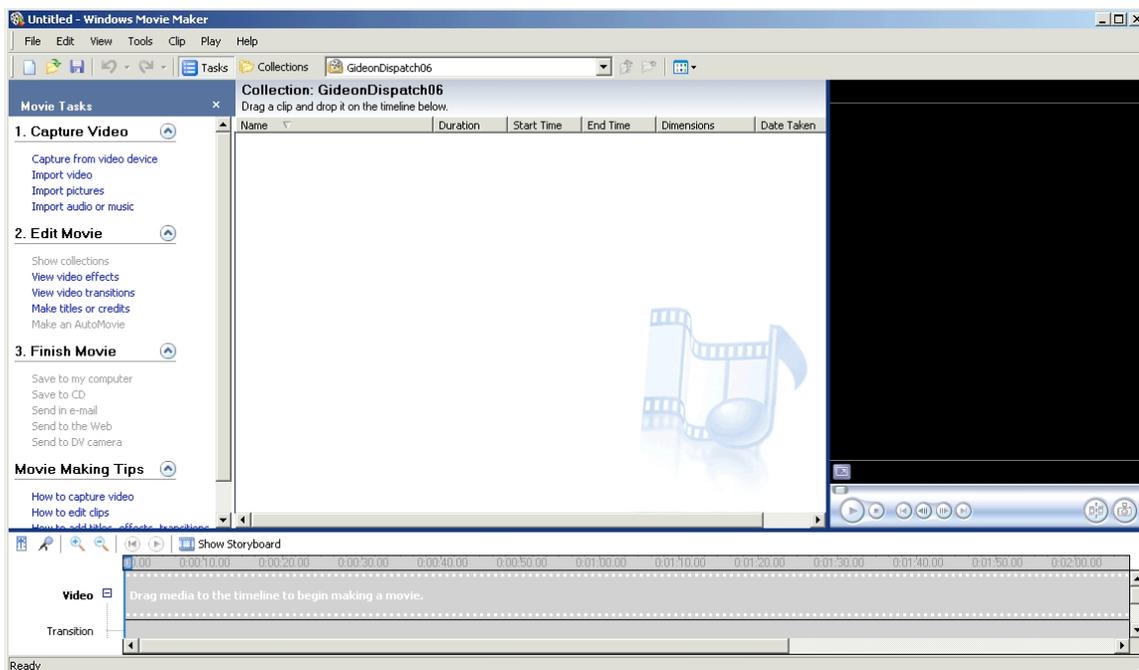
Use windows Movie Maker to capture audio/video for field dispatches.

1. Capturing Audio and Video

- a. Navigate to the following location on the windows machine:
C:\Program Files\Movie Maker



- Double click on the 'moviemk' icon to open the application
- When the application opens, you should see something like this:



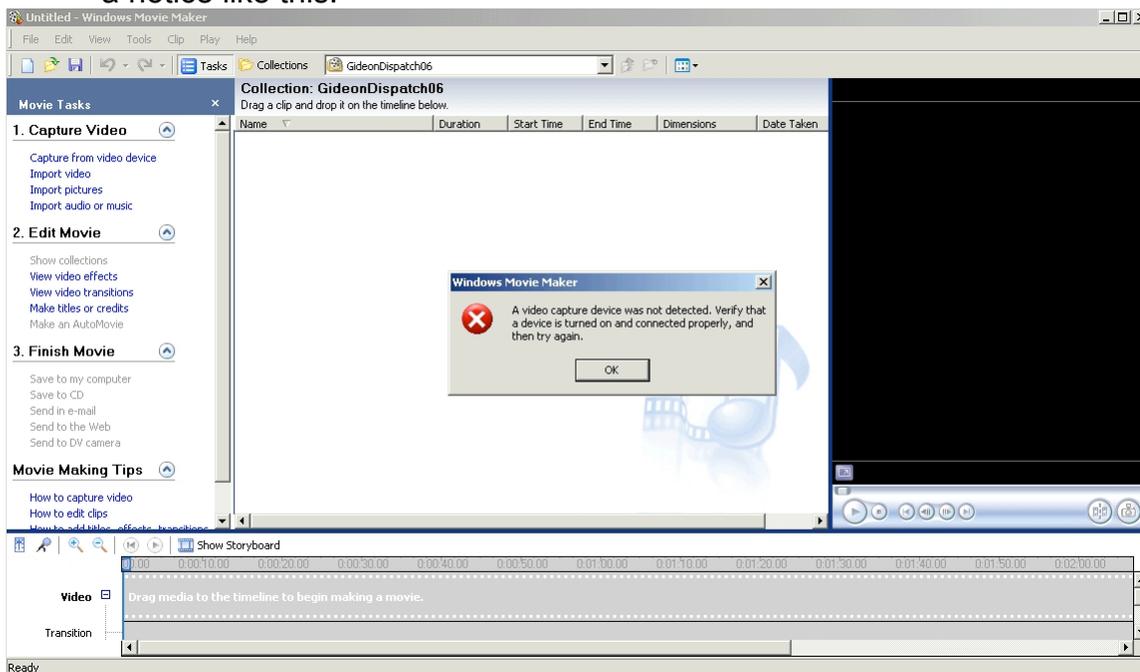
- b. Now, connect the WebCam to one of the USB ports on the laptop, and position it so that it is facing you.

- c. Next, Connect the USB Microphone adaptor to a USB port on the



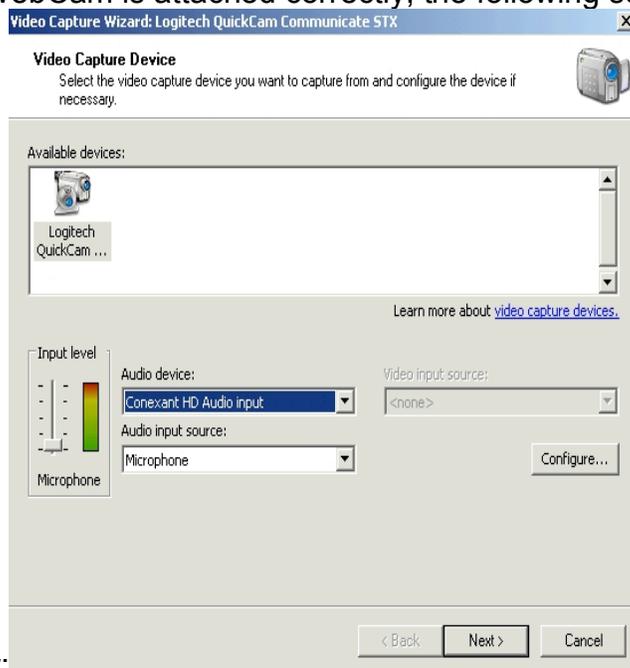
laptop as shown:

- d. Connect the lavalier microphone to the mini audio socket on the USB interface labeled with a microphone symbol. Note: Make sure that the microphone is not connected to the headphone output socket on the USB interface. Both sockets are labeled with icons, one with headphones, the other with a microphone symbol.
- e. When both the WebCam and Microphone are connected, click on 'Capture from video device'. This option is in the upper left hand corner of the windows Movie Maker screen.
- f. If there are connection problems with the WebCam, you will receive a notice like this:



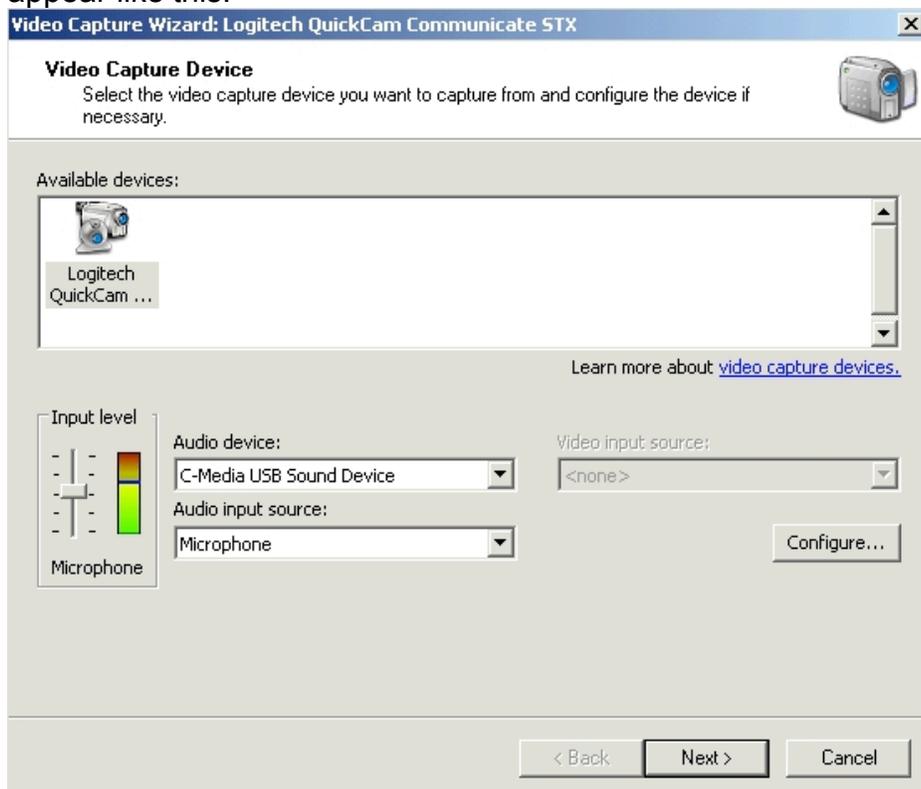
If this error occurs, check the USB connection and check to see that the Logitech Drivers have been installed. Also, if a system restart has not been completed since driver installation, this would be a good time to restart the computer.

- g. If the WebCam is attached correctly, the following screen will

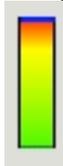


appear:

- h. Notice the default settings on the Audio Device and Audio Input source.
- i. Change the Audio Device to 'C-Media USB Sound Device'.
- j. Set the Audio Input Source to 'Microphone'. The screen should now appear like this:

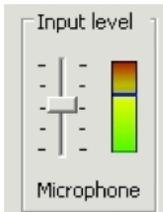


- k. You will notice now that the microphone volume reading will correspond to the amount of volume coming through the mic. Make sure that the volume reading is functioning in this manner. A good test is to clap your hands in front of the mic or snap loudly. It is a good idea to attach the mic to your shirt using the included clip to get a consistent reading. If the mic is responding, the volume meter

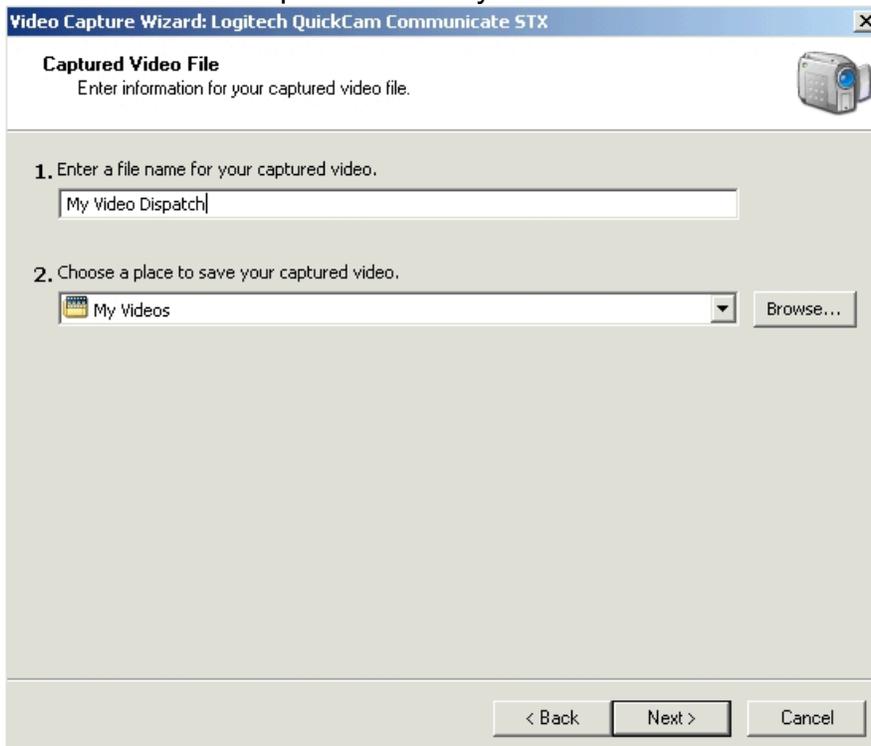


should spike to the red zone as shown:

- l. The optimum input level will probably be somewhere in the middle, and can be set by moving the slider to the left of the volume meter.

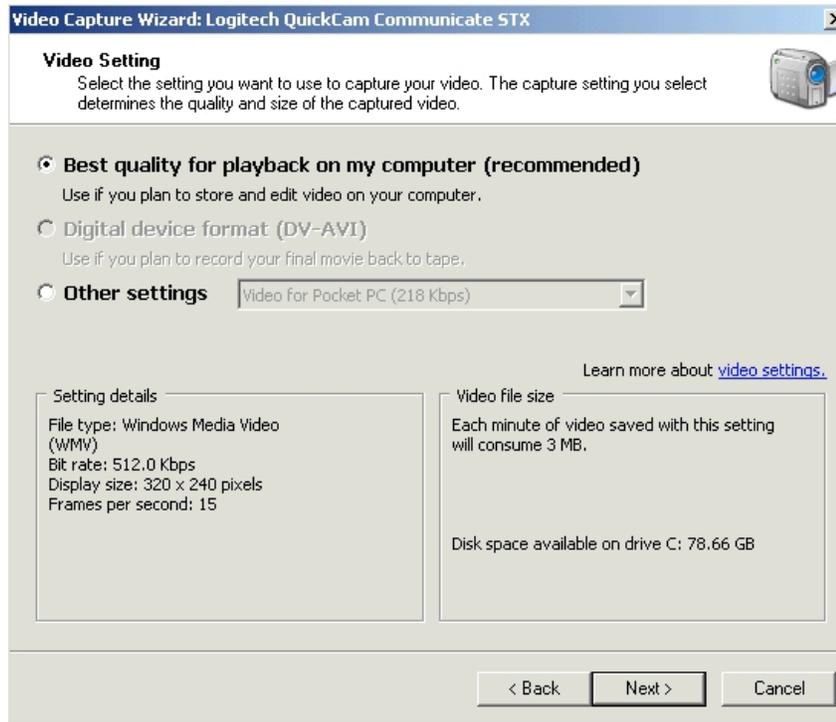


- m. Finding the correct input level may take a bit of experimentation for the optimum results.
- n. Once the WebCam and microphone are attached and configured, click 'next'.
- o. Select a name and place to save your new video:

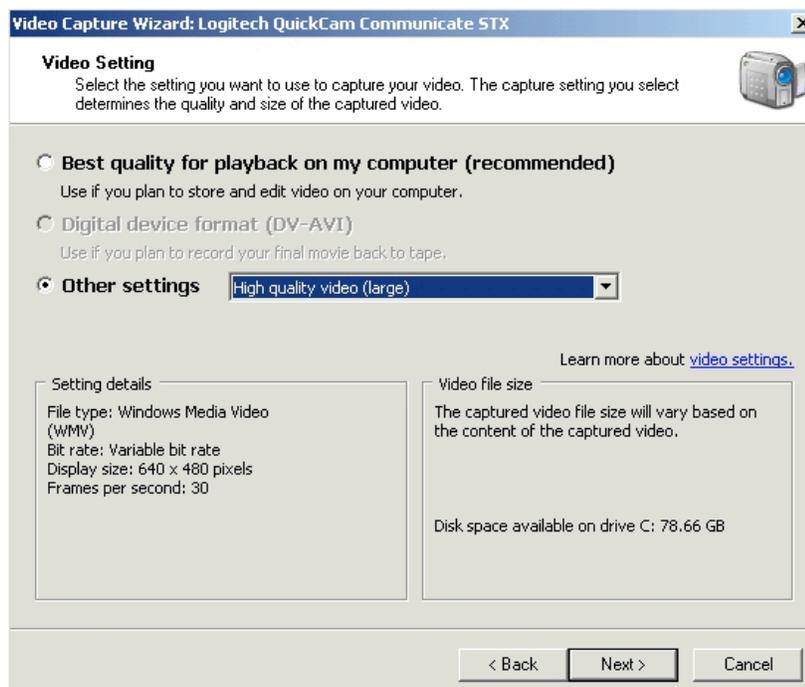


- p. The default saving location is 'My Videos' but this can be modified to any location. Click 'Next'.

- q. Next, select the video quality. Notice that by default, 'Best quality for playback on my computer' is checked.

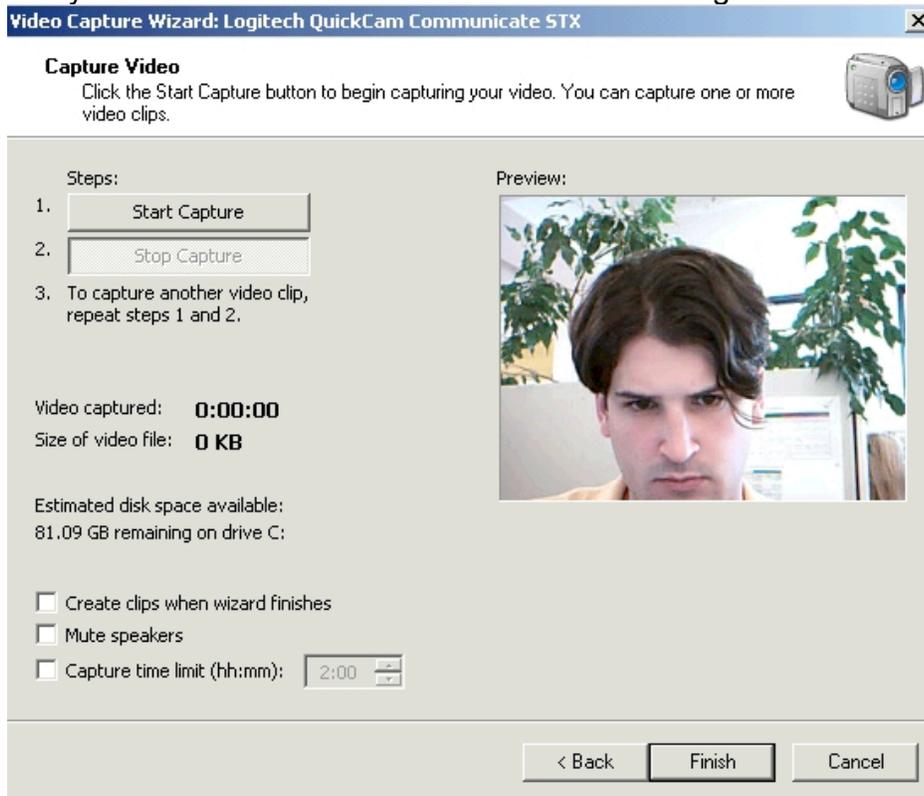


- r. Click the 'other settings' checkbox, and select 'High Quality Video (Large)' from the menu.

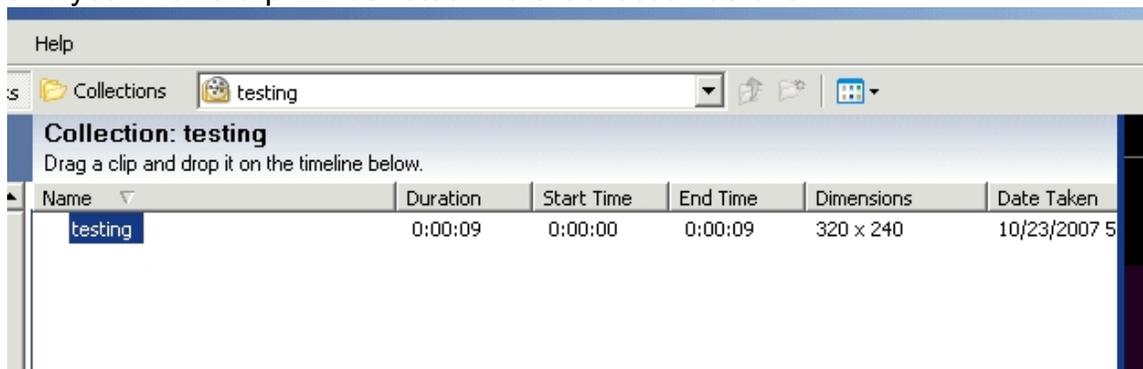


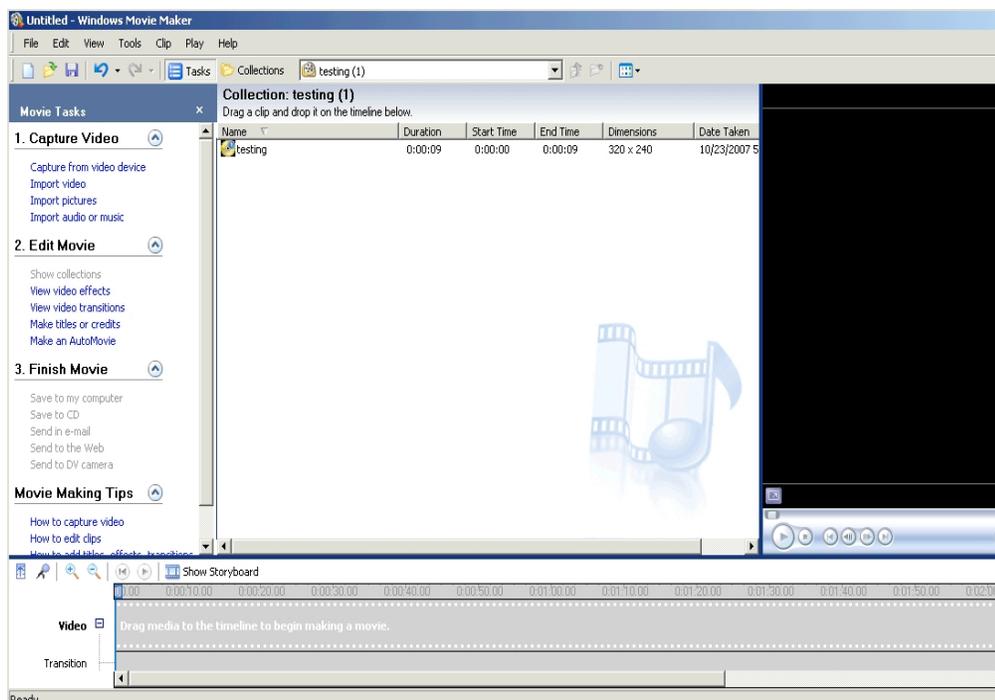
- s. Click 'Next':

- t. Now you should see the following screen. Make sure that you can see yourself in the video Preview monitor on the right:



- u. If you can see yourself, and when you are ready, push the 'Start Capture' button and begin your dispatch. When you are finished, push 'Stop Capture'. It can be a good idea to test a short video first, just to make sure the audio and video are capturing correctly.
- v. When you are finished with capturing, click 'Finish'.
- w. You will see the screen return to the Windows Movie Maker Screen, and your movie clip will be listed in the Collection as shown:

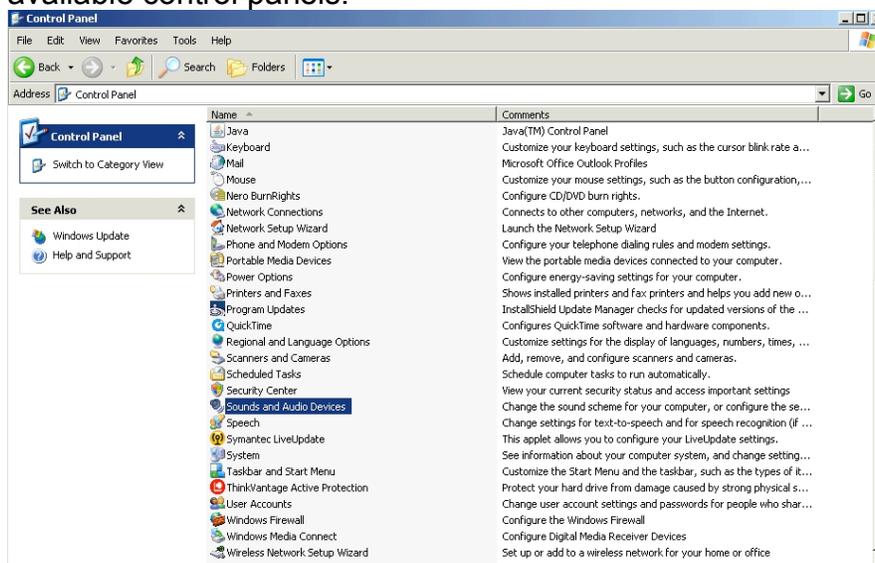




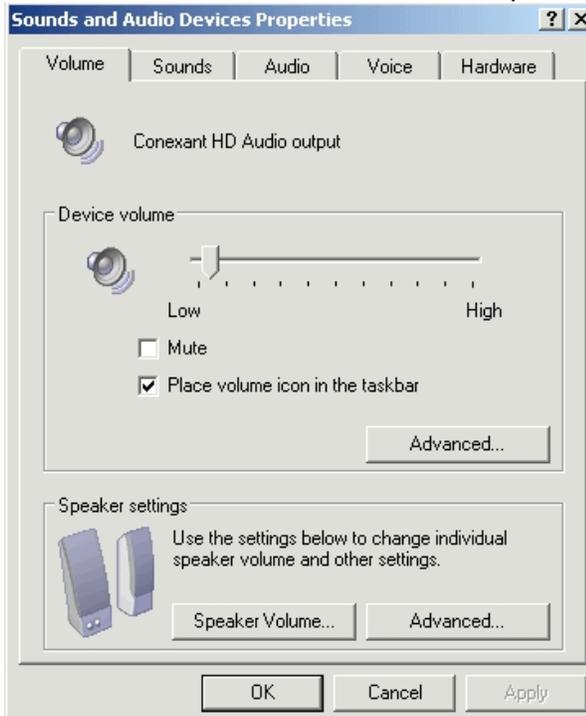
X.

2. Movie Playback and Testing

- a. Now it is time to test the movie. Before testing begins, however, it is important to configure the audio playback settings.
- b. Navigate to the windows control panel. This can usually be found by clicking 'Start' and then selecting the Control Panel in windows explorer. Double click on 'Sounds and Audio Devices' from the list of available control panels:



- c. The Sounds and Audio Devices Properties should then open:



- d. Notice at the top the default device is 'Conexant HD Audio output'. This is the name for the windows laptop audio system. Now press the Audio Tab at the top of the window, and you should see this screen:



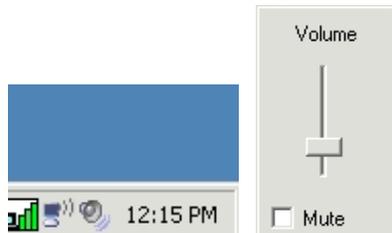
- e. To hear audio playback straight from the computer speakers, you can select the default 'Conexant HD Audio output'. In the absence of headphones, this is a good option. We will play back audio from the USB interface device. On the Sound Playback menu, select 'C-Media USB Sound Device'. The menu should now look like this:



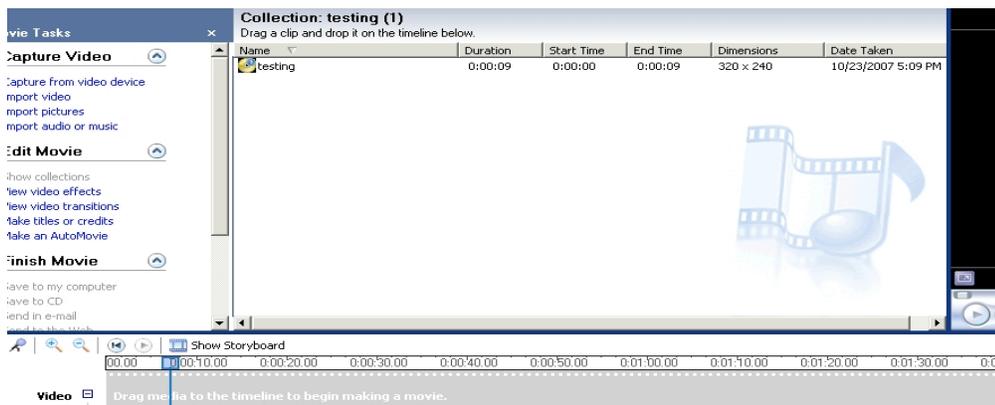
- f. Click 'Apply' in the lower right hand corner. Then click 'OK' and close the window.
- g. Now attach the headphones to the headphone jack of the USB interface. The headphone jack should be labeled with an icon that looks like headphones: 
- h. Now navigate back to Windows Movie Maker. Note: For the changes to take effect, it may be necessary to quit Windows Movie Maker and open it again.
- i. In Windows Movie Maker, select your movie clip in the Collection list. In this demo, it is called 'testing':



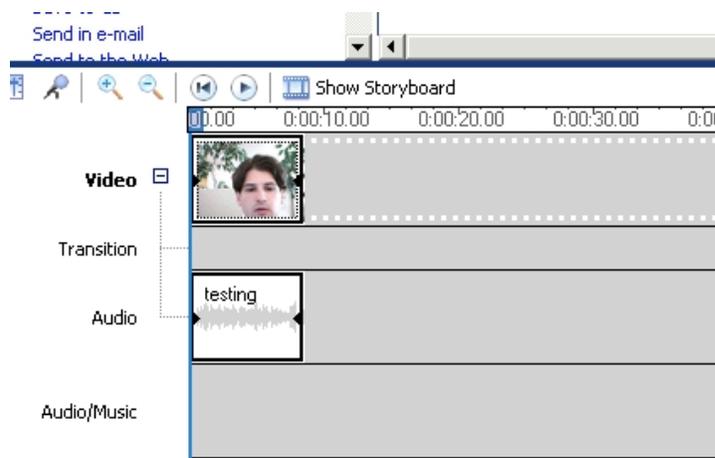
- j. In the movie window on the right, press 'play' to test the movie.
- k. You should see and hear the movie playing in the movie player to the right. To adjust the volume, you can use the hardware controls on the keyboard or adjust the volume level via the icons at the lower right hand corner of the desktop:



- l. When you have test the movie, drag the clip into your timeline in Windows Movie Maker. Simply click on your movie clip, and pull it to the timeline and release. The timeline is the lower portion of your Windows Movie Maker screen. It also says 'Drag media to the timeline to begin making a movie'.



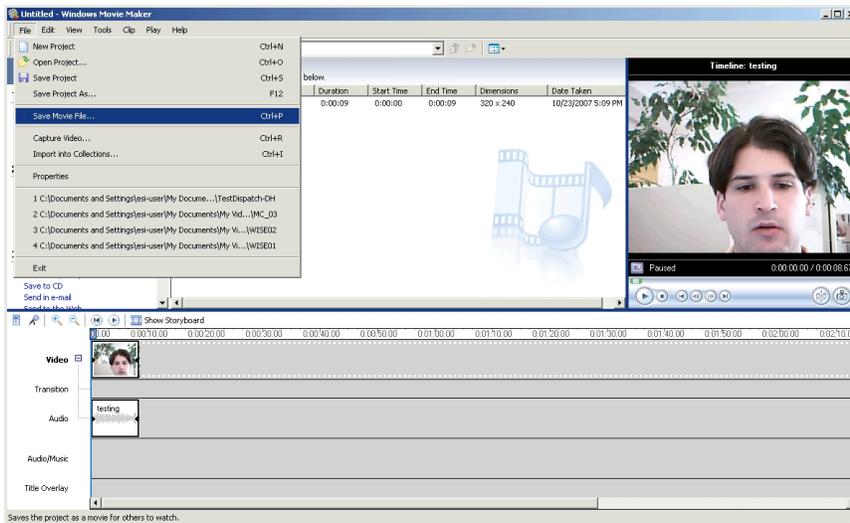
- m. After you drag your clip to the timeline, you will see the clip and it's accompanying audio in the timeline as shown:



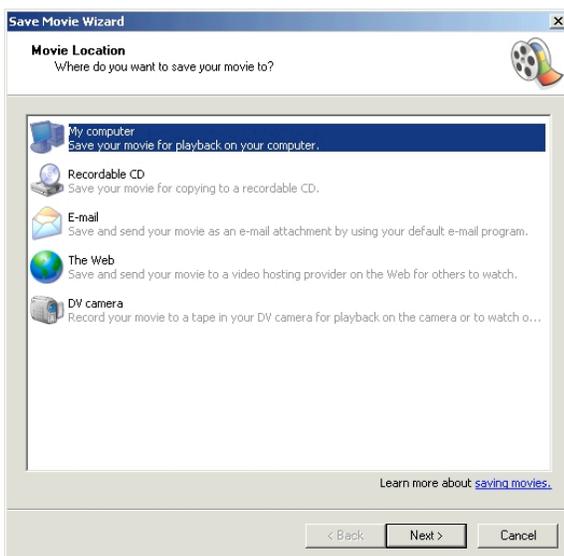
n. You can play your video using the play button at the top of the timeline. If you are happy with your video recording, then you can proceed to saving your file.

3. Saving Your Movie

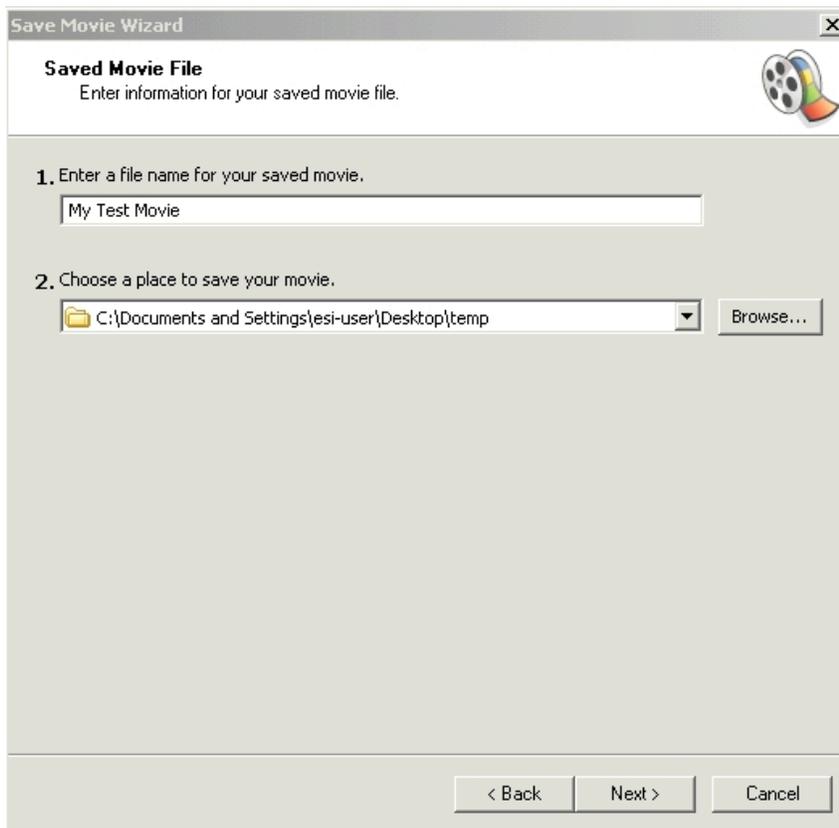
- a. In Windows Movie Maker, in the 'File' menu, select the 'Save Movie File' Option



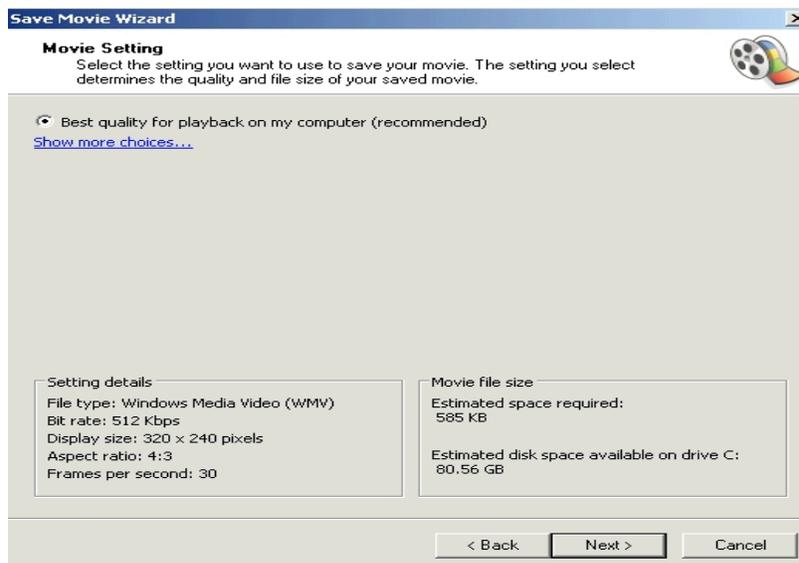
- b. In the next window, choose the first option 'Save your movie for playback on your computer' Click 'Next' :



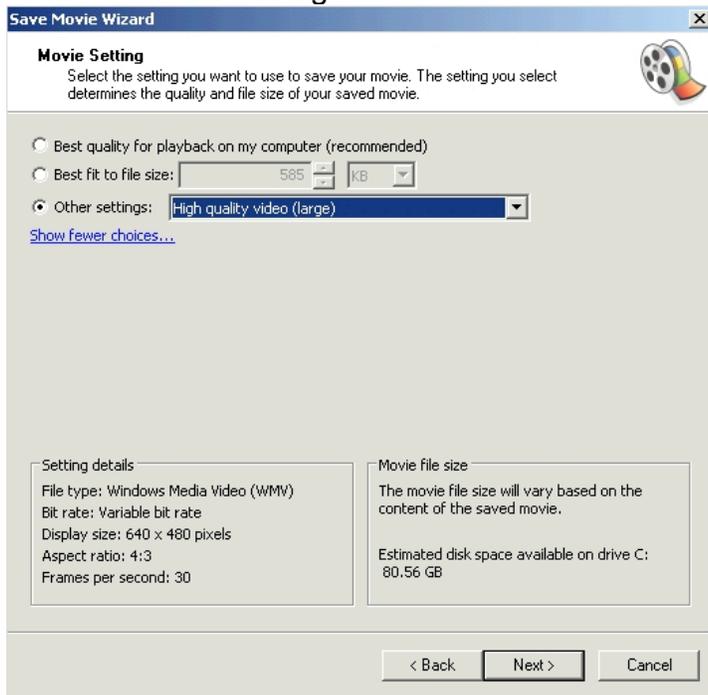
c. Enter a name and saving location for your movie:



d. On the following screen, click 'show more choices'



e. Choose 'Other settings'.



f. Select 'High quality video (large)'. When the movie is finished saving, click 'Finish'. You may choose to play the movie when finished, this will launch the movie in the default Windows Movie player.

Downloading The Logitech WebCam Driver

- a. Navigate to the following site:
<http://drivers.softpedia.com/get/SCANNER-Digital-CAMERA-WEBCAM/LOGITECH/Logitech-QuickCam-Communicate-STX.shtml>
 You should now be at the Softpedia website.

SOFTPEDIA™
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Downloads:	23,922
Developer:	LOGITECH
OS:	Win All
Size:	32.9 MB
Download time:	56K: 1h 20m 64K: 1h 10m 128K: 35m 5s 768K: 5m 50s
Last Updated:	February 23rd, 2006 06:09
Category:	C: \ SCANNER / Digital CAMERA / WEBCAM \ LOGITECH

- Click the 'download' button to download the QuickCam Communicate STX driver.
- A file named 'qc848enu.exe' should begin downloading
- When the file download is complete, open the qc848enu file, and follow the installation guide. When the installation is complete, the drivers and necessary software should be installed to the following location on your machine :
C:\Program Files\Logitech\QuickCamWebInstallAppInst

Downloading the USB Microphone Driver

- Navigate to the following website: <http://www.soundprofessionals.com/cgi-bin/gold/item/SP-USB-MIC-ADAPTER>
- Scroll to the bottom of the screen, and click on the "You can download the drivers here" link:

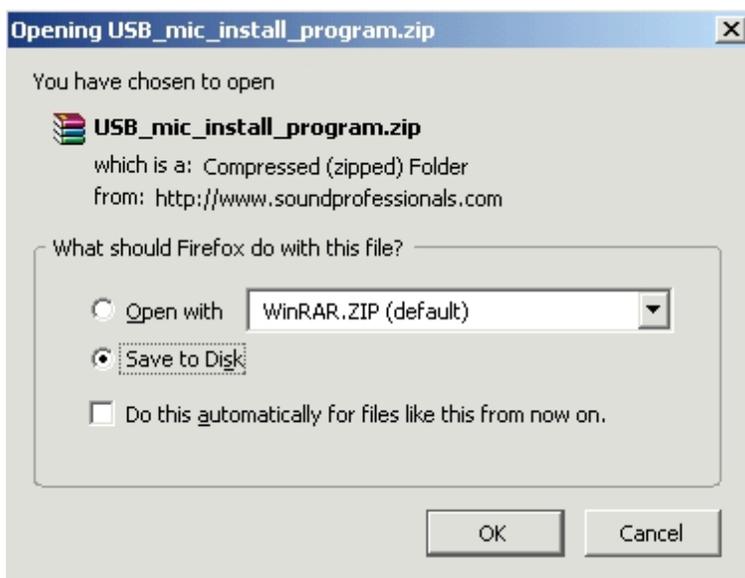
activated with a Mac).
-Compatible with USB 1.1 and 2.0
[You can download the instruction manual here](#)
[You can download the drivers here](#)



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- c. In the dialog box choose 'save to disk', and click OK to download the file named USB_mic_install_program.zip

AC05 VIDEO FIELD DISPATCHES Graphics

AC05.G1

Video Dispatch / Area identification

Six identical signs

Image: none

Text:

From the Field

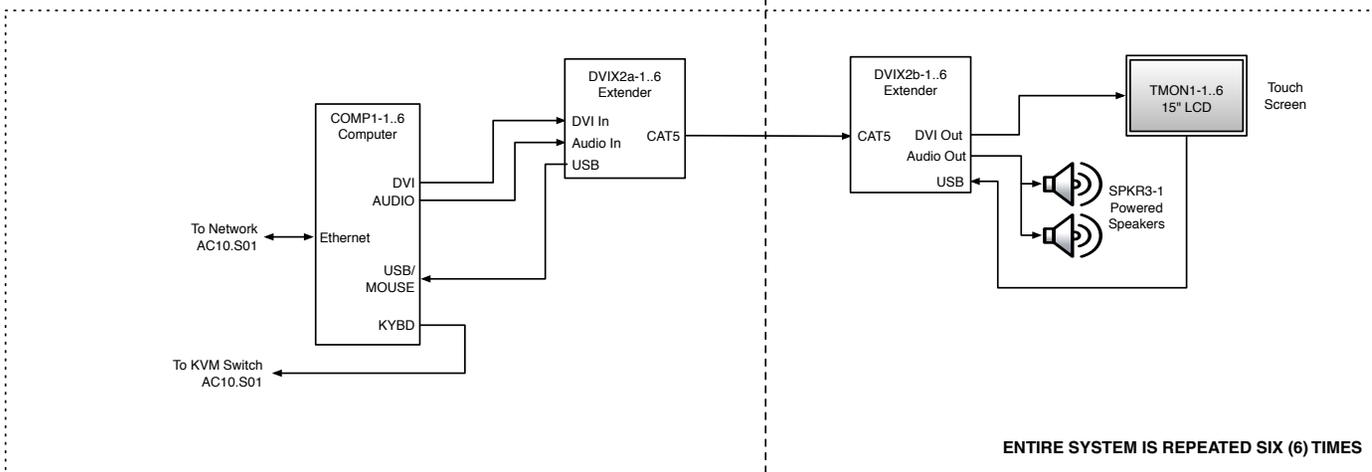
Equipment List

System Name: Video Field Dispatches

System Number: AC05.S01

Quantity: 6

Ref. Code	Qty	Description	Suggested Equipment Manufacturer	Make Model #
COMP1	6	Computer - General Display	Lenovo	M57p vPro Ultra Small Desktop
TMON1	6	18" Touch Screen	Focus	Focus MTK1800VWT
DVIX2	6	DVI Audio USB Extender	Gefen	CAT5 9500HD
SPKR3	6	Audio Speaker - Self Powered Pair	Yamaha	MSP3
CABLE1	6	Cabling	NA	NA



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No. Issue Date

Date: 01/11/08
 Drawn By: JA / MC
 Scale: NONE
 Phase: 100% FD

VIDEO FIELD DISPATCHES
 SCHEMATIC SYSTEMS DESIGN

Job Number: 05501-0A
 Drawing Number: AC05.S01

AC06 GLOBAL STATUS WALL

The Global Status Wall is an interactive projection that displays the Google Earth tool, which can be configured and updated to show a variety of regional information in an exciting visual and contextual manner. This information includes global hunger and its related issues, crisis areas, and Mercy Corps field projects (specially branded for this presence on Google Earth), as well as the work of others such as NGO agencies and community members. Visitors can also watch a “guided tour” created by Action Center staff, and/or conduct their own explorations.

BEHAVIORAL GOALS

At the Global Status Wall, the visitor:

- Observes a program set by Center staff about global hunger and related issues.
- Investigates the hunger related issues and other associated items the Action Center staff has programmed into Google Earth.

CONTENT GOALS

At the Global Status Wall, the visitor:

- Sees the hunger hot spots around the world in context.
- Learns more about projects set-up by organizations, communities, etc in these areas to combat the problems.
- Sees images associated with the various countries and projects.

PHYSICAL DESCRIPTION

Framed by the wooden stud wall, an approximately 5' x 7' projection surface displays the Google Earth application. An adjacent identifier graphic is mounted to a translucent, eco-friendly plastic. Some eight feet away from the Wall is a podium equipped with a controller, which visitors can use to manipulate the map.

During Special Events, the controller podium can be moved away and the projection surface can show other media appropriate to the event. When required, the Google Earth tool can also show a program tailored for the event.

ACTIVITY DESCRIPTION

The default mode for the Google Earth application is an approximately 5 minute “tour” of different areas of interest around the earth created by Center staff. Visitors can watch this program and/or operate the controller themselves. Once a visitor “takes control”, the application shows a view of the Earth. Visitors can either zoom into a geographic location or double click on an icon to zoom into that area. Once the application goes to the desired location, a close up view of that location is shown on screen. In addition, visitors see a legend with a list of important themes and issues, as well as an image with text about the location

they are viewing. The visitor can use the controller to pan and zoom around the location, and move to other hot spots around the globe.

For School Programs and Special Events, Center staff can create a tour specific for the subject being focused upon, such as HIV/AIDS prevention. This tour may be paused during its run, so the speaker can focus on the different themes and areas of the tour.

The Admin function for creating tours, updating files, etc. can be housed on the Center's network.

OPERATIONAL CONSIDERATIONS

The Global Status Wall utilizes a number of current Internet and desktop technologies. The two main technologies employed are GeoRSS and Google Earth.

GeoRSS, or Geographic Really Simple Syndication, is an emerging standard for encoding location as part of an RSS feed. Currently, Mercy Corps publishes an RSS feed and delivers it through their website. Once converted to GeoRSS by adding location tagging, the Mercy Corps' news feed can be formatted to appear on the Google Earth interface, used by the Global Status wall in the center.

Google Earth is a geo-spatial information visualization system comprised of a client application on a desktop computer, plus an Internet connection to the Google Earth server. The Mercy Corps web team has successfully obtained a Google Earth Pro license grant through Google Earth's Outreach program. This allows unrestricted access to hundreds of geo-spatialized data feeds, including 3-dimensional terrain information, and "Global Awareness" data from other non-profits and monitoring groups.

The Global Status wall exhibit elements in the Action Center will require ongoing collaboration between Center staff and Mercy Corps' web team to ensure the availability of a properly formatted Mercy Corps RSS feed. This published feed must be RSS 2.0 compliant, and contain GeoRSS location tags and served image links. Subsequent formatting of this feed for the Google Earth presentation on the Global Status Wall interactive, including the legend, layout, and photo place-marks, will be part of ESI Design's production work.

Minimum requirements for Mercy Corps published feeds used with the Global Status Wall interactive:

- Really Simple Syndication (RSS) 2.0 Compliance
- GeoRSS Location Tags
- A single web-accessible image associated with each RSS entry

AC06. GLOBAL STATUS INTERACTIVE SCREEN SAMPLES

EARTH VIEW - long zoom showing Mercy Corps feeds appearing on the globe.



DESIGN[®]
 ESI Design
 111 Fifth Avenue
 New York, NY 10003
 T 212.988.3993
 F 212.673.4061

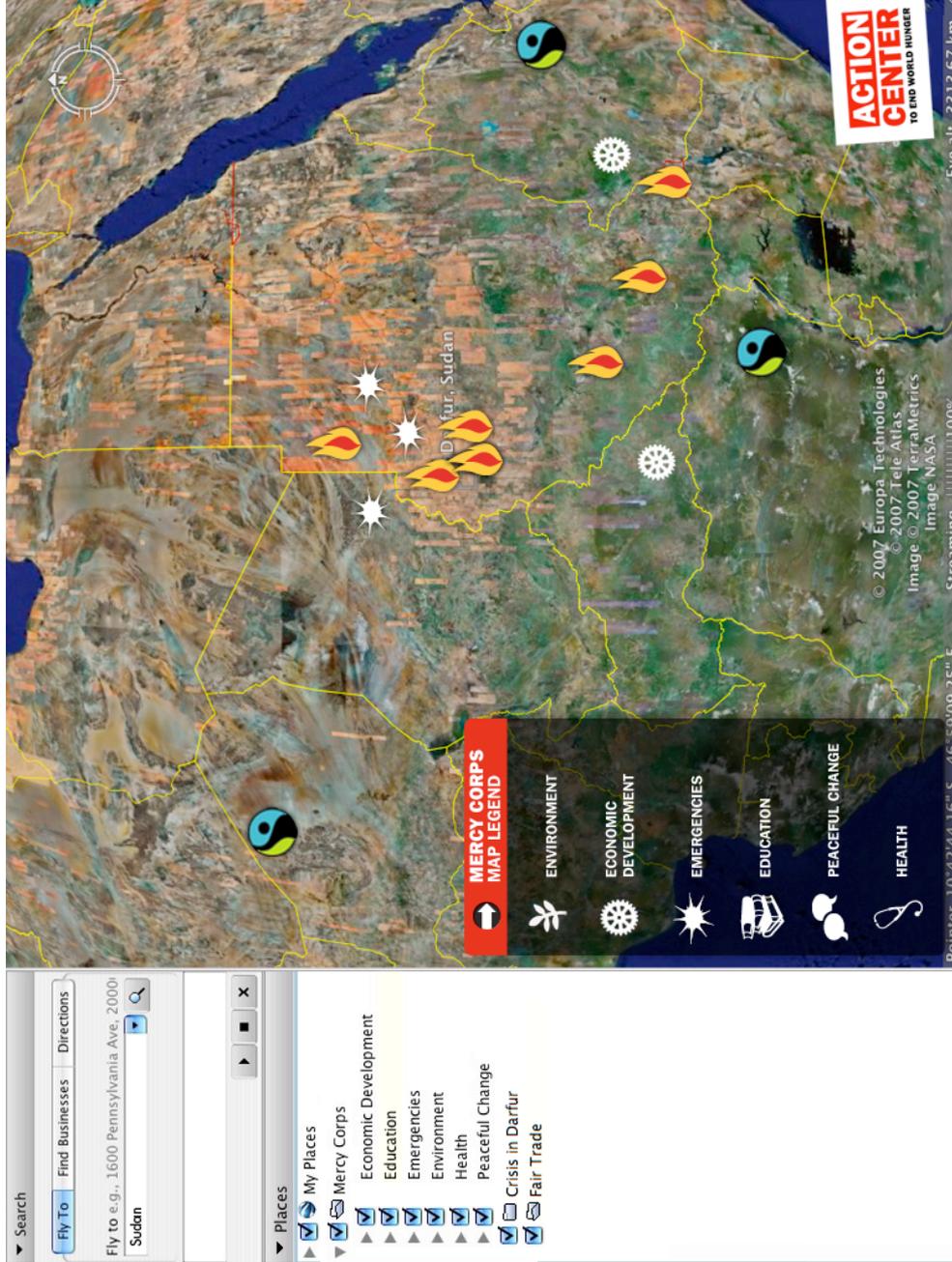
ACTION CENTER TO END WORLD HUNGER
 100% Final Design
 Project No. 05500-0G
 11/21/2007

ACTION CENTER
 TO END WORLD HUNGER

AC06
 Global Status Interactive
 Screen Samples

AC06. GLOBAL STATUS INTERACTIVE SCREEN SAMPLES

REGIONAL VIEW - showing a combination of feeds from Mercy Corps and other organizations, as well as a legend for Mercy Corps feed icons.



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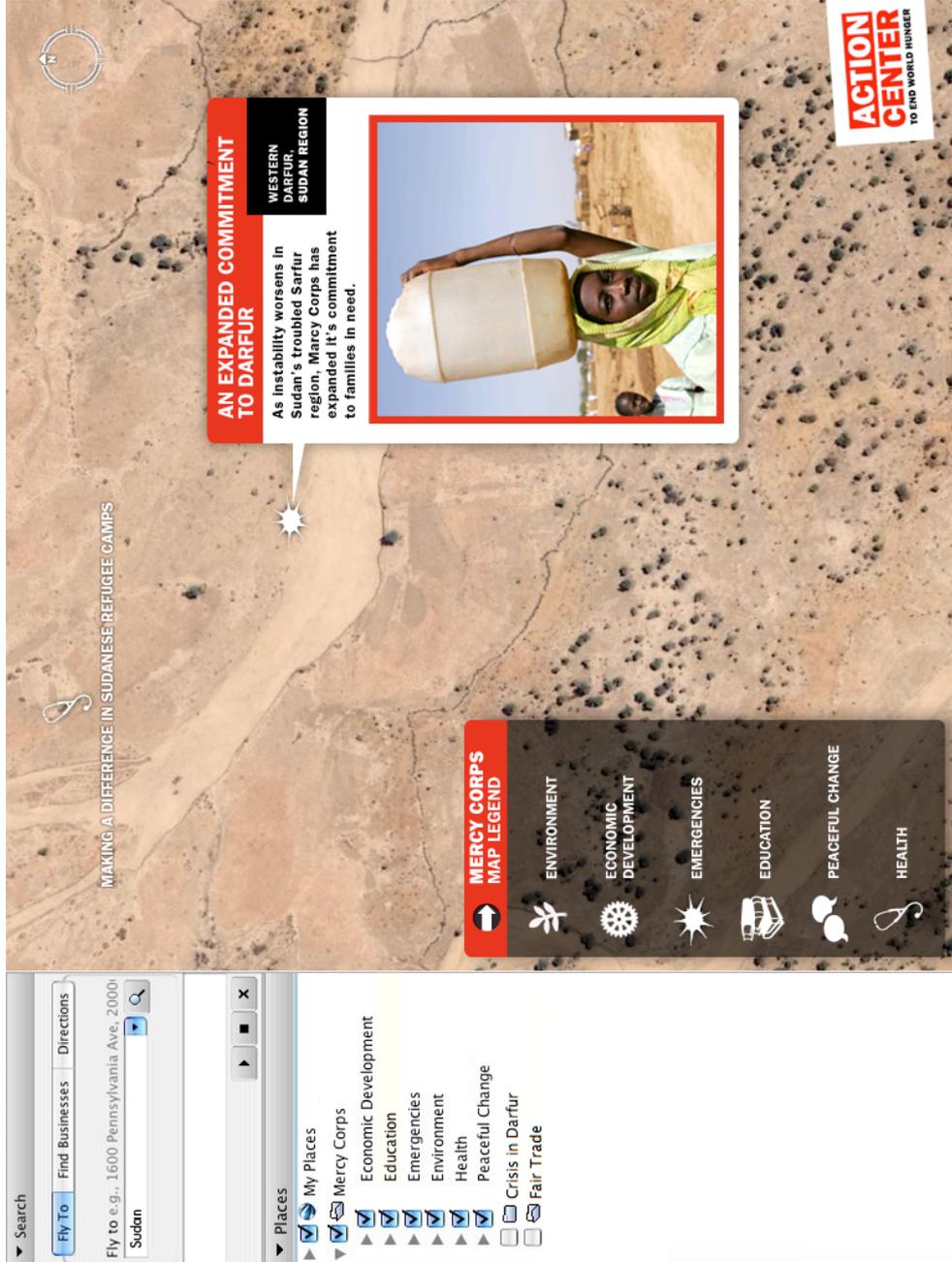
ACTION CENTER TO END WORLD HUNGER
 100% Final Design
 Project No. 05500-06
 11/21/2007

ACTION CENTER
 TO END WORLD HUNGER

AC06
 Global Status Interactive
 Screen Samples

AC06. GLOBAL STATUS INTERACTIVE SCREEN SAMPLES

AREA VIEW - close-up zoom showing a popup of sample content from the Mercy Corps feed, as well as a legend for Mercy Corps feed icons.



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ACTION CENTER TO END WORLD HUNGER
 100% Final Design
 Project No. 05500-06
 11/21/2007

ACTION CENTER
 TO END WORLD HUNGER

AC06
 Global Status Interactive
 Screen Samples

AC06 GLOBAL STATUS WALL Graphics

AC06.G1

Global Status / Area identification

3 identical sets

Image: none

Text: News (repeat)

AC06.G3

Global Status (Podium) / Instructions

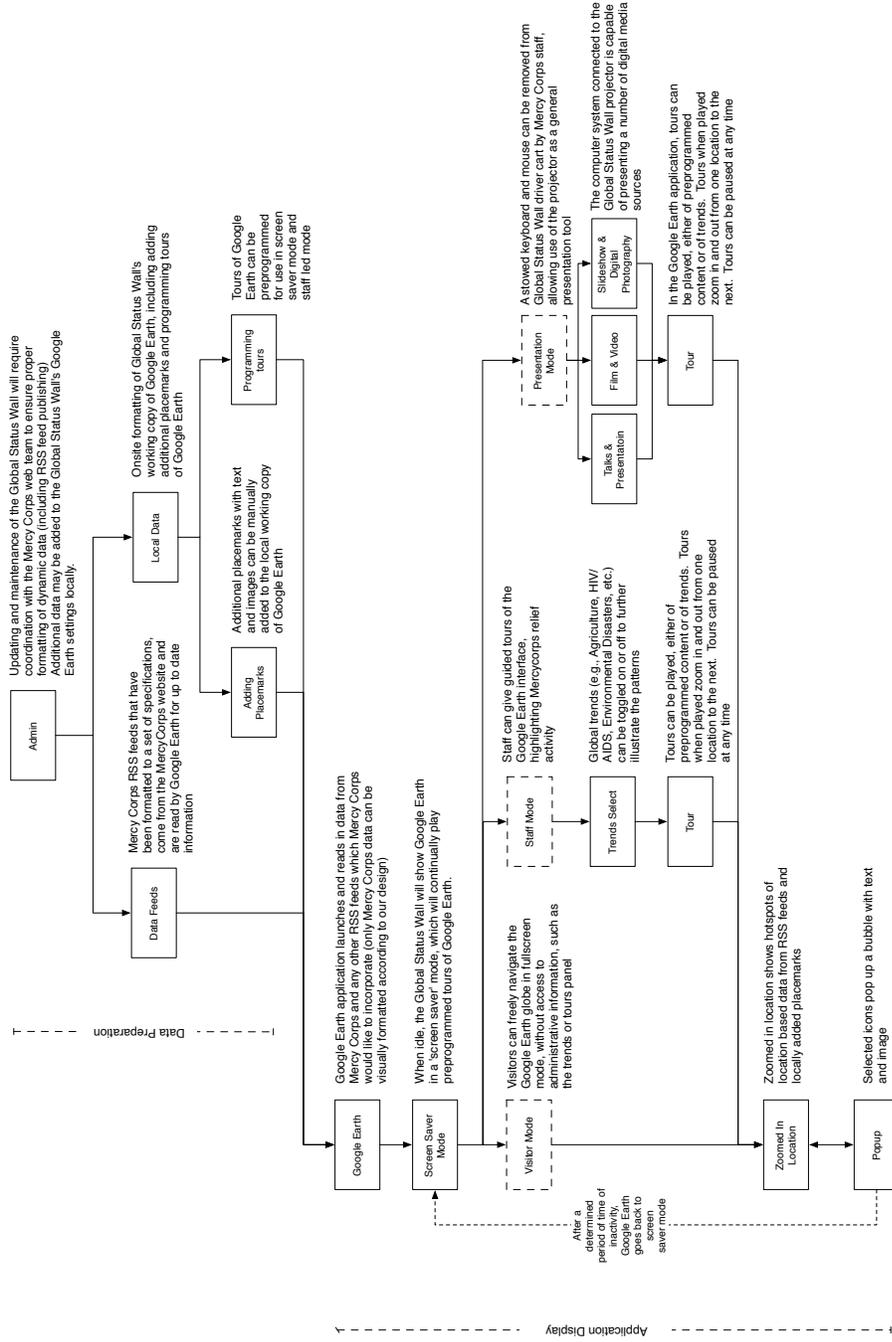
Image: none

Sample text:

Investigate hunger-related relief and development initiatives around the globe.

Use the controller to pan, tilt, and zoom in.

AC06 Global Status Interactive FLOWCHART



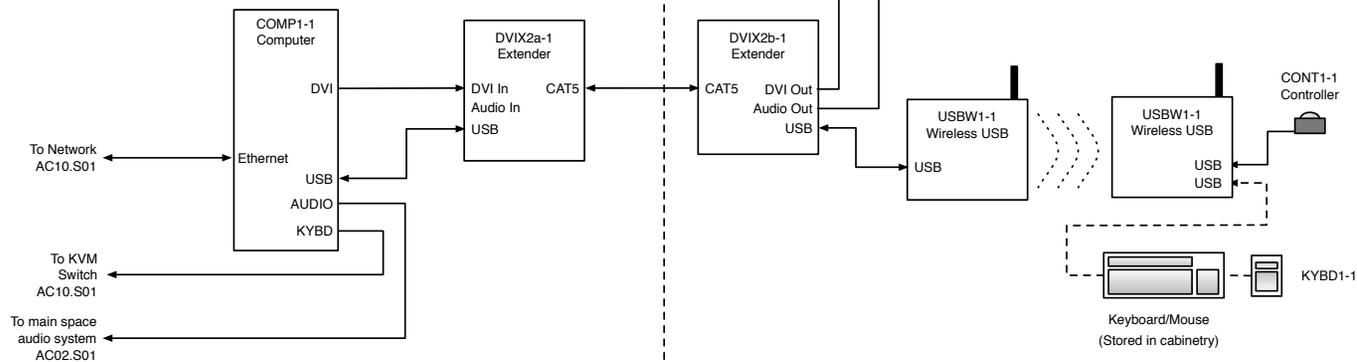
Equipment List

System Name: Global Status Wall

System Number: AC06.S01

Quantity: 1

Ref. Code	Qty	Description	Suggested Equipment Manufacturer	Make Model #
COMP1	1	Computer - General Display	Lenovo	M57p vPro Ultra Small Desktop
VP1	1	Video Projector - Ultra Short Throw LCD	NEC	WT615
VPM	1	Video Projector - Mount	NEC	WT60CM
VP1A	2	Video Projector - Spare Lamp	NEC	WT61LP
USBW1	1	Wireless USB Extender - USB 2.0	Gefen	Wireless USB Extender
DVIX2	1	DVI Audio USB Extender	Gefen	CAT5 9500HD
KYBD1	1	Wireless Keyboard & Mouse	Logitech	LX 710 Laser
CONT1	1	PC USB Trackball	Clearly Superior Tech	Pc-Trac
AMP1	1	Audio Amplifier - Stereo	QSC	RMX850
SPKR2	2	Audio Speaker	JBL	Control 25
SPKR2B	2	Speaker Mounting Bracket	JBL	Control 25
CABLE1	1	Cabling	NA	NA



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No. Issue Date

Date: 01/11/08
 Drawn By: JA/MC
 Scale: NONE
 Phase: 100% FD

GLOBAL STATUS WALL
 SCHEMATIC
 SYSTEMS
 DESIGN

Job Number: 05501-0A
 Drawing Number: AC06.S01

AC07 TRAINING TOWERS

OVERVIEW

The four mobile Training Towers are designed to operate in both staffed and unstaffed mode. Each tower presents an interactive video training program about an issue that contributes to hunger, via a case study that focuses on a specific region of the world. Visitors are encouraged to assess the community's situation through three different ways, explore a variety of programs that address the problem, and take action to combat the problem by themselves. During staffed mode, school and other groups gather in temporary "field huts," where an educator uses a Training Tower to support the class' subject.

BEHAVIORAL GOALS

At the Training Towers, the visitor:

- Views an educational video about a community facing a particular challenge and possible solutions to that challenge.
- Can choose his or her own path through the activity.
- Can choose to conduct an action to help at the Action Center or at home.

CONTENT GOALS

At the Training Towers, the visitor:

- Is given an opportunity to follow the process of field aid.
- Reviews different situations and possible solutions.
- Gets ideas for actions they could undertake.

PHYSICAL DESCRIPTION

The Training Towers are easily moveable. Each consists of a simple, open aluminum tubing framework fitted with perforated aluminum in-fill panels, around a vertical core made of wood. The core encloses the Tower's wiring and serves as a mounting surface for the 32" touch screen video monitor and two speakers. The core also includes two sturdy side panels, which staff members can open and flip down to serve as work surfaces. When not in use and in the closed position, the reverse side of each panel displays an 11 x 17" changeable graphic specific to the Tower's activity.

A red graphics band on all four sides of each tower draws visitors' attention. All power and data cables plug into the ceiling grid or floor outlets. The Tower's touch screen monitor and the content it presents can be changed easily from its default, unstaffed mode to staffed mode.

During staffed mode, each Training Tower is normally housed inside a semi-circular "field hut," which can be set up quickly to host visiting school classes or similar groups. The hut consists of an integrated series of lightweight aluminum-framed panels. Each inward-curving panel is 7' in height, and features a decorative graphic pattern on its exterior surface and cork facing on its interior

surface, to help contain noise when a school group is inside the hut.

When assembled, the panels form a semicircular curve based on a 16' diameter. The panels can be linked together in multiple configurations to suit the size of the visiting group, or to provide a backdrop for Center presentations. Five gallon buckets, with cushioned lids, serve as seating for school groups. When not needed, the hut can be quickly disassembled, and the panels easily moved and stored.

ACTIVITY DESCRIPTION

Visitors approach one of four towers. On screen, an attract loop with a prompt encourages visitors to explore. When visitors touch the screen, they view a narrated video approximately two minutes in length. After the video, visitors are presented with an over-arching question about what can be done to help the problem they have just witnessed.

The visitor is then invited to assess the situation through three different methods: geographic information, information about the people the situation affects, and statistics. Visitors choose one method. After they assess the situation using that method, they have the option to make further assessments using other methods or see actions being taken to address the problem.

These actions come from Mercy Corps, and also from other parties, such as community partners, other NGOs, etc. In all, three actions are presented. The visitor chooses one. A 60 second narrated video presents the action's pros and cons, along with its end results. In the process, the visitor learns there are no right or wrong actions. After viewing one solution, visitors can choose to see the other actions.

Next, they can look at actions they themselves could undertake to help with similar situations. If they choose an action, they can enter their email address using the touch screen keyboard to have the action emailed to them.

CONTENT SUMMARY

The four Training Towers each feature a different case study. Each of the case studies chosen focuses on a primary cause of hunger and poverty, and profile a specific region of the world. In selecting the first group of stories, care has been taken to ensure a breadth of issues, locations, people, and types of actions. Some actions focus on the work of NGOs, while other focus on community-based or national government actions. The stories are:

CONFLICT Case Study: Afghanistan	LAND RIGHTS Case Study: Guatemala	GOVERNANCE Case Study: Indonesia	CLIMATE CHANGE Case Study: Niger
Action scenarios:	Action scenarios:	Action scenarios:	Action scenarios:
1. Livelihoods / Microfinance (Mercy Corps ARIANA)	1. Conflict Mediation (Mercy Corps TIERRAS)	1. Healthy Start schools (Mercy Corps/govt. partnership)	1. Feeding Centers as triage (Mercy Corps)
2. Environment (NEPA)	2. AgEcon (farmers collective)	2. Urbanization-Megacity (local NGO)	2. Hydro project (govt.)
3. Primary school education (local NGO)	3. Advocacy-Policy (Land Commission, consortium of 13 NGOs)	3. Child Labor and human trafficking (ILO-govt. program)	3. Agricultural development (local NGO)

MEDIA REQUIREMENTS

The Training Towers use a combination of documentary-style narrated video, photographs, maps, graphics, and text to convey the story. The video segments use existing archival materials and news footage as well as original video shot for the Training Towers.

A professional voice-over talent provides a consistent audio for the introduction, connective audio sections, and instructions.

Photographs are used during the Attract Loop and Assessment section of the interactive. These come from Mercy Corps' archive, the Getty Archive, or are shot by field producers as part of a site visit. The AV Producer creates the Graphic components used in the Assessment section.

Each tower contains three 2-minute original Action scenarios (identified above). These are composed from videotaped interviews, with the audio from the interviewees providing the narrative thread. All original video is shot by Mercy Corps' field producers.

The Wireframes, Logic Notes, and Script Samples on the following pages demonstrate the way content is structured for the Training Towers' staffed modes. All Towers follow the same structural pattern.

OPERATIONAL CONSIDERATIONS

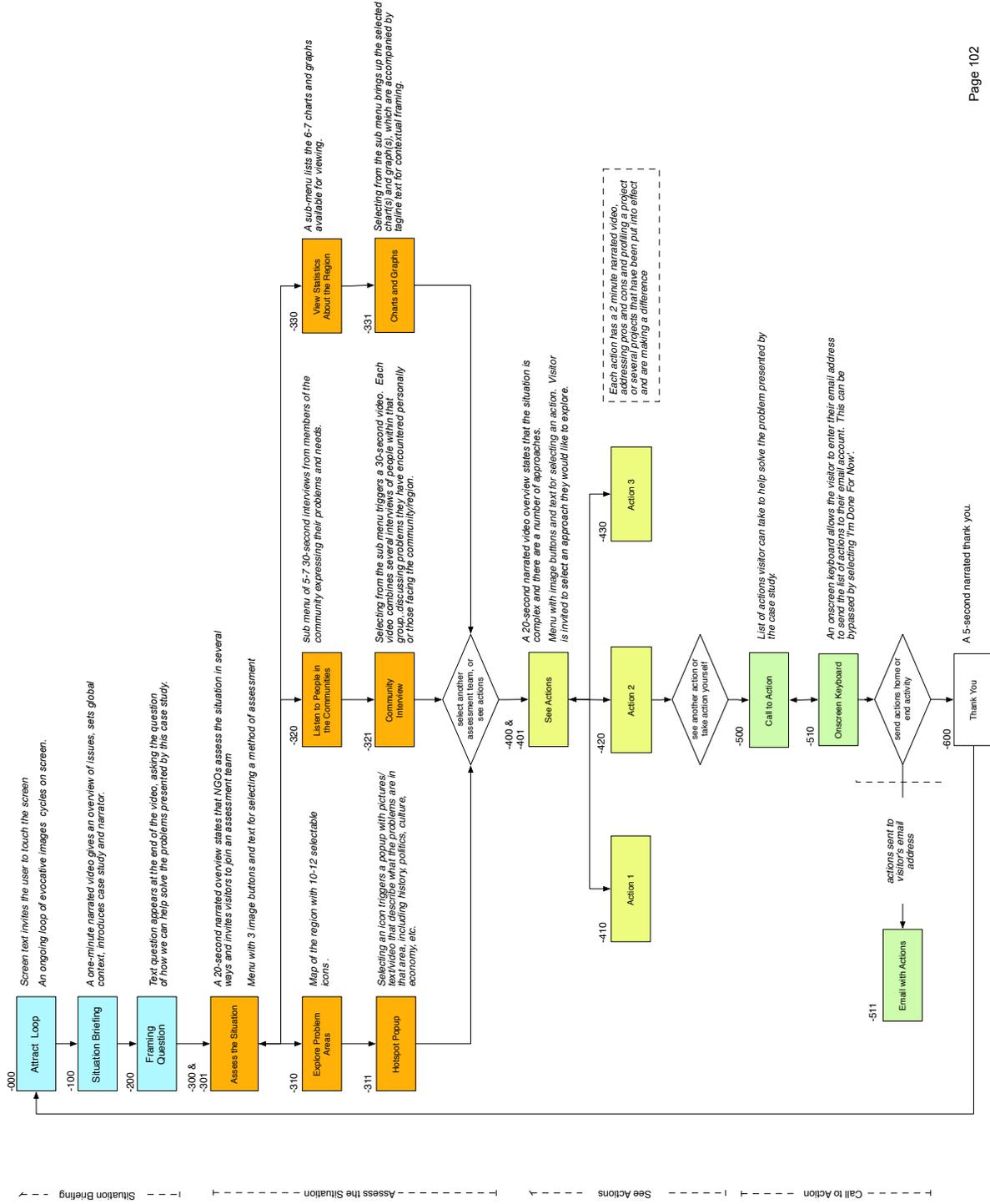
Each Training Tower story uses production file templates and guidelines, so that future Training Tower stories can be produced by a small production team at minimal cost.

Staff at the Action Center have the following responsibilities:

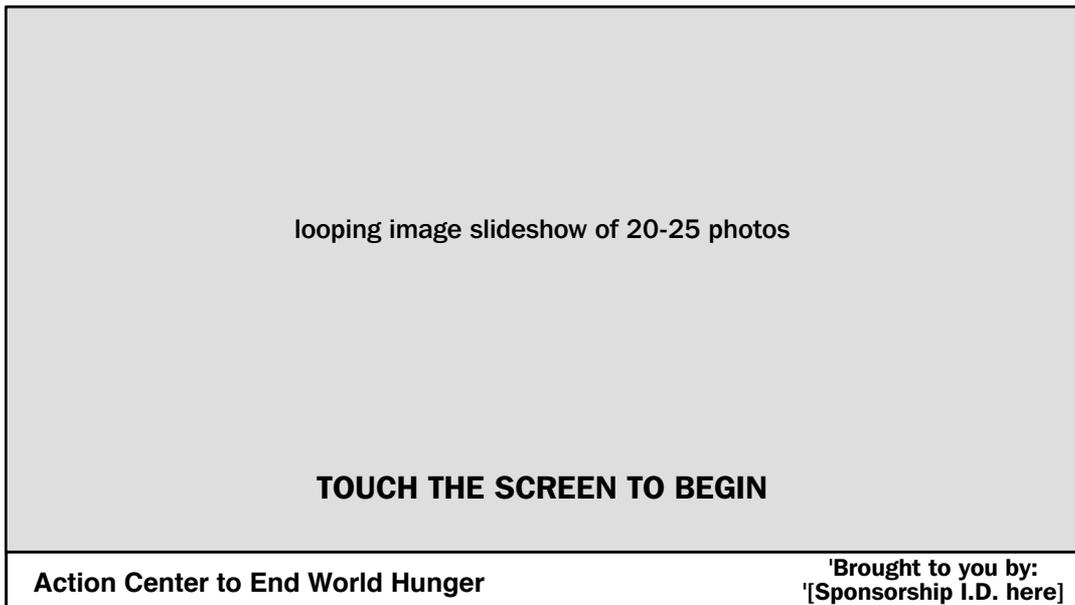
- Converting Training Towers between kiosk mode and workshop mode.
Invisible buttons activated through the touch screen will allow for switching screen content modes
- Guiding workshops, using the provided media tools and workshop structure
- Providing up to date materials for use in the workshop mode, including any handouts, new field reports or emails from fieldworkers, etc.

AC07 Training Towers

ACTIVITY FLOWCHART



000 - ATTRACT SCREEN



Description:

An ongoing loop of images fading in and out. Images are of Tower theme-related content in a global context (e.g. for the case study of Land Rights in Guatemala, images show indigenous agricultural workers around the globe).

Logic Notes:

On touching any point on the screen, activity begins.
Go to SITUATION BRIEFING (AC07 - 100).

100 - SITUATION BRIEFING

Case Study: Title		Training For Action	
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION
<div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 20px;"> <p>Situation Briefing Video (1 minute narrated video)</p> </div>			
Action Center to End World Hunger			START OVER

Description:

A one-minute narrated video gives a brief overview of the situation in the case study region. This overview presents the issues relating to the theme of this Training tower in a global context, and then sets up the specific situation of this case study.

Logic Notes:

Situation Briefing Video begins playing upon arrival at this screen.

On end of video, framing question appears.
Go to FRAMING QUESTION (AC07 - 200).

On press of the 'START OVER' button, activity resets.
Go to ATTRACT SCREEN (AC07 - 000).

200 - FRAMING QUESTION

Case Study: Title		Training For Action	
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION
<div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 20px;"> <p>Text of Framing Question goes here (end of video)</p> </div>			
Action Center to End World Hunger			START OVER

Description:

At the end of the situation briefing video, a narrated text question appears. This question is meant to be evocative and present the visitor with the objective of this activity, which is to learn how to approach hunger related issues, primarily from the position of an NGO aid worker. (See script outlines for actual framing question text)

Logic Notes:

Framing Question is part of the situation briefing video and falls at the very end.

On end of narrated question,
Go to ASSESS THE SITUATION / OVERVIEW (AC07 - 300).

On press of the 'START OVER' button, activity resets.
Go to ATTRACT SCREEN (AC07 - 000).

300 - ASSESS THE SITUATION / OVERVIEW

Case Study: Title		Training For Action	
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION
 <p>15-20-second narrated video</p>			
Action Center to End World Hunger			START OVER

Description:

A 15-20-second narrated video, comprised of graphics and photos of aid workers and community members, informs the visitor that NGOs first assess a situation to better understand the extent and nature of the problems a region faces. The narrator explains that there are a number of ways to do this, including looking at demographics of an area, traveling through the region to observe the situation first-hand, and talking to the people who live there to better understand their perspectives.

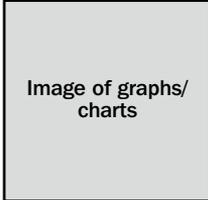
Logic Notes:

Assessment Overview Video begins playing upon arrival at this screen.

On end of video,
Go to ASSESS THE SITUATION / SELECT AN ASSESSMENT TEAM (AC07 - 301).

On press of the 'START OVER' button, activity resets.
Go to ATTRACT SCREEN (AC07 - 000).

301 - ASSESS THE SITUATION / SELECT AN ASSESSMENT TEAM

Case Study: Title		Training For Action	
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION
SELECT AN ASSESSMENT TEAM TO JOIN			
 <p>Image of map of region</p>	 <p>Image of people in the region</p>	 <p>Image of graphs/charts</p>	
<p>Explore Problem Areas - Tour the region via an interactive map.</p>	<p>Listen To Community Members - Hear first hand accounts from people living in the region.</p>	<p>Get the Facts - View statistics on the extent of the problem.</p>	
Action Center to End World Hunger			START OVER

Description:

The visitor is invited to select an assessment team to join. There are three possible choices: Exploring Problem Areas via an interactive map, Listen to Community Members through interviews, and Get the Facts by viewing charts and graphs of statistics and demographics of the area.

Logic Notes:

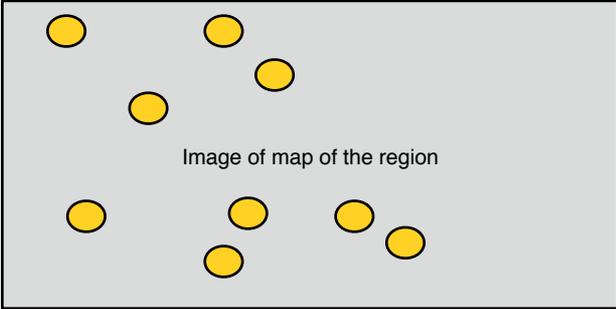
On touch of Image of map of region,
Go to EXPLORE PROBLEM AREAS (AC07 - 310).

On touch of Image of people in the region,
Go to LISTEN TO COMMUNITY MEMBERS (AC07 -320).

On touch of Image of graphs/charts,
Go to GET THE FACTS (AC07 - 330).

On press of the 'START OVER' button, activity resets.
Go to ATTRACT SCREEN (AC07 -000).

310 - ASSESS THE SITUATION / EXPLORE PROBLEM AREAS

Case Study: Title		Training For Action	
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION
<p>EXPLORE PROBLEM AREAS</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p style="text-align: center;">Image of map of the region</p> </div> <div style="width: 50%;"> <p>Tour the region via an interactive map.</p> <p>Touch one of the icons to find out more information about that area. When you have thoroughly traversed the map, you can join another assessment team, or continue on to see actions that have been taken towards solving these problems.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid gray; padding: 5px; text-align: center;">JOIN ANOTHER ASSESSMENT TEAM</div> <div style="border: 1px solid gray; padding: 5px; text-align: center;">SEE ACTIONS</div> </div> </div> </div>			
Action Center to End World Hunger			START OVER

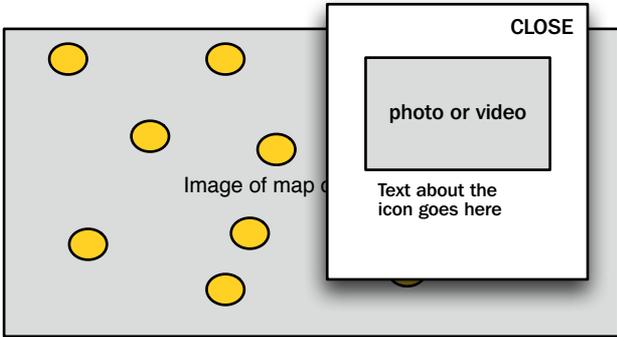
Description:

The visitor sees an interactive map of the region. There are 10-12 icons on the map that the visitor can select to get more information about that area. This information can be cultural, historical, political, economical, etc., and gives the visitor more insight into the hunger related problems for this region. (See script outlines for specific content)

Logic Notes:

- On press of icon,
Go to ASSESS THE SITUATION / EXPLORE PROBLEM AREAS (ICON SELECT) (AC07 - 311).
- On press of 'JOIN ANOTHER ASSESSMENT TEAM' button,
Go back to ASSESS THE SITUATION / SELECT AN ASSESSMENT TEAM (AC07 - 301).
- On press of 'SEE ACTIONS' button,
Go to SEE ACTIONS / OVERVIEW (AC07 - 400).
- On press of the 'START OVER' button, activity resets.
Go to ATTRACT SCREEN (AC07 - 000).

311 - ASSESS THE SITUATION / EXPLORE PROBLEM AREAS (ICON SELECT)

Case Study: Title		Training For Action	
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION
<p>EXPLORE PROBLEM AREAS</p> 		<p>Tour the region via an interactive map.</p> <p>Touch one of the icons to find out more information about that area. When you have thoroughly traversed the map, you can join another assessment team, or continue on to see actions that have been taken towards solving these problems.</p> <p>JOIN ANOTHER ASSESSMENT TEAM SEE ACTIONS</p>	
Action Center to End World Hunger			START OVER

Description:

When selecting an icon from the interactive map, a popup appears with a photo and text or a 15 second video, giving more information about that particular part of the region and issues that are contributing to hunger related problems there. Each popup contains a unique set of information and media.

Logic Notes:

- On press of 'CLOSE' button, popup disappears,
Go back to ASSESS THE SITUATION / EXPLORE PROBLEM AREAS (AC07 -310).
- On press of 'JOIN ANOTHER ASSESSMENT TEAM' button,
Go back to ASSESS THE SITUATION / SELECT AN ASSESSMENT TEAM (AC07 - 301).
- On press of 'SEE ACTIONS' button,
Go to SEE ACTIONS / OVERVIEW (AC07 - 400).
- On press of the 'START OVER' button, activity resets.
Go to ATTRACT SCREEN (AC07 - 000).

320 - ASSESS THE SITUATION / LISTEN TO COMMUNITY MEMBERS

Case Study: Title		Training For Action	
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION
<p>LISTEN TO COMMUNITY MEMBERS</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>interviewee interviewee interviewee interviewee interviewee</p>  </div> <div style="width: 50%;"> <p>Hear first hand accounts from people living in the region.</p> <p>Touch one of the images to the left to view that person's interview.</p> <div style="display: flex; justify-content: flex-end; gap: 20px;">   </div> </div> </div>			
Action Center to End World Hunger			START OVER

Description:

The visitor is presented with 5-7 30-second video interviews of community members and others involved in the issues of this case study, accessible here by touching photo thumbnails. Interviewees represent a diverse set of voices, including aid recipients, NGO aid workers, local grass roots organizations, government officials, etc.

Logic Notes:

- On press of an interviewee image button, that button highlights and corresponding video plays below.
- On press of 'JOIN ANOTHER ASSESSMENT TEAM' button,
Go back to ASSESS THE SITUATION / SELECT AN ASSESSMENT TEAM (AC07 - 301).
- On press of 'SEE ACTIONS' button,
Go to SEE ACTIONS / OVERVIEW (AC07 - 400).
- On press of the 'START OVER' button, activity resets.
Go to ATTRACT SCREEN (AC07 - 000).

330 - ASSESS THE SITUATION / VIEW STATISTICS ABOUT THE REGION

Case Study: Title		Training For Action							
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION						
VIEW STATISTICS ABOUT THE REGION									
<table border="1"> <tr><td>topic</td></tr> <tr><td>topic</td></tr> <tr><td>topic</td></tr> <tr><td>topic</td></tr> <tr><td>topic</td></tr> <tr><td>topic</td></tr> </table>	topic	topic	topic	topic	topic	topic	<div style="background-color: #cccccc; padding: 20px; text-align: center;"> <p>image of selected graph/chart</p> <p>tagline text for chart/graph</p> </div>	<p>Collect statistics on the extent of the problems.</p> <p>Select one of the topics on the left to view graphical data.</p>	<div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">JOIN ANOTHER ASSESSMENT TEAM</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">SEE ACTIONS</div> </div>
topic									
topic									
topic									
topic									
topic									
topic									
Action Center to End World Hunger			START OVER						

Description:

The visitor is presented with a series of topics (6-7) of statistical / demographic data that can be selected and viewed in the form of charts and graphs. Charts and graphs may be related to health, economics, ethnic and cultural demographics, education, etc. Charts and graphs may be animated and have tagline text for contextual framing.

Logic Notes:

- On press of a topic button, that button highlights and corresponding image and text appear.
- On press of 'JOIN ANOTHER ASSESSMENT TEAM' button,
Go back to ASSESS THE SITUATION/ SELECT AN ASSESSMENT TEAM (AC07 - 301)
- On press of 'SEE ACTIONS' button,
Go to SEE ACTIONS / OVERVIEW (AC07 - 400).
- On press of the START OVER button, activity resets.
Go to ATTRACT SCREEN (AC07 - 000).

400 - SEE ACTIONS / OVERVIEW

Case Study: Title		Training For Action	
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION
<div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 20px;"> <p>15-20-second narrated video</p> </div>			
Action Center to End World Hunger			START OVER

Description:

A 15-20-second narrated video, comprised of graphics and photos of current programs addressing the problems in the case study region. The narrator explains that the situation in this region is complex and that there are a number of approaches underway trying to attack the problem.

At the end of the video, the framing question is posed again.

Logic Notes:

See Actions Overview video begins playing upon arrival at this screen.

On end of video,
Go to SEE ACTIONS / SELECT AN ACTION TO EXPLORE (AC07 - 401).

On press of the START OVER button, activity resets.
Go to ATTRACT SCREEN (AC07 -000).

401 - SEE ACTIONS / SELECT AN ACTION TO EXPLORE

Case Study: Title		Training For Action	
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION
<p>SELECT AN ACTION TO EXPLORE</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Solution 1 - Brief text description of this program.</p> </div> <div style="text-align: center;">  <p>Solution 2 - Brief text description of this program.</p> </div> <div style="text-align: center;">  <p>Solution 3 - Brief text description of this program.</p> </div> </div>			
Action Center to End World Hunger			START OVER

Description:

The visitor is invited to select one of three actions to explore. Each action is an actual program or effort in tackling the problems facing this case study's region. The three actions offer an array of approaches and types of organizations working towards solutions.

Logic Notes:

- On press of image for Solution 1,
Go to SEE ACTIONS / SOLUTION 1 (AC07 - 410).
- On press of image for Solution 2,
Go to SEE ACTIONS / SOLUTION 2 (AC07 - 420).
- On press of image for Solution 3,
Go to SEE ACTIONS / SOLUTION 2 (AC07 - 430).
- On press of the START OVER button, activity resets.
Go to ATTRACT SCREEN (AC07 - 000).

410 - SEE ACTIONS / SOLUTION 1

Case Study: Title		Training For Action	
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION
ACTION 1		Text here about this action / program.	
<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> 2-minute video </div>		<div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid gray; padding: 5px; text-align: center;">SEE ANOTHER ACTION</div> <div style="border: 1px solid gray; padding: 5px; text-align: center;">TAKE ACTION YOURSELF</div> </div>	
Action Center to End World Hunger			START OVER

Description:

The visitor watches a 2-minute video about the selected action, which includes footage of the program or effort associated with the action, as well as interviews of key participants. A description of the action/program, as well as commentary on it's challenges, successes, and failures is provided to give a realistic, well-rounded understanding.

Logic Notes:

Solution 1 video begins playing upon arrival at this screen. 'SEE ANOTHER ACTION' and 'TAKE ACTION YOURSELF' buttons are not visible.

If [this is the first or second action the visitor has selected to see], then
At the end of video, narration audio plays 'Would you like to look at another action, or are you ready to take action yourself?' and 'SEE ANOTHER ACTION' and 'TAKE ACTION YOURSELF' buttons appear.

Else,
At the end of video, just the 'TAKE ACTION YOURSELF' button appears.

On press of 'SEE ANOTHER ACTION' button,
Go to SEE ACTIONS / SELECT AN ACTION TO EXPLORE (AC07 - 401).

On press of 'TAKE ACTION YOURSELF' button,
Go to TAKE ACTION (AC07 - 500).

On press of the START OVER button, activity resets.
Go to ATTRACT SCREEN (AC07 - 000).

420 - SEE ACTIONS / SOLUTION 2

Case Study: Title		Training For Action	
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION
<p>ACTION 2</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="border: 1px solid black; width: 35%; height: 150px; display: flex; align-items: center; justify-content: center;"> <p>2-minute video</p> </div> <div style="width: 60%;"> <p>Text here about this action / program.</p> <div style="display: flex; justify-content: flex-end; gap: 20px; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px 10px;">SEE ANOTHER ACTION</div> <div style="border: 1px solid black; padding: 5px 10px;">TAKE ACTION YOURSELF</div> </div> </div> </div>			
Action Center to End World Hunger			START OVER

Description:

See description text for SEE ACTIONS / SOLUTION 1, (AC07 - 410).

Logic Notes:

See logic notes text for SEE ACTIONS / SOLUTION 1 (AC07 - 410).

420 - SEE ACTIONS / SOLUTION 3

Case Study: Title		Training For Action	
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION
<p>ACTION 3</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="border: 1px solid black; width: 35%; height: 150px; display: flex; align-items: center; justify-content: center;"> <p>2-minute video</p> </div> <div style="width: 60%;"> <p>Text here about this action / program.</p> <div style="display: flex; justify-content: flex-end; gap: 20px; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px 10px;">SEE ANOTHER ACTION</div> <div style="border: 1px solid black; padding: 5px 10px;">TAKE ACTION YOURSELF</div> </div> </div> </div>			
Action Center to End World Hunger			START OVER

Description:

See description text for SEE ACTIONS / SOLUTION 1, screen 410.

Logic Notes:

See logic notes text for SEE ACTIONS / SOLUTION 1, screen 410.

500- TAKE ACTION

Case Study: Title			Training For Action
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION
<p>TAKE ACTION</p> <div style="border: 1px solid black; padding: 5px;"> <p>ONE MINUTE Action #1: Text here for case study specific action</p> <p>ONE HOUR Action #5: Text here for case study specific action</p> <p>ONE DAY Action #22: Text here for case study specific action</p> <p>ONE WEEK Action #30: Text here for case study specific action</p> <p>ONE MONTH Action #42: Text here for case study specific action</p> <p>ONE YEAR Action #33: Text here for case study specific action</p> <p>ONE LIFETIME Action #74: Text here for case study specific action</p> </div> <p>Text here about how the visitor can take actions towards solving the problem.</p> <div style="text-align: right; margin-top: 20px;"> <div style="border: 1px solid gray; padding: 2px 10px;">SEND ACTIONS HOME</div> </div>			
Action Center to End World Hunger			START OVER

Description:

The visitor is invited to take action themselves and is presented with a list of actions they can take towards solving the problems presented by the case study. These actions are organized by length of time needed to take an action, in the same way as in the Action Stations. The visitor can choose to send this list of actions home via email.

Logic Notes:

- On touch of 'SEND ACTIONS HOME' button,
Go to 'TAKE ACTION / SEND ACTIONS HOME (AC07 - 510).
- On press of the START OVER button, activity resets.
Go to ATTRACT SCREEN (AC07 - 000).

510- TAKE ACTION / SEND ACTIONS HOME

Case Study: Title		Training For Action	
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION
TAKE ACTION			
YOUR EMAIL ADDRESS:	<input type="text" value="visitor@myemail.com"/>	Enter your email address using the virtual keyboard to have the list of actions you can take send to your email account. When you are done entering in your email address, touch the 'SEND' button, or touch the 'I'M DONE FOR NOW' button to continue.	
<div style="border: 1px solid black; width: 100%; height: 100%; background-color: #cccccc; display: flex; align-items: center; justify-content: center;"> Onscreen Keyboard </div>		<input type="button" value="SEND"/>	<input type="button" value="I'M DONE FOR NOW"/>
Action Center to End World Hunger			<input type="button" value="START OVER"/>

Description:

The visitor is given an onscreen keyboard to enter their email address so that he/she can have the set of actions sent to his/her email account.

Logic Notes:

Virtual Keyboard contains all the needed letters, numbers, and punctuation for entering their email address. A 'delete' key will also be present.

On touch of key in virtual keyboard, character is added to the 'YOUR EMAIL ADDRESS' field.

On touch of 'SEND' button, email is sent to the address the visitor entered.
See 'TAKE ACTION / EMAIL (AC07 - 511).

On touch of the 'I'M DONE FOR NOW' button,
Go to 'THANK YOU', (AC07 - 600).

On press of the START OVER button, activity resets.
Go to ATTRACT SCREEN (AC07 - 000).

511- TAKE ACTION / EMAIL OF ACTIONS

To: visitor@myemail.com

From: actioncenter@mercycorps.org

Dear Trainee,

Thank you for taking action to help [solve the problem presented by the visited training tower]. Below are a set of actions you can take to further your efforts. Click on the links for detailed instructions on how to take these actions.

- ONE MINUTE** Action #1: Text here for case study specific action [Click here for detailed instructions](#)
- ONE HOUR** Action #5: Text here for case study specific action [Click here for detailed instructions](#)
- ONE DAY** Action #22: Text here for case study specific action [Click here for detailed instructions](#)
- ONE WEEK** Action #30: Text here for case study specific action [Click here for detailed instructions](#)
- ONE MONTH** Action #42: Text here for case study specific action [Click here for detailed instructions](#)
- ONE YEAR** Action #33: Text here for case study specific action [Click here for detailed instructions](#)
- ONE LIFETIME** Action #74: Text here for case study specific action [Click here for detailed instructions](#)

Please visit our website for more information : www.actioncenter.org

Thank you,

Action Center to End World Hunger

Description:

An email is sent to the visitor's email address with the list of actions relevant to the Training Tower's case study.

Logic Notes:

Each action contains a description and a link to the online version of the Action Stations' instructions for that action. See TAKE ACTION KIT (AC08 -090/-110/-120).

The link for more information takes the visitor to the homepage of the Action Center website.

600- THANK YOU

Case Study: Title			Training For Action
SITUATION BRIEFING	ASSESS THE SITUATION	SEE ACTIONS	CALL TO ACTION
<p>THANK YOU</p> <p>text here thanking the visitor for acting to help solve the problem and encouraging them to learn about more actions they can take at the Action Stations.</p>			
Action Center to End World Hunger			START OVER

Description:

The visitor is thanked by the narrator for taking action to solve the problem and encouraged to visit the Action Stations to take more actions.

Logic Notes:

On arrival at screen, text appears and narrated audio plays.

On completion of audio,
Go to ATTRACT SCREEN (AC07 - 000).

On press of the START OVER button, activity resets.
Go to ATTRACT SCREEN (AC07 - 000).

AC07. TRAINING TOWERS SCREEN SAMPLES

301 - ASSESS THE SITUATION / SELECT AN ASSESSMENT TEAM

CASE STUDY

LAND RIGHTS IN GUATEMALA

Select an Assessment Team to Join:

EXPLORE PROBLEM AREAS

Tour the region via an interactive map.

LISTEN TO COMMUNITY MEMBERS

Hear first-hand accounts from people living in the region.

GET THE FACTS

View statistics on the extent of the problem.

Literacy rates:

Year	Literacy Rate (%)
2001	37.13
2002	36.5
2003	39.01
2004	37.82

SITUATION BRIEFING
ASSESS THE SITUATION
SEE ACTIONS
CALL TO ACTION



DESIGN
ESI Design
111 Fifth Avenue
New York, NY 10003
T 212.988.3993
F 212.673.4061

ACTION CENTER TO END WORLD HUNGER
100% Final Design
Project No. 05500-06
11/21/2007

ACTION CENTER
TO END WORLD HUNGER

AC07
Training Towers
Screen Samples

AC07. TRAINING TOWERS SCREEN SAMPLES

311 - ASSESS THE SITUATION / EXPLORE PROBLEM AREAS (ICON SELECT)

CASE STUDY

LAND RIGHTS IN GUATEMALA

➔ Explore Problem Areas:

Touch one of the icons to find out more information about that area.

When you have fully traversed the map, you can join another assessment team, or continue on to see actions that have been taken towards solving these problems.

JOIN ANOTHER ASSESSMENT TEAM

SEE ACTIONS

close window

SITUATION BRIEFING

ASSESS THE SITUATION

SEE ACTIONS

CALL TO ACTION

Start Over

AC07 Training Towers Screen Samples

ACTION CENTER
TO END WORLD HUNGER

ACTION CENTER TO END WORLD HUNGER
100% Final Design
Project No. 05500-0G
11/21/2007

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DESIGN
TO END WORLD HUNGER

ACTION CENTER
TO END WORLD HUNGER

AC07 TRAINING TOWERS

Script Outline

CASE STUDY #1

CONFLICT: AFGHANISTAN

ATTRACT LOOP

A looping slide show of 20-25 images of Afghani men, women, and children.

A text prompt invites visitors to:

“Touch the screen to explore conflict in Afghanistan.”

SITUATION BRIEFING

A 1-minute overview presents the issue, sets the global context, and introduces the case study. Voice-over narration covers these topics:

War and violent internal conflict claim many victims, especially among the poor who rarely have the means to escape. Loss of life shatters families. Loss of homes and livelihoods, along with disruptions to food production, clean water, and fuel supplies, devastate a nation’s economic and political stability. Long after the violence stops, the lingering poverty and insecurity provide fertile ground for new clashes over scarce resources.

As society’s most vulnerable members, women and children are often the ones most victimized by conflict. Their basic human rights, such as access to food, healthcare, and education, are typically the first to be trampled.

Afghanistan provides a stark example of the ways conflict affects the lives of a country’s civilian population. In the midst of ongoing violence, the people of Afghanistan are struggling to not only rebuild the country’s infrastructure and restore its economy and educational system, but also avert an environmental disaster.

Framing Question

At the end of the video, the narrator and on-screen text poses a question:

“How can we help the people of Afghanistan recover from conflict?”

ASSESS THE SITUATION

A 20-second narrated overview states that NGOs assess the situation in several ways and invites visitors to join an assessment team. An animated sequence pulls images from the various assessment methods.

The narrator informs the visitor that NGOs first assess a situation to better understand the extent and nature of the problems a region faces. Usually a field team tackles the assessment in a number of ways, such as by looking at the demographics of the area, traveling through the region to observe the situation first-hand and, most importantly, talking to the people who live there to better understand the problems from their perspectives and to hear their ideas about how to address the issues.

The visitor is invited to select an assessment team to join. If she wishes to delve deeper into the issues, she may join another assessment team.

Explore Problem Areas

Visitor sees a map with 10-12 icons. When the visitor selects an icon, a pop-up window with either a captioned photo or a short video clip provides information about that region.

The narrator invites visitors to travel through the region and make observations.

Possible topics:

- The Silk Road – history of invasion, trade, and conflict, which has created insecurity in region
- Southern Taliban stronghold and the destruction of schools
- Northern area affected by deforestation
- Badekshan as the area with the highest death rate due to childbirth
- Kabul women's market
- Scarcity of schools in rural areas
- Kabul funded schools
- Girls' work in rural areas prevents them from going to school
- Lack of livelihood for women in rural areas
- Shamali Plains, returning refugees without services
- Lack of infrastructure – roads, electricity – throughout country

Listen to Community Members

The visitor selects from 4-5 video interviews. Each 30-second video features one or more individuals discussing their personal experience of the problem.

Narrator invites visitors to conduct interviews with people to hear what they say about the problem.

Possible interviews:

- Parents – aspirations for children; why they might not be able to send girls to school
- Children who want to go to school
- Teachers
- Loan beneficiaries
- Business people on impact of war on livelihoods and the economy

- Police discussing security
- Government official, such as Minister of Education
- Minister of National Environmental Protection Agency
- People in refugee camps in Pakistan or returnees in IDP camps
- People living in northern region dependent on wood for fuel
- Community leaders/representatives
- UN/WB officials

Get the Facts

Visitor selects from 6-7 graphs or charts about the population and problems they encounter.

The narrator invites visitors to research demographics and statistics on the extent of problems in region.

Possible statistics:

- Deaths in childbirth rate compared to developed nations, developing nations and nations in conflict
- Literacy rates
- Number of schools and average distance to schools for children
- Number of seats/seats for girls compared to number of children/girls
- Ratio of teachers per student
- Level of teacher training
- Per capita income/household income compared to cost of living
- Unemployment rates for men and women
- GNP
- Number of towns/cities without electricity or without reliable electricity
- Amount of timber cut down in last decade compared to earlier decades

SEE ACTIONS

When the visitor selects See Actions:

The narrator states that war has created a complex situation in Afghanistan, but people are taking action to try to address the problems. The visitor is invited to explore a program that she wants to learn about. If she wishes to learn more about resolving the problems in Afghanistan, she may come back and choose another action.

The narrator then poses the framing question once again, “How can we help the people of Afghanistan recover from conflict.”

A list of three actions appears. Three 2-minute narrated videos discuss three programs, and the lessons learned from each. Each video focuses on one program, which may be spearheaded by an international NGO, a local NGO, a community organization, or government. The three actions are:

1. Mercy Corps' ARIANA livelihoods/micro-loan program.
2. The efforts of NEPA, a government agency, to reverse environmental devastation in the northern part of the country.
3. CARE's primary education program.

The content approach for each video is:

- An overview of the problem
- Program overview
- Why and how initiated
- How it relates to conflict
- How it works
- Lessons learned

Action #1

The 2-minute video features an interview with Storai Sadat, Mercy Corps' Executive Director for ARIANA, about the program, and interviews with a number of beneficiaries. Issues discussed may include:

Mercy Corps' ARIANA program provides micro-loans to women and men for small businesses. The program initially began for women only, and women still make up about 80% of the participants. At first, the program operated in the worst hit section of Kabul, then expanded to the whole city. Now it operates in rural districts as well. The ultimate objective is for ARIANA to become a self-sustaining bank that supports economic development well into the future.

Providing loans to women in Afghanistan presents some challenges. It was difficult in the beginning to get women to even think of taking a loan. Mercy Corps sought out women who would benefit. Security remains a serious issue, so the loans cannot be offered everywhere in the country.

ARIANA first provides a group loan to a group of women who share responsibility for loan payment. In lieu of collateral, peer pressure ensures loan repayment. Mercy Corps assists the women with a business plan. Later, a group loan may be followed up with loans to individual women. Many of the women have used the loans to set up businesses as tailors, weavers, or to open small beauty salons.

Lessons learned: Since most women have no training in business, they do not know how to think through the logistics of setting one up a business or how to price the items they produce. In fact, due to a lack of education, women often do not know how to handle or even count money. Business training would greatly benefit these women, but a serious obstacle is that cultural and security restrictions prevent women from traveling on their own or congregating for a class.

Action #2

The 2-minute video features an interview with the officials from NEPA and UNEP about the program, along with interviews with people who live in the region and rely on the forests for their livelihoods. Issues discussed may include:

Northern Afghanistan faces environmental disaster due to massive deforestation. Since 1978, conifer forests in the provinces of Nangarhar, Kunar and Nuristan have been reduced by 50 percent. The loss of forests and vegetation exposes soil to serious erosion, potential flooding, desertification, loss of wildlife, and ultimately loss of livelihoods.

Traditionally, the forests and woodlands of Afghanistan provide key resources for the livelihoods of the Afghan population. Timber products such as fuelwood for cooking and construction materials for shelter are extremely important for overall survival. Non-timber forest products, such as nuts, leaves, mushrooms, and forest-related flora and fauna, are also important for food security.

With the onset of war, many local governing structures collapsed, allowing uncontrolled extraction of natural resources. Illegal harvesting has been the primary cause of forest and woodland depletion. Successive groups of combatants have cut and sold timber to buy arms. In addition, war destroyed the region's power infrastructure, leaving the local population — even in large cities — without electricity for heating and cooking. Wood remains their only option. Overgrazing has now added to the problem by preventing woodland regeneration.

Afghanistan's National Environmental Protection Agency (NEPA), in cooperation with the United Nations Environment Programme (UNEP) has embarked on a sustainable development project for Afghanistan's natural resources. The project has three key strategies:

- an education campaign to raise awareness of the importance of environmental conservation
- planting thousands of trees to promote reforestation
- encouraging pro-environment livelihoods in the region, such as beekeeping and growing pistachios and almonds

These efforts will help regenerate the forests, but true long-term success will be possible only when the country is able to rebuild its power infrastructure so the people will not need to burn wood for fuel.

Action #3

For the profile of CARE's primary education program, Mercy Corps' field producer will arrange with the supervisors of that program to secure interviews with the most appropriate individuals for this action.

CALL TO ACTION

After the visitor sees an action video (only after a first and second video, not the third), the narrator asks:

“Would you like to look at another action, or are you ready to take action yourself?”

If the visitor chooses Take Action, an action list appears with actions related to the problem. Mercy Corps will be developing the list of actions during the Production Phase of this project. These actions should relate to: 1) Helping the people of Afghanistan, or 2) Helping people around the world affected by war and conflict.

Closing Prompt

After the visitor has decided if they want to send the action home via email, the narrator and on-screen text says:

“Thank you for acting to help people gain back lives disrupted by war and conflict. To learn more about what you can do, go an Action Station.”

CASE STUDY #2 LAND RIGHTS: GUATEMALA

ATTRACT LOOP

A looping slide show of 20-25 images of Guatemalan people — men, women, and children, both up-close portraits and images of people at work on the land.

A text prompt invites visitors to:

“Touch the screen to explore indigenous land rights.”

SITUATION BRIEFING

A 1-minute overview presents the issue, sets the global context, and introduces the case study. Voice-over narration covers these topics:

In a world with a growing population and shrinking resources, the equitable distribution of agricultural land and the land rights of indigenous people are increasingly crucial issues. Instabilities in the global market, natural disasters, and forced migrations that push indigenous peoples off their traditional lands have intensified conflicts over who can rightfully lay claim to the land. Without a tradition of legal property ownership, indigenous people are often left without a way to grow food and earn a living. With no collateral for credit, they simply can't afford to buy the property or materials that would help them better their lives.

Guatemala is a case in point. During its years of bloody civil conflict, the principal victims were indigenous people living in the western highlands, Now that the civil

conflict has ended, Guatemala has embarked on the path of peace, national reconciliation, and economic reforms.

Despite the Peace Accords of 1996 and recent attempts at land reform, the colonial legacy of unequal land distribution between large landowners and indigenous laborers remains. As a result, poverty and food security in indigenous communities has deepened, triggering heated and often violent disputes over agricultural lands.

Framing Question

At the end of the video, the narrator and on-screen text poses a question:

“What can we do to secure equitable land rights for indigenous people?”

ASSESS THE SITUATION

A 20-second narrated overview states that NGOs assess the situation in several ways and invites visitors to join an assessment team. An animated sequence pulls images from the various assessment methods.

The narrator informs the visitor that NGOs first assess a situation to better understand the extent and nature of the problems a region faces. Usually a field team tackles the assessment in a number of ways, such as looking at the demographics of the area, traveling through the region to observe the situation first-hand and, most importantly, talking to the people who live there to better understand the problems from their perspectives and to hear their ideas about how to address the issues.

The visitor is invited to select an assessment team to join. If she wishes to delve deeper into the issues, she may join another assessment team.

Explore Problem Areas

Visitor sees a map with 10-12 icons. When the visitor selects an icon, a pop-up window with either a captioned photo or a short video clip provides information about that region.

The narrator invites visitors to travel through the region and make observations.

Possible topics:

- Indigenous groups/languages and where they are located
- Mayan culture and traditional method of settling disputes
- Coffee growing region and collapse of coffee prices
- Capital of country - national government reform efforts underway
- Location where an international corporation pulled out and left land in dispute
- Areas of armed conflict over land
- Seasonal migration patterns
- Agricultural areas - showing types of crops

Listen to Community Members

The visitor selects from 4-5 video interviews. Each 30-second video features one or more individuals discussing their personal experience of the problem.

Narrator invites visitors to conduct interviews with people to hear what they say about the problem.

Possible interviews:

- Indigenous agricultural workers
- Government officials
- Local legal groups
- Locally trained mediators
- Corporation executive (on the needs of the global market)
- Journalist championing reform
- People involved in land disputes
- Youth, laborers and those interested in reform
- Religious leaders
- Large land owners

Get the Facts

Visitor selects from 6-7 graphs or charts about the population and problems they encounter.

The narrator invites visitors to research demographics and statistics on the extent of problems in region.

Possible statistics:

- Literacy rates
- Ethnic breakdown
- Number of languages
- Indigenous people as percentage of total population
- Cost of living/income of indigenous workers
- Price of sugar or cup of coffee from field worker to manufacturer to consumer
- Percent of population who owns arable land
- Primary/secondary occupations of indigenous peoples
- Peak seasons of migration
- Percentage of workers engaged in seasonal work

SEE ACTIONS

When the visitor selects See Actions:

The narrator states that indigenous land rights in Guatemala is a complex issue, but people are taking action to try to address the problem. The visitor is invited to explore a program that she wants to learn about. If she wishes to learn more about resolving the problems in Guatemala, she may come back and choose another action.

The narrator then poses the framing question once again, “What can we do to secure equitable land rights for indigenous people?”

A list of three actions appears. Three 2-minute narrated videos discuss three programs, and the lessons learned from each. Each video focuses on one program, which may be spearheaded by an international NGO, a local NGO, a community organization, or government. The three actions are:

1. Mercy Corp/JADE TIERRAS program on land conflict resolution
2. Agriculture/economic development, focusing on a successful agricultural cooperative of indigenous people, such as a pineapple growers collective, through which indigenous farmers are increasing their access to the global market
3. Land reform advocacy through legislation and the judicial system, possibly focusing on the Land Commission in Guatemala City, a coalition of 13 NGOs and other partners

The content approach for each video is:

- Program overview
- Why and how initiated
- How it addresses the issue of land rights
- How it works
- Lessons learned

Action #1

The 2-minute video features an interview with Mercy Corps’ Country Director for Guatemala, Borys Chinchilla, interviews with JADE staff members, local people trained as mediators, and beneficiaries who have taken part in conflict mediation. Issues discussed may include:

The TIERRAS program initiated by Mercy Corps and its local partner, JADE.

How they hit upon mediation as the best approach for settling land conflicts and helping indigenous people find more equitable land rights.

Mercy Corp/JADE strategy emphasizes capacity-building. They try to be sensitive to Mayan culture and build upon traditional practices. Developed program with the communities. JADES’s and Mercy Corps’ roles were as facilitators of the negotiation process. Set up mediation centers around region, training people to serve as mediators. Mediations conducted in native languages as well as Spanish. Both parties had to pay a fee to mediation center as a way of equalizing power between them.

How mediation works:

- Case intake
- Research on causes of conflict
- Initial mediation meeting
- Legal research on history of land ownership
- Technical field study, including surveying and mapping
- Presentation of results and final mediation agreement

Lessons learned: Mediation alone isn't enough. Indigenous people need increased economic opportunities otherwise they may not be able to pay for the land in compliance with negotiated contract. A national commitment to agrarian reforms also needed to ensure a just and lasting peace.

Actions #2 and #3

Mercy Corps' field producer will work with the Country Director for Guatemala to identify the best programs to profile and to secure interviews with the most appropriate individuals for these two actions.

CALL TO ACTION

After the visitor sees an action video (only after a first and second video, not the third), the narrator asks:

“Would you like to look at another action, or are you ready to take action yourself?”

If the visitor chooses Take Action, an action list appears with actions related to the problem. Mercy Corps will be developing the list of actions during the Production Phase of this project. These actions should relate to: 1) Helping the people of Guatemala, or 2) Helping indigenous people around the world secure land rights.

Closing Prompt

After the visitor has decided if they want to send the action home via email, the narrator and on-screen text says:

“Thank you for acting to help indigenous people secure equitable land rights. To learn more about what you can do, go an Action Station.”

CASE STUDY #3 GOVERNANCE: INDONESIA

ATTRACT LOOP

A looping slide show of 20-25 images of Indonesian people — men, women, and children, both up-close portraits and images of people at work.

*A text prompt invites visitors to:
“Touch the screen to explore the role of good governance.”*

SITUATION BRIEFING

A 1-minute overview presents the issue, sets the global context, and introduces the case study. Voice-over narration covers these topics:

Good governance is crucial to ending world hunger and poverty. When a government is fully dedicated to serving its people, it protects its citizens’ human rights, provides essential public services, and encourages political openness and participation. Before this can happen, however, the government must be stable, just, and effective.

Until recently, Indonesia was too embroiled in violent conflict, official corruption, and economic crisis to contend with the widespread poverty of its people. In the aftermath of the legislative and presidential elections of 2004, the country’s current government is now committed to democracy, governance reform, and reducing poverty. At the same time, the country’s vast size creates huge obstacles and makes rapid change difficult to achieve.

As a major step, Indonesia’s government has decentralized power, spreading it into districts and cities so that development programs and basic human services can be administered on a local level. The hope is that this will create a more open environment for democracy to flourish and ensure that the poor receive the support they need.

For these efforts to succeed in such a large, densely populated nation, however, the Indonesian government will need to work closely with other nations, with NGOs, and with its own communities to meet the extreme challenges that lie ahead.

Framing Question

At the end of the video, the narrator and on-screen text poses a question:

“How can we support good governance?”

ASSESS THE SITUATION

A 20-second narrated overview states that NGOs assess the situation in several ways and invites visitors to join an assessment team. An animated sequence pulls images from the various assessment methods.

The narrator informs the visitor that NGOs first assess a situation to better understand the extent and nature of the problems a region faces. Usually a field team tackles the assessment in a number of ways, such as looking at the demographics of the area, traveling through the region to observe the situation first-hand and, most importantly, talking to the people who live there to better

understand the problems from their perspectives and to hear their ideas about how to address the issues.

The visitor is invited to select an assessment team to join. If she wishes to delve deeper into the issues, she may join another assessment team.

Explore Problem Areas

Visitor sees a map with 10-12 icons. When the visitor selects an icon, a pop-up window with either a captioned photo or a short video clip provides information about that region.

The narrator invites visitors to travel through the region and make observations.

Possible topics:

- Size of Indonesia and number islands – geography poses a governance challenge
- Conflicts of natural resources, site of GAM rebellions
- Tsunami, regions affected
- Jakarta, its growth in population and urban sprawl
- Location of major health facilities
- Fishing platforms (jermals), sites of forced labor
- Mega garbage dump in Jakarta, as employment for garbage pickers who recycle materials
- West Papua gold mines, and conflict around them
- Bali, impact of tourism on economy and its decline since a terrorist bombing
- Child trafficking – where children generally are from and where they are sent

Listen to Community Members

The visitor selects from 4-5 video interviews. Each 30-second video features one or more individuals discussing their personal experience of the problem.

Narrator invites visitors to conduct interviews with people to hear what they say about the problem.

Possible interviews:

- Government officials on challenges of running a megacity and trying to provide services
- People in Jakarta who buy and sell water for drinking, cooking, bathing
- Parents of school children
- Parents whose children work to contribute to household income
- School principal about the lack of water in schools and the problems it causes
- ILO worker about extent of child labor and trafficking
- Children who were forced laborers
- Tsunami survivor from Aceh
- Pak, head of religious school who took in orphans after tsunami
- Ministry of Health official about health and sanitation issues facing country

Get the Facts

Visitor selects from 6-7 graphs or charts about the population and problems they encounter.

The narrator invites visitors to research demographics and statistics on the extent of problems in region.

Possible statistics:

- Household income
- GNP
- Population growth
- Access to health facilities
- Access to education/literacy rates
- Religious and ethnic makeup of nation – tensions among them another challenge for governance
- Percentages of population with access to water and sanitation
- Industries employing children
- Numbers of children in various industries

SEE ACTIONS

When the visitor selects See Actions:

The narrator states that governments face complex issues and ensuring good governance is not always easy, but people are taking action to try to address the problem. The visitor is invited to explore a program that she wants to learn about. If she wishes to learn more about resolving the problems in Indonesia, she may come back and choose another action.

The narrator then poses the framing question once again, “How can we support good governance?”

A list of three actions appears. Three 2-minute narrated videos discuss three programs, and the lessons learned from each. Each video focuses on one program, which may be spearheaded by an international NGO, a local NGO, a community organization, or government. The three actions are:

1. Mercy Corps’ Sumatra Healthy Schools Program, an NGO-local government partnership
2. A local NGO’s advocacy efforts to ensure that the government enacts and carries out policies that truly benefit the people
3. ILO and the government’s efforts to stop the worst abuses of child labor and trafficking

The content approach for each video is:

- Overview of the issue

- Program overview
- Why and how initiated
- How it works
- Lessons learned

Action #1

A 2-minute segment profiles the health problems of school children in Indonesia and looks at Mercy Corps' Sumatra Healthy Schools Program. There is voice-over narration, interspersed with b-roll footage and interviews with Mercy Corps' Country Director for Indonesia, school officials, teachers, and students. Issues discussed may include:

Disturbingly high rates of anemia, parasitic infection, and long-term stunting from malnutrition afflict Indonesia's children. These health problems contribute to decreased educational achievement and lost productivity. All of the problems generate from lack of access to clean water for drinking and sanitation.

Mercy Corps initiated a project, underwritten by Starbucks, to tackle the problem by working within the school system. The program:

- Provides fortified soy milk to students to immediately combat the affects of anemia
- Gives de-worming medication to the entire student body to reduce parasitic infections
- Introduces behavioral changes to students that will improve hygiene and nutrition, such as hand-washing, use of toilets, eating a healthy breakfast
- Constructs or rehabilitates water and sanitation infrastructure with schools

In its first year, Mercy Corps worked with 14 district governments to encourage them to institute the program, and then take on responsibility for funding the program's on-going operation. The program has been working well as will be expanded to other districts in Sumatra as well as to other parts of the country.

One of the important lessons learned from the initial schools is that communities are not in a position to implement water and sanitation building programs. Professional contractors and technical expertise must be part of the team managing and implementing construction.

Action #2

Mercy Corps' field producer will work with the Country Director for Indonesia to identify the local NGO to profile and to secure interviews with the most appropriate individuals for this action.

Action #3

A 2-minute segment profiles the problem and looks at a government/international NGO collaboration to tackle worst cases. There is voice-over narration by an expert on this topic, interspersed with interviews of Indonesian government

officials, ILO in-country staff, staff at a shelter for rescued children, children living in the shelter discussing their experiences as forced laborers and at the shelter. The narration conveys:

Despite legislation that sets the minimum age for work at 15 and prohibits child labor in hazardous occupations, over 2.5 million Indonesian children aged 10-14 (and often younger) work to support their families' meager incomes. They labor in agriculture on palm oil, cacao, tobacco, and sugar plantations, often applying toxic pesticides. They work in fisheries, in mines, and in industry, often under dangerous conditions. They live and work in the streets, selling newspapers, vending small items, shining shoes, and scavenging. And some, especially girls, are trafficked into forced domestic service or the sex trade.

Among the worst abuses:

- Boys in North Sumatra work on fishing platforms, known as jermals, for 12 to 13 hours a day. These children face threats of physical and sexual abuse, injury from fishing nets, poisonous water snakes, and the possibility of drowning. Their labor essentially amounts to enslavement.
- Girls are kidnapped or sold into prostitution, either within Indonesia or smuggled across borders into Malaysia, Brunei, Hong Kong, Taiwan, South Korea, Japan, and Australia.

The Indonesian government, though dedicated to eliminating child labor, has been unable to enforce child labor laws due to a lack of resources and too few child labor inspectors. Now, working in collaboration with the International Labor Organization (ILO) with funding by the U.S. Department of Labor, Indonesia is tackling the worst abuses of child laborers — forced labor and trafficking. The National Plan of Action for the Elimination of the Worst Forms of Child Labor is:

- Training police and labor inspectors to investigate and combat trafficking and labor abuses.
- Coordinating with international governments to extradite and punish those guilty of trafficking children.
- Setting up crisis service centers and shelters for child victims, and helping them reintegrate into society.
- Promoting economic opportunities in target communities to reduce families' need to send children out to work.

The video also profiles a shelter set up by a local government to protect and rehabilitate children who have been forced into abusive labor or rescued from trafficking.

CALL TO ACTION

After the visitor sees an action video (only after a first and second video, not the third), the narrator asks:

“Would you like to look at another action, or are you ready to take action yourself?”

If the visitor chooses Take Action, an action list appears with actions related to the problem. Mercy Corps will be developing the list of actions during the Production Phase of this project. These actions should relate to: 1) Helping the people of Indonesia, or 2) Supporting good governance in the United States and around the world.

Closing Prompt

After the visitor looks at one of the actions, the narrator and on-screen text says:

“Thank you for acting to support good governance. To learn more about what you can do, go an Action Station.”

CASE STUDY #4 CLIMATE CHANGE: NIGER

ATTRACT LOOP

A looping slide show of 20-25 images of people in Niger — men, women, and children, both up-close portraits and images of people at work on the land.

A text prompt invites visitors to:

“Touch the screen to explore the impact of climate change.”

SITUATION BRIEFING

A 1-minute overview presents the issue, sets the global context, and introduces the case study. Voice-over narration covers these topics:

Climate change poses one of the gravest threats to humankind. Already underway, this immense hazard is rolling slowly across the globe, endangering the food security and livelihoods of millions if not billions of people. Sadly, the harshest impact will be felt among the poorest nations in the world, though these countries are the least responsible for creating the problem. Because poor countries already lack the ability to cope with even temporary crises, they will be unable to adapt to the significant changes facing them.

A drought-prone country like Niger, which already faces tremendous difficulties due to scarcity of arable land and resources, will suffer most. Niger is the world’s poorest nation. Ninety percent of its population depends upon farming for their livelihoods. While climate expert’s predictions vary on whether climate change will bring more or less rainfall to Niger, all agree that temperatures will rise 1 to 6°C. Higher temperatures will harm crops already near their maximum heat tolerance, increase the already huge number of disease-carrying insects, and trigger deadly floods and droughts with greater frequency and intensity.

The uncertainty of climate predictions makes it much harder to prepare for the future. However, Niger's government and people must find ways to adapt to climate change while tackling the more immediate economic and social problems they struggle with every day.

Framing Question

At the end of the video, the narrator and on-screen text poses a question:

“How can we help poor nations prepare for climate change?”

ASSESS THE SITUATION

A 20-second narrated overview states that NGOs assess the situation in several ways and invites visitors to join an assessment team. An animated sequence pulls images from the various assessment methods.

The narrator informs the visitor that NGOs first assess a situation to better understand the extent and nature of the problems a region faces. Usually a field team tackles the assessment in a number of ways, such as looking at the demographics of the area, traveling through the region to observe the situation first-hand and, most importantly, talking to the people who live there to better understand the problems from their perspectives and to hear their ideas about how to address the issues.

The visitor is invited to select an assessment team to join. If she wishes to delve deeper into the issues, she may join another assessment team.

Explore Problem Areas

Visitor sees a map with 10-12 icons. When the visitor selects an icon, a pop-up window with either a captioned photo or a short video clip provides information about that region.

The narrator invites visitors to travel through the region and make observations.

Possible topics:

- Location of Niger within the continent, noting that it is land-locked – reduces opportunities to supplement diet with seafood and lessens access to trade
- Arable land and population concentration
- Non-arable land and desert expansion over time
- Places where farmers and herders, formerly cooperative, now have conflicts
- Roadways, showing lack of infrastructure to support trade
- Mining, locations of uranium, gold – resources leased to other nations; sites of civil unrest
- Livestock concentrations, noting lower numbers in north due to changing climate
- Rivers/waterways, noting problems with under-utilization and flooding

- Major crops and where they are grown

Listen to Community Members

The visitor selects from 4-5 video interviews. Each 30-second video features one or more individuals discussing their personal experience of the problem.

Narrator invites visitors to conduct interviews with people to hear what they say about the problem.

Possible interviews:

- Member of Intergovernmental Panel on Climate Change or Al Gore on impact of global climate change
- Climate expert in Niger, on impact of climate change on this nation
- Agricultural expert on best practices for Niger
- Minister of Hydraulics, Environment, and the Fight Against Desertification (MHE/FAD) on patterns of drought and flooding, and lack of access to safe drinking water
- Farmer, an older person who has witnessed changes in climate patterns
- Herder, an older person who has witnessed changes in climate patterns
- Family who has experienced famine
- WHO health expert on epidemics and link to climate change
- Health care practitioner on malnutrition of children and breastfeeding
- Local NGO

Get the Facts

Visitor selects from 6-7 graphs or charts about the population and problems they encounter.

The narrator invites visitors to research demographics and statistics on the extent of problems in region.

Possible statistics:

- Population growth, as a component of increased competition for food, water, and jobs
- Household income
- Education rates
- GNP, along with major exports and imports
- Number of female-headed households
- Percentage of population working in various sectors, e.g., agriculture, mining, business, etc.
- Livestock deaths during periods of drought and non-drought
- Water table diagram, noting need for deep borehole drilling
- Average rainfall, observed and projected change over time
- Average temperature, observed and projected change over time
- Affect of temperature increase on crop yield

- Natural disasters (epidemics, floods, droughts) observed and projected increase over time
- Ratio of doctors/healthcare workers to population
- Malnutrition rates
- Infant/child mortality compared to other nations
- Typical diet, and cultural aspects of malnutrition

SEE ACTIONS

When the visitor selects See Actions:

The narrator states that Niger faces tough problems now, which will be exacerbated by climate change. However, people are taking action to try to address the problems. The visitor is invited to explore a program that she wants to learn about. If she wishes to learn more about resolving the problems in Niger, she may come back and choose another action.

The narrator then poses the framing question once again, “How can we help poor nations prepare for climate change?”

A list of three actions appears. Three 2-minute narrated videos discuss three programs, and the lessons learned from each. Each video focuses on one program, which may be spearheaded by an international NGO, a local NGO, a community organization, or government. The three actions are:

1. Feeding centers operated by Mercy Corps as a “triage” intervention, tackling famine and malnutrition
2. Hydro projects spearheaded by MHE/FAD to develop flood plains and irrigation systems, and to expand access to safe drinking water
3. Agricultural development, sponsored by local NGO, encouraging crop diversity and rotation and other improvements

The content approach for each video is:

- Program overview
- Why and how initiated
- How it addresses the issue of land rights
- How it works
- Lessons learned

Action #1

The 2-minute video features an interview with Mercy Corps’ Country Director for Niger, interviews with local people trained to work in the feeding centers, and mothers who have brought their children to the feeding centers. Issues discussed may include:

Malnutrition is the most significant factor affecting health in Niger. Children and lactating women are particularly vulnerable. In fact, Niger has the highest child

mortality rate in Africa. During periodic intense droughts and floods, which create severe food shortages, Niger's children experience acute states of malnutrition. Even in years of adequate rainfall, however, children are undernourished.

During the 2005 drought, Mercy Corps set up feeding centers in towns and villages in the worst hit region of north Filingue Department to serve children under 5 and pregnant and lactating women. The centers provided beneficiaries with a high-quality nutritional supplement, and trained Nigerian nurses and health workers in the identification and treatment of malnutrition. Because breastfeeding provides the best protection for infants, Mercy Corps staff also worked with local health providers to convince mothers to breastfeed their babies earlier and longer.

Building local capacity for health care is the best solution for malnutrition. This work has only begun. Climate change may dramatically increase food insecurity and malnutrition in Niger. To adapt, the country needs to greatly expand the number of trained healthcare workers.

Action #2

The 2-minute video features an interview with the officials from MHE/FAD, along with interviews with village water committees, farmers, and others who live in the region. Issues discussed may include:

Niger is a vast, arid country with an average annual rainfall of less than 800 millimeters of water a year. Though surface water — primarily the Niger River — is abundant, less than one percent of it is exploited. Only 20 percent of the groundwater has been tapped because the water is very deep and expensive to reach.

Recently, the African Development Bank granted Niger's government a loan to finance water resource development in the agricultural zones in the south and west regions of the country. Spearheaded by the Ministry of Hydraulics, Environment, and the Fight Against Desertification (MHE/FAD), the project will develop flood plains and irrigation systems for agriculture. Other projects underway will expand access to safe drinking water.

Action #3

Mercy Corps' field producer will work with the Country Director for Niger to identify the best agricultural development program to profile and to secure interviews with the most appropriate individuals for this action.

CALL TO ACTION

After the visitor sees an action video (only after a first and second video, not the third), the narrator asks:

"Would you like to look at another action, or are you ready to take action yourself?"

If the visitor chooses Take Action:

The narrator says that climate change is a global issue, which can only be addressed if people in every part of the world take action.

An action list then appears with actions related to the problem. Mercy Corps will be developing the list of actions during the Production Phase of this project. These actions should relate to: 1) Helping the people of Niger, 2) Helping poor countries around the world prepare for climate change, or 3) Changing their own behavior to prevent climate change.

Closing Prompt

After the visitor has decided if they want to send the action home via email, the narrator and on-screen text says:

“Thank you for acting to lessen the impact of climate change on poor countries. To learn more about what you can do, go an Action Station.”

AC07 TRAINING TOWERS

Workshop Mode

Training Tower Workshop Mode

The Action Center's educational staff will be developing educational workshops for primary school (grades 4-6), middle school (grades 7-8), and high school (grades 9-12). These workshops will complement the New York City and State curriculum requirements, helping schools provide students with a deeper understanding of world hunger and poverty. They will also build upon Mercy Corps' Global Citizens Education initiatives. The pedagogical method used in the workshops will emphasize experiential learning, consider multiple intelligences and styles of learning, encourage peer education, and help students develop critical consciences.

In the Spring semester of the 2007-2008 school year, Action Center staff will test several workshops in local schools. Value assessment and evaluation will be part of this process. The objectives are: 1) Learn what works and doesn't work and adjust the workshops accordingly, and 2) Build an audience for the Center.

The Center's educational staff will repurpose media assets from the Training Towers for educational workshops. Because a wide range of ages will attend workshops at the Center, staff needs to be able to use the edited videos from the Training Towers, as well as draw from the raw footage so shorter pieces can be used for younger students.

The Training Towers will have a hidden on-screen button, which staff can touch to access media specifically for the workshops. In the staffed mode, all Training Tower case studies are available on any of the four towers. Staff will have the ability to select and show any of the media pieces, and to replay media if students didn't catch a part of the story.

Workshops will generally follow this sequence: an introduction, a learning activity, a wrap-up that encourages awareness of the relevance of a poverty situation to the students' own lives, and a chance to Take Action themselves.

Workshop Sample: Middle and Secondary School

TOPIC: Conflict Resolution in Guatemala

OVERARCHING OBJECTIVES (for all Workshops):

The student will understand:

- What poverty looks like around the world
- The concept of an imbalanced power structure
- What actions are being taken to empower others
- What actions they can take to become global citizens

KNOWLEDGE OBJECTIVES (for this Workshop):

Students will understand:

- Issues surrounding lands rights in Guatemala
- Techniques for collaborative problem-solving
- The concept of civic responsibility
- The perspectives of multiple stakeholders

SKILLS:

Students will hone skills in:

- Mediation (listening, negotiating, communicating, problem-solving)
- Being an informed consumer
- Developing an argument and presenting it to others
- Media literacy
- Analysis

TIMEFRAME:

45-90 minutes, depending on age of students, from arrival to departure

PRE-VISIT MATERIALS:

Before a class's scheduled trip to the Action Center, the teacher receives a packet of materials about world hunger and poverty and about Guatemala. This material includes:

- An invitation from and information about the Action Center to End World Hunger
- A DVD of the Action Center's Briefing Video
- Map and key facts about Guatemala
- Vocabulary words that will be used in the workshop

ACTIVITY DESCRIPTION:

When a middle or secondary school class arrives at the Action Center, two educational staff members divide the class (a typical class will be 24-28 students). Each staff person takes half of the class to work inside a Training Hut, and arranges them in front of a Training Tower. Both groups do the same activity.

Introduction (5-10 minutes)

The staff person begins by reviewing the country context. A printed map is pinned to the inside of the hut. Using a white board or large paper, they group lists key facts about the country.

Learning Activity (20-40 minutes)

The students take part in a role-playing simulation. Each student is given a profile card with key facts about a role. The roles are:

- Large landowner/global corporate executive
- Indigenous farmer/indigenous laborer
- Government official
- Mediator (1 or 2 students)

Students with the same role (e.g., all indigenous farmer/laborers) meet to discuss and develop an argument about the problems their group faces and what they need to resolve it.

Then, in a town hall-style meeting, each group presents their argument to other workshop members. Those listening can ask questions to better understand the needs of the group presenting. The mediator(s) writes on a white board the key needs/demands of each group.

After all three groups present, the mediator(s), with the assistance of the educational staff person, leads a discussion about compromise solutions that address the problems confronting all three groups. The participants must offer at least three options; they then discuss the pros and cons of each approach.

To see an actual solution to the land rights issue in Guatemala, the staff person shows the students a video about a farmer's collective in Guatemala. The students see one approach that addresses the concerns of the three constituent groups they studied.

Wrap-Up (5-10 minutes)

In the wrap-up, the staff person begins a discussion about the local-global connections of land rights in Guatemala. The students describe the relevance of the situation in Guatemala to their own lives. This leads into a discussion about what they can do to help indigenous farmers in Guatemala and other parts of the world.

Take Action (10-15 minutes)

The staff person elicits a list of actions the students can take to make a difference. Some possible actions are:

- Find out where your food comes from (local farmers, an agra-business, imported, organic, fair trade, etc.)
- Volunteer at a local farm, such as East New York Farm
- Buy fair trade products

- Start a global issues club at school
- Explore school cafeteria and the food served
- Identify problems facing the school and convene a mediation group
- Become a dispatch hub

POST-VISIT:

Post-visit activities should reinforce and extend students understanding of the issues presented in the workshop. Lesson plans and activities could be developed about:

- The Declaration of Human Rights
- Fair trade

Since Taking Action is an important part of the workshop, the class should have all the materials and information they need to report back to the Center on their actions.

A class evaluation of the Action Center workshop should also be part of the post-visit materials.

AC07 TRAINING TOWERS

Graphics

AC07.G1

Training Tower / Area identification

Image: none

Text: In-Depth

Duplicated in 4 sets of 4 (16 graphics total)

AC07.G2.1

Training Tower / Presentation information

Sample image: Women workers

Sample text:

Conflict

Rebuilding Lives

A Case Study: Surviving Conflict in Afghanistan

AC07.G2.2

Training Tower / Presentation information

Sample image: farmers

Sample text:

Land Rights

Who Owns the Land?

A Case Study: Indigenous Land Rights in Guatemala

AC07.G2.3

Training Tower / Presentation information

Sample image: Government-run clinic

Sample text:

Governance

Protecting the Poor

A Case Study: Government and Positive Change in Indonesia

AC07.G2.4

Training Tower / Presentation information

Sample image: Irrigation project

Sample text:

Climate Change

An Environment for Survival

A Case Study: Adjusting to Global Warming in Niger

AC07.G3

Field Hut / Environmental graphic

2 sets of 8

Image: Pattern graphic to be provided by graphic fabricator

Text: none

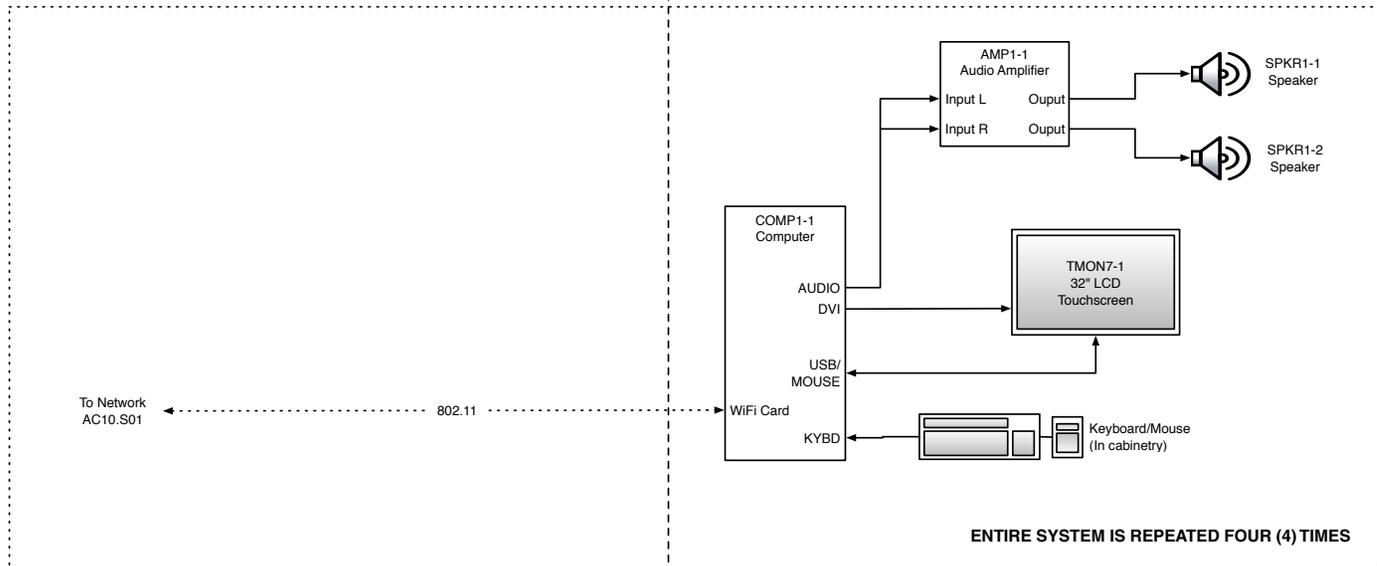
Equipment List

System Name: Training Towers

System Number: AC07.S01-S04

Quantity: 4

Ref. Code	Qty	Description	Suggested Equipment Manufacturer	Make Model #
COMP1	4	Computer - General Display	Lenovo	M57p vPro Ultra Small Desktop
WIFIC1	4	WiFi Desktop Card	Belkin	Wireless G Desktop Card
LMONB	4	LCD Monitor Mounting Bracket	Peerless	ST650P
TMON2	4	32" Touch Screen	Touchscreens.com	LCDNC32-CAP-USB-B
SPKR1	8	Audio Speaker	JBL	Control 25T
AMP1	4	Audio Amplifier - Stereo	QSC	RMX850
CABLE1	4	Cabling	NA	NA



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No. Issue Date

Date: 01/11/08
 Drawn By: JA / MC
 Scale: NONE
 Phase: 100% FD

TRAINING TOWERS
 SCHEMATIC
 SYSTEMS
 DESIGN

Job Number: 05501-0A
 Drawing Number: AC07.S01

AC08 ACTION STATIONS

OVERVIEW

At the Action Stations, visitors use computers to learn what other organizations and visitors are doing to combat hunger. Visitors also browse and select from a list of possible actions they can take either at the Center or at home. The actions are divided by time: one minute, one hour, one day, etc. In addition, in this area, visitors may select retail goods to purchase.

BEHAVIORAL GOALS

At the Action Stations, the visitor:

- Views information about upcoming events around the New York City area related to hunger.
- Learns about issues that need immediate action, such as by phoning a government official about an upcoming Legislative Bill.
- Browses and selects one or more Action items they would like to perform.
- E-mails the Action instructions to themselves if it is a longer-term action.

CONTENT GOALS

At the Action Stations, the visitor:

- Sees that many other visitors have taken action.
- Understands that actions may be completed in a short-time frame or a longer-time frame.
- Feels their action is of great importance in the help to fight world hunger.

PHYSICAL DESCRIPTION

This area features three simple oval tables – one large and two small – with basic stools or chairs for visitors. The tables are equipped with a total of eight securely mounted laptops, with all power and data cables plugging into the floor or wall outlets. A colorful graphic riser attached to the central table invites visitors to take action. The large table can be separated in half to accommodate two smaller groups.

ACTIVITY DESCRIPTION

Visitors approach the table-mounted laptops and see an attract loop of RSS feeds, visitor feedback, and a list of time sensitive actions to undertake. Once they touch the laptop, they see a main menu that offers various time frames (e.g. If you have one minute) and an option to see what other visitors have done. If they select a time frame, a list of actions appropriate to that time frame appears on screen. The visitor can browse through the list and select a specific action. Step-by-step instructions on how to accomplish the action appear on screen. The visitor may take immediate action at the Action Center, and/or e-mail the activity's instructions to his or her home. At the end of the activity, a screen urges visitors to stay connected to the Center by reporting back on the actions they

have taken, and signing up for information from Mercy Corps and/or the Center. Visitors have the option of looking at other actions and visitor testimonials.

Center staff uses an administrative tool available on the Center's system to add, edit, or delete actions from the list, as well as respond to and add visitor feedback.

OPERATIONAL CONSIDERATIONS

Staff at the Action Center will have the following responsibilities:

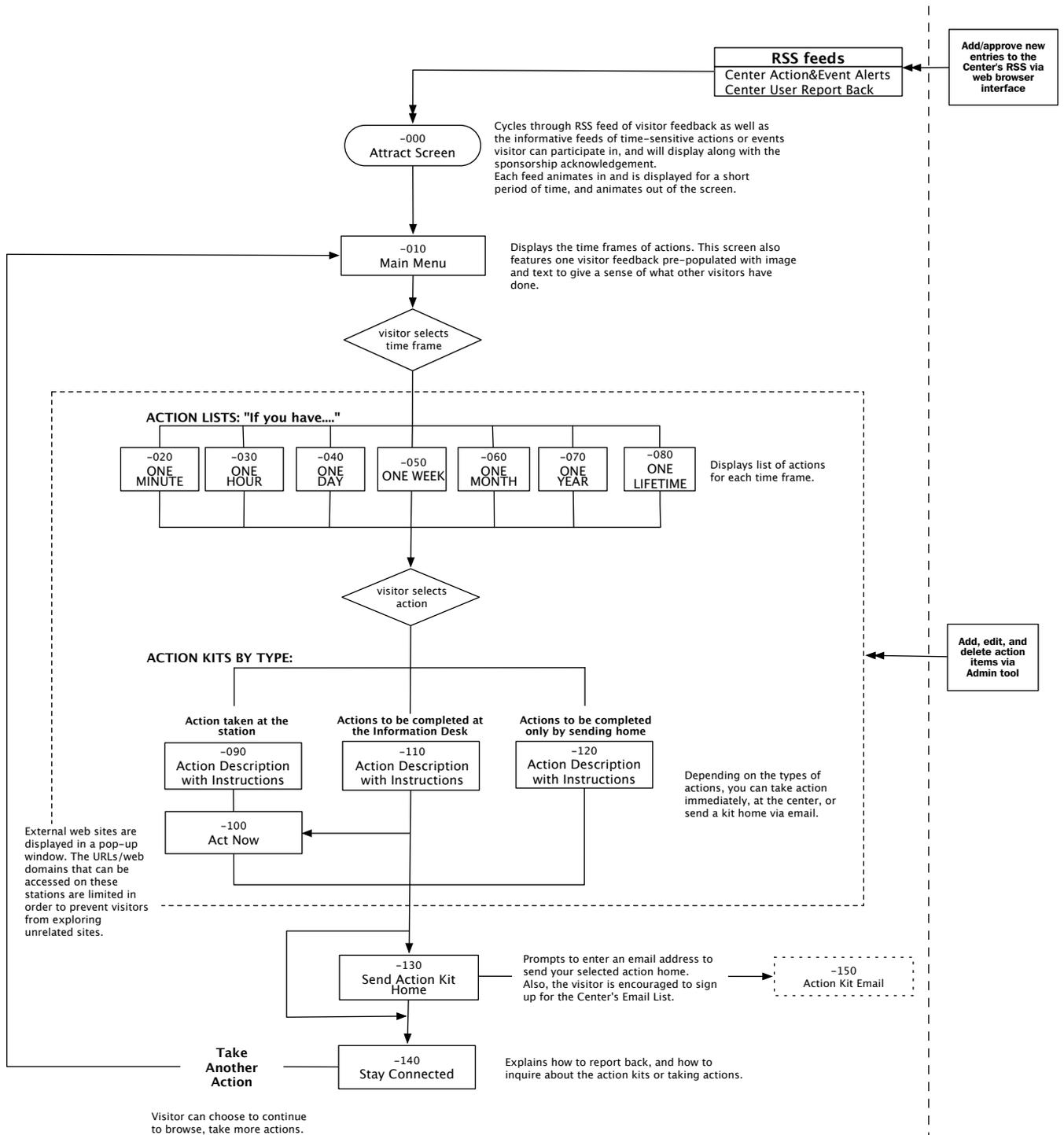
- Maintaining the Action Kits available on stations using an administrative tool, which allows one to add, edit, categorize, and delete actions.
- Updating the 'Action & Event Alerts' RSS feeds if there are time-sensitive events and actions to be shared by visitors; this feed is also shared by the displays placed in the Information Hub.
- Reviewing and approving/rejecting the Take Action reports and feedback submitted by visitors, for inclusion in the User Action RSS feed.
- Maintaining visitor email addresses, which are collected if visitors choose to sign up for email updates from the Center (possibly the Center's own emailing list, as well as Mercy Corps' advocacy email list for "Action Alerts").

AC08. ACTION STATIONS

SOFTWARE FLOWCHART

CENTER STAFF ADMIN

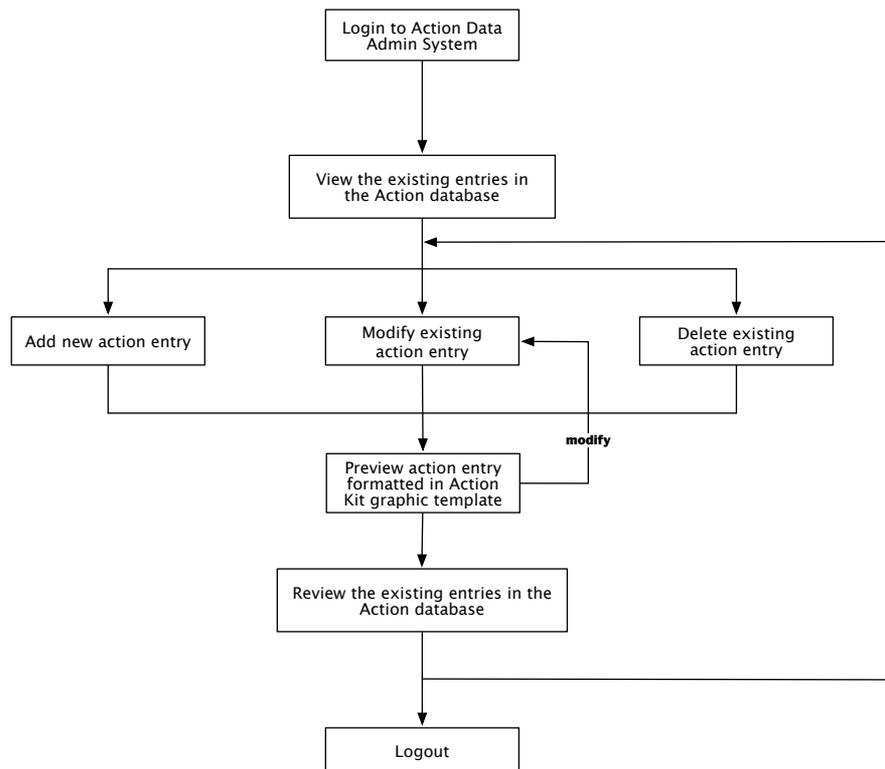
User Software Flow Overview



* Activity with no usage for certain duration will automatically bring the screen back to the Attract Screen (-000)

AC08. ACTION STATIONS ADMIN SYSTEM FLOWCHART

Action Data Management Tool



Database Usage for Managing the Action Data

All the actions available on the Take Action activity, both at the Center and on the web, will be managed in a database system such as MySQL. The software on the Action Station/website will be connecting to this database to retrieve the currently active action list and will display the action data in the Action Kit graphic template.

The data fields for keywords/tags will be flexible, and could potentially be used for the extended features available only on the website, such as searching for actions using keywords, in addition to browsing actions based on the Action time frame.

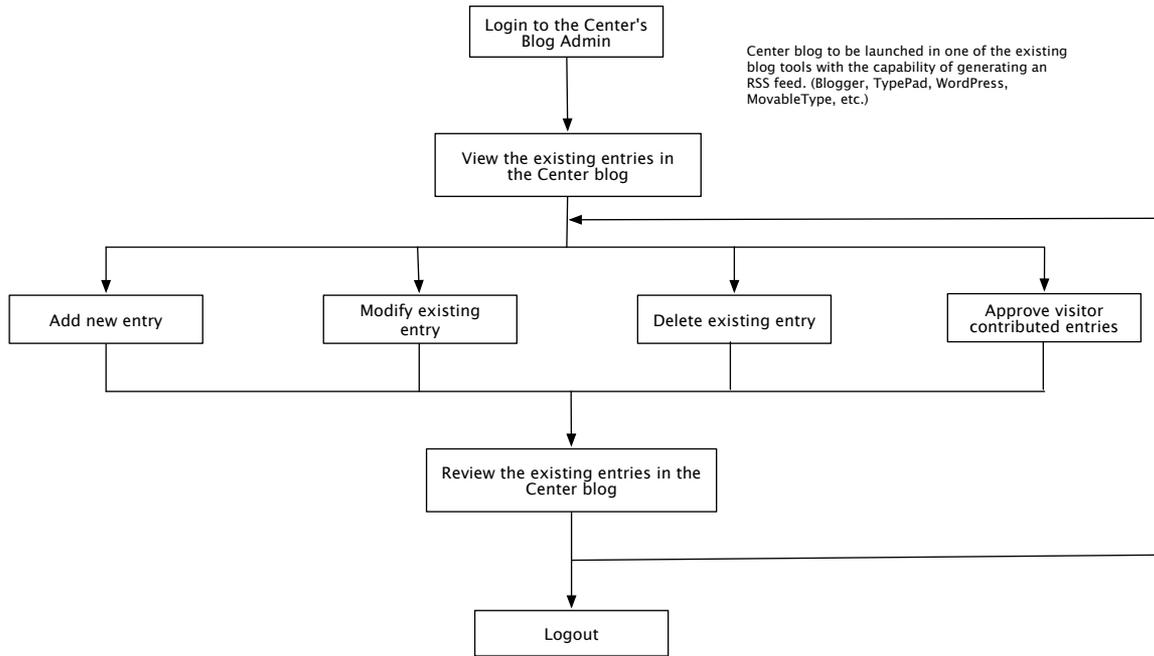
Sample Data Set For Each Action Entry

The following is a sample data set for registering an action entry in the database:

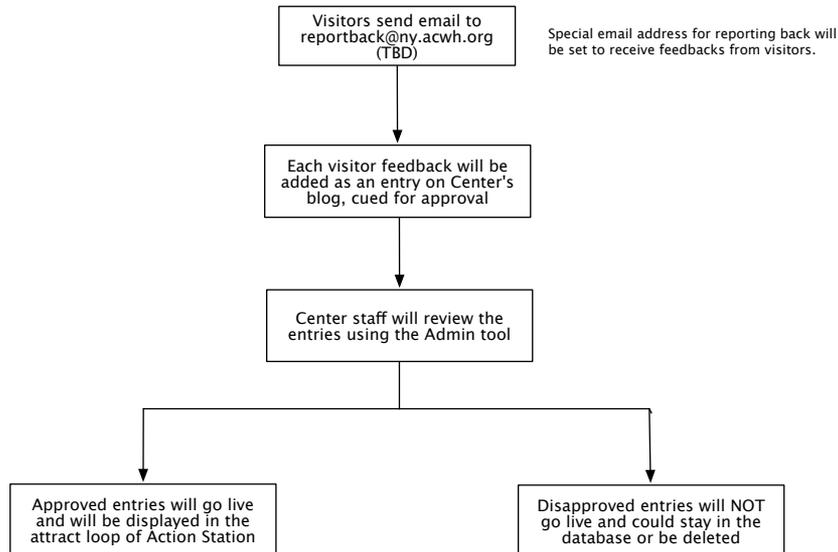
- Action ID number
- Headline/title (appears in the Menu view "SELECT TIME FRAME" & the Action Kit view "TAKE ACTION KIT")
- Short description of why taking this action is important
- Time frame (ONE MINUTE/ONE HOUR/ONE DAY....)
- Action Type
- Availability of the action - at the center and/or on the website
- Associated keywords/tags (i.e. Audience types, issues/topics, regions/countries....)
- Starting/ending date
- Action Steps (Suggested number of steps: 1~3)
- Action Kit URL (generated programmatically)

AC08. ACTION STATIONS ADMIN SYSTEM FLOWCHART

Visitor Feedback Blog/RSS Feed Update Flow - Admin

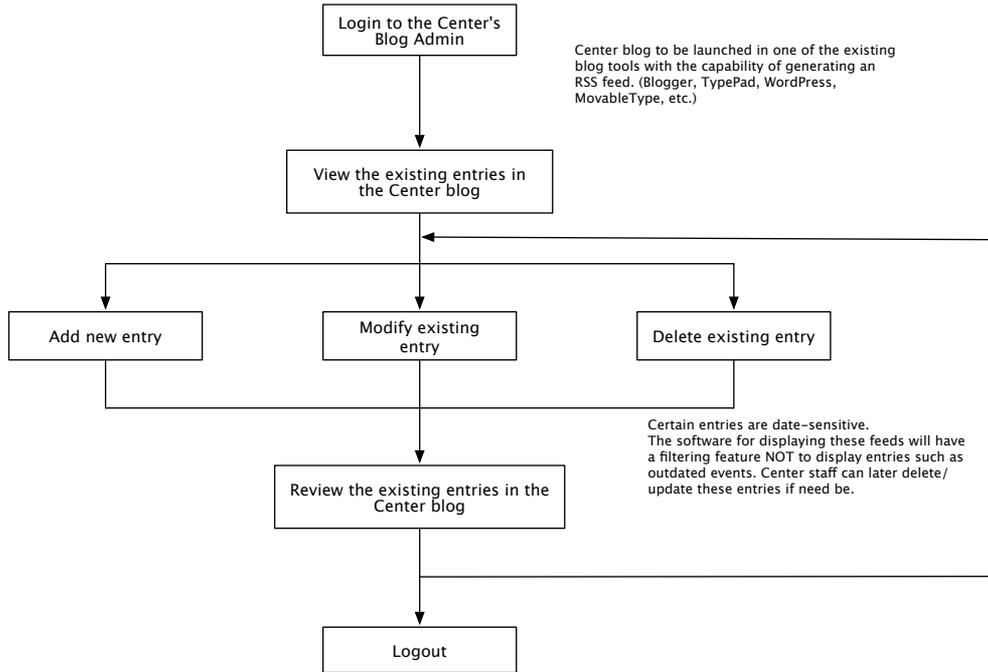


Visitor Feedback Blog/RSS Feed Update Flow - Visitors Reporting Back



AC08. ACTION STATIONS ADMIN SYSTEM FLOWCHART

Center Blog/RSS Feed Update Flow (Shared with Information Hub)



AC08. ACTION STATIONS WIREFRAMES**-000
ATTRACT SCREEN**

[FEED'S TIME STAMP SAMPLE] 15 Oct 2007 11:07:00 EST	
[HEADLINE&STORY SAMPLE] Farm Bill Negotiations Happening Now!	
The Farm Bill is about more than farms -- it has implications for everything about the way we eat, and so it affects every one of us.	
Now is the time to tell Congress that you want a Farm Bill that supports healthy, fresh, local food!	
Move the trackball to begin taking your action	
ACTION CENTER TO END WORLD HUNGER LOGO	Brought to you by the actions of [DONOR LOGO]

DESCRIPTION

The attract screen will display the headlines of the information feeds devoted to time-sensitive actions or events visitors can participate in, as well as visitor feedback and sponsorship credits. Each story will be presented for a fixed period of time, then fade into another story, cycling through all currently registered entries in the Center blog.

Visitors will move the mouse device (trackball/touch pad for the laptop) to exit the attract loop and to begin the activity.

POSSIBLE RSS FEEDS

Center's Actions and Events Alerts
(URL TBD)

Center's Visitor Feedback Blog/Rss Feeds
(URL TBD)

Reuters AlertNet- customized for the local news
<http://www.alertnet.org/>

Latest volunteer opportunities available in the local area
<http://www.idealists.org/>

ReliefWeb
<http://www.reliefweb.int/>
- headlines
- OCHA Situation Reports

**-010
SELECT THE TIME FRAME**

How much time do you have to give?

- ➡ ONE MINUTE
- ➡ ONE HOUR
- ➡ ONE DAY
- ➡ ONE WEEK
- ➡ ONE MONTH
- ➡ ONE YEAR
- ➡ ONE LIFETIME

[VISITOR REPORT BACK SAMPLE]

ACTION #73

Raise Money for Tsunami Survivors

[IMAGE FROM VISITOR]

My sister and I used empty applesauce jars and raised money for tsunami survivors in our hometown of Solesbury, Pa.
- **Nevin & McKenzie Rae, Solesbury, Pa.**

Other Visitors' Actions See More Actions

ACTION CENTER
TO END WORLD HUNGER
LOGO

TAKE ACTION

DESCRIPTION

This screen introduces the time frames of actions visitors can select. It also features a previous visitor's feedback, with image and text, to give visitors a sense of what others have done.

LOGIC NOTES

On pressing ONE MINUTE,
Go to ONE MINUTE MENU (AC08-020)

On pressing ONE HOUR,
Go to ONE HOUR MENU (AC08-030)

On pressing ONE DAY,
Go to ONE DAY MENU (AC08-040)

On pressing ONE WEEK,
Go to ONE WEEK MENU (AC08-050)

On pressing ONE MONTH,
Go to ONE MONTH MENU (AC08-060)

On pressing ONE YEAR,
Go to ONE YEAR MENU (AC08-070)

On pressing ONE LIFETIME,
Go to ONE LIFETIME MENU (AC08-080)

On pressing MORE,
See Other Visitors' Actions display section, which presents the next visitor feedback report.

**-060
SELECT ACTION: ONE MONTH MENU**

ONE MONTH
Select an Action:

[ACTION LIST SAMPLE - THIS IS NOT FINAL]

- ⇒ Action #10: Hold a Hunger Banquet.
- ⇒ Action #15: Start a book club.
- ⇒ Action #21: Organize a public film screening on an issue that matters to you.
- ⇒ Action #25: Organize a local food drive at your business, school, or community.
- ⇒ Action #36: Stop visiting restaurants for a month, and send the money to a hunger organization .
- ⇒ Action #49: Volunteer via the internet with the UN Online Volunteering Service.

BACK TO MENU

MORE =>

ACTION CENTER
TO END WORLD HUNGER
LOGO

TAKE ACTION

DESCRIPTION

This screen displays the list of actions available in the selected time frame. Each action item will have a unique action number with a headline / title.

LOGIC NOTES

On pressing MORE,
The List of actions will be updated with the next set of actions in the currently selected time frame.

On pressing each action,
Go to TAKE ACTION KIT (AC08-090 /-110 /-120)

On pressing BACK TO MENU,
Go to SELECT THE TIME FRAME (AC08-010)

AC08. ACTION STATIONS WIREFRAMES**-090
TAKE ACTION KIT: Actions to be taken at the station**

<p>ONE MINUTE Take Action</p> <p>[ACTION SAMPLE - THIS IS NOT FINAL] Stay informed and up-to-date on events happening worldwide, and on how you can make a difference.</p>	<p>BACK TO MENU</p>
<p style="text-align: right;">ACTION #65</p> <p>Sign up for Mercy Corps' Action Alert Newsletter</p> <ol style="list-style-type: none"> 1. Sign up to receive timely news, informative articles and commentary from around the globe from Mercy Corps. 2. Visit www.mercycorps.org/emailsignup.php to sign up now. 	<p>SEND ACTION KIT HOME</p> <p>I'M DONE FOR NOW</p>
<p>ACTION CENTER TO END WORLD HUNGER LOGO</p>	<p>TAKE ACTION</p>

DESCRIPTION

Each action will be explained in a very simple and concise manner, with instructions of how you can take the selected action. Visitors will be presented with the option of taking the action at the station immediately, or sending the action kit home via email.

This is a sample of the types of action that can be reviewed/learned at the station. The action can be taken at the Center or online immediately, such as by opening an external web link at the station, etc. Visitors have an option of taking these actions later by sending the kit home.

LOGIC NOTES

On clicking on action link available in the action kit,
Go to ACT NOW (AC08-100)

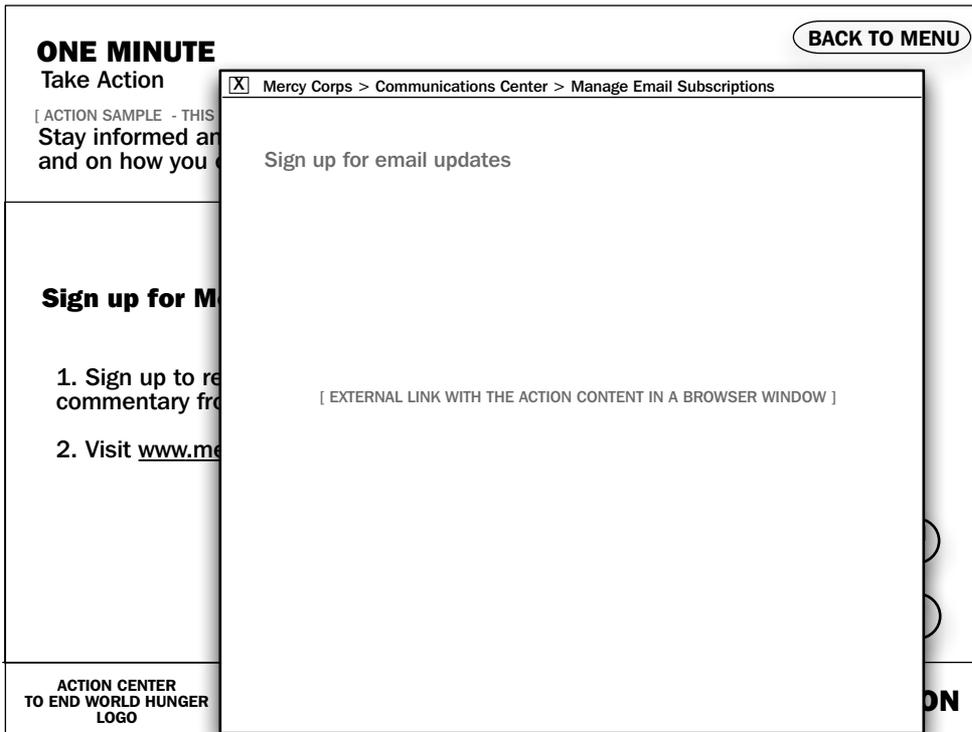
On pressing SEND ACTION KIT HOME,
Go to SEND ACTION KIT HOME (AC08-130).

On pressing I'M DONE FOR NOW,
Go to STAY CONNECTED (AC08-140)

On pressing BACK TO MENU,
Go to SELECT ACTION (AC08-020/-030/-040/-050/-060/-070/-080)

AC08. ACTION STATIONS WIREFRAMES

**-100
ACT NOW**



DESCRIPTION

For those actions that could be taken at the Action Station by visiting the related website, the external web link will open up in a new browser window for the visitor to take action immediately. Once they are done, visitors will close the browser window to return to the ACTION KIT page.

LOGIC NOTES

On pressing browser's close window button,
Go to TAKE ACTION KIT (AC08-090)

AC08. ACTION STATIONS WIREFRAMES**-110
TAKE ACTION KIT: Actions to be completed at the Information Desk**

<p>ONE HOUR Take Action</p> <p>[ACTION SAMPLE - THIS IS NOT FINAL] Fair trade ensures that workers are paid a decent wage and that products are produced in an environmentally-friendly way.</p>	<p>BACK TO MENU</p>
<p style="text-align: right;">ACTION #23</p> <p>Find out whether your favorite retailer sells fair trade products.</p> <ol style="list-style-type: none"> 1. Many major stores carry fair trade products. Ask your local store what fair trade products are available. 2. For more fair trade products, visit our gift shop 3. To find out more about fair trade, visit www.transfairusa.org 	<p>SEND ACTION KIT HOME</p> <p>I'M DONE FOR NOW</p>
<p>ACTION CENTER TO END WORLD HUNGER LOGO</p>	<p>TAKE ACTION</p>

DESCRIPTION

Each action will be explained in a very simple and concise manner, with instructions of how you can take the selected action. Visitors will be presented with the option of taking the action at the station immediately, or sending the action kit home via email.

This is a sample of the types of action that can only be reviewed/learned at the station. The action can be taken at the Center or online immediately such as by visiting the gift shop at the Center or opening an external web link at the station. Visitors have an option of taking these actions later by sending the kit home.

LOGIC NOTES

On clicking on the link available in the action kit,
Go to ACT NOW (AC08-100)

On pressing SEND ACTION KIT HOME,
Go to SEND ACTION KIT HOME (AC08-130).

On pressing I'M DONE FOR NOW,
Go to STAY CONNECTED (AC08-140)

On pressing BACK TO MENU,
Go to SELECT ACTION (AC08-020/-030/-040/-050/-060/-070/-080)

AC08. ACTION STATIONS WIREFRAMES**-120**
TAKE ACTION KIT: Actions to be completed only by sending kit home

<p>ONE LIFETIME Take Action</p> <p>[ACTION SAMPLE - THIS IS NOT FINAL] The emissions created by burning fossil fuels in America for transportation contribute 32% of annual carbon emissions in the world.</p>	<p>BACK TO MENU</p>
<p style="text-align: right;">ACTION #8</p> <p>Walk or ride bike to work or school.</p> <ol style="list-style-type: none"> 1. Find an alternative way of reaching your destinations. 2. Convince your friends and co-workers to join you. 	<p>SEND ACTION KIT HOME</p> <p>I'M DONE FOR NOW</p>
<p>ACTION CENTER TO END WORLD HUNGER LOGO</p>	<p>TAKE ACTION</p>

DESCRIPTION

Each action will be explained in a very simple and concise manner, with instructions of how you can take the selected action. Visitors will be presented with the option of taking the action at the station immediately, or sending the action kit home via email.

This is a sample of the types of action that can only be reviewed/learned at the station. Visitors can pursue them once they leave the Center, and/or send home the kit and take action later.

LOGIC NOTES

On clicking on the link available in the action kit,
Go to ACT NOW (AC08-100)

On pressing SEND ACTION KIT HOME,
Go to SEND ACTION KIT HOME (AC08-130).

On pressing I'M DONE FOR NOW,
Go to STAY CONNECTED (AC08-140)

On pressing BACK TO MENU,
Go to SELECT ACTION (AC08-020/-030/-040/-050/-060/-070/-080)

**-130
SEND ACTION KIT HOME**

GET AN ACTION KIT

We will send you the Action Kit to the e-mail address provided below...

ACTION #65: Sign up for Mercy Corps' Action Alert Newsletter

Your information

Email Address: * required field

First Name:

Last Name:

Zip Code:

Country:

Would you like to receive the email updates from the Action Center to End World Hunger?

YES NO

**ACTION CENTER
TO END WORLD HUNGER
LOGO**

TAKE ACTION

DESCRIPTION

Each action kit can be sent home via email. Visitor's email address is required to complete the process.

LOGIC NOTES

On pressing SEND,
Go to SEND ACTION KIT HOME (AC08-130).

On pressing I'M DONE FOR NOW,
Go to STAY CONNECTED (AC08-140)

AC08. ACTION STATIONS WIREFRAMES**-140
STAY CONNECTED**

THANK YOU.

Thank you for taking action!

Please share your actions and experiences with us and stay connected with the Action Center!

To report back your story, go to <URL to come> and click on <REPORT BACK ?? > and submit your report on the action you took.

To learn more about taking more actions, please visit <URL to come>

TAKE
ANOTHER ACTION
I'M DONE

SPONSOR ACKNOWLEDGMENT
[THE ACTION STATION IS BROUGHT TO YOU BY....]

ACTION CENTER
TO END WORLD HUNGER
LOGO

TAKE ACTION

DESCRIPTION

At the end of each Take Action flow, visitors will be instructed on how to report back to share their actions with others, and how to inquire regarding the action kits or any related issues.

Once the visitor reaches to this screen, the system will send to the database for tracking purposes the ID number of the action that was taken by the visitor.

LOGIC NOTES

On pressing TAKE ANOTHER ACTION,
Go to SELECT TIME FRAME (AC08-010).

On pressing I'M DONE,
Go to ATTRACT SCREEN (AC08-000)

**-150
ACTION KIT EMAIL**

[SCRIPT SAMPLE - THIS IS NOT FINAL]

To: visitor@myemail.com

From: takeaction@acwh.org

Thank you for taking action to end world hunger!
Below is the Action Kit you have chosen to send to your home.

**ACTION #23:
Find out whether your favorite retailer sells fair trade products.**

- 1. Many major stores carry fair trade products. Ask your local store what fair trade products are available.
- 2. For more fair trade products, visit our gift shop
- 3. To find out more about fair trade, visit www.transfairusa.org

[Click here to view the Action Kit online.](#)

To find out more about this and other actions, please visit: www.acwh.org/takeaction/

If you have any question regarding the action, please email us to: action_inquiries@acwh.org

Thank you for your continued support,
Action Center to End World Hunger

This message is being sent to you as a result of your request to the Take Action Kit email system.

DESCRIPTION

An email is sent to the visitor's email address. Inside the email, visitor will find the action instructions as well as the report back instructions with links to the Center website for further information.

LOGIC NOTES

Each Action Kit contains a description and a link to the online version of the Action Stations'.

The link to the Action Center website to learn more about actions is available.

The email address for sending inquiries to the Center staff is available.

TAKE ACTION

How much time do you have to give?



one minute



one hour



one day



one week



one month



one year



one lifetime



one day

**RAISE MONEY FOR
TSUNAMI SURVIVORS**

“My sister and I used empty applesauce jars and raised money for tsunami survivors in our hometown of Solesbury. People really needed help.”

Nevin & McKenzie Rae, Solesbury, Pa.



ACTION #73

OTHER VISITORS' ACTIONS

SEE MORE ACTIONS



ACTION CENTER
TO END WORLD HUNGER

AC08. ACTION STATIONS SCREEN SAMPLES

-090

TAKE ACTION KIT: Actions to be taken at the station

TAKE ACTION

one minute
Stay informed and up-to-date on events happening worldwide, and on how you can make a difference.

SIGN UP FOR MERCY CORPS ACTION ALERT NEWSLETTER

ACTION #65

1. Sign up to receive timely news, informative articles and commentary from around the globe from Mercy Corps.
2. Visit www.mercycorps.org/emailsignup.php to sign up now.

SEND ACTION KIT HOME **I'M DONE FOR NOW**

ACTION CENTER TO END WORLD HUNGER

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 11/21/2007

ACTION CENTER
 TO END WORLD HUNGER

AC08. ACTION STATIONS SCREEN SAMPLES

-130
SEND ACTION KIT HOME

TAKE ACTION

Get an Action Kit

We will send the Action Kit to the e-mail address provided below...

SIGN UP FOR MERCY CORPS ACTION ALERT NEWSLETTER

ACTION #65

Your information

E-mail address:

First Name:

Last Name:

Zip Code:

Country:

SEND

 CANCEL

ACTION CENTER TO END WORLD HUNGER

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11/21/2007

ACTION CENTER
TO END WORLD HUNGER

AC08
Action Stations
Screen Samples

AC08 ACTION STATIONS

Graphics

AC08.G1

Action Stations / Area Identification

2 sets of 4 (total of 8)

Image: none

Text: Action (repeats)

AC08.G4.1 to AC08.G4.4

Action Stations (columns) / Attract Message

Total quantity: 7

2 unique messages for 3 columns

1 unique message for 1 column

Image: none

Sample text:

If you have one minute

If you have one lifetime

(different time period pair for each column)

Control Room

Exhibition Area

Equipment List

System Name: Action Stations

System Number: AC08.S01-S08

Quantity: 8

Ref. Code	Qty	Description	Suggested Equipment Manufacturer	Make Model #
LCOMP1	8	Laptop Computer	Panasonic	Toughbook 30
CAM1	16	Webcam	Logitech	QuickCam® Communicate Deluxe
SECR1		Security Brackets	TBD	TBD
CABLE1	8	Cabling	NA	NA



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ACTION CENTER
 TO END WORLD HUNGER

No. Issue Date

Date: 01/11/08
 Drawn By: JA / MC
 Scale: NONE
 Phase: 100% FD

ACTION STATIONS
SCHEMATIC SYSTEMS DESIGN

Job Number: 05501-0A
 Drawing Number: AC08.S01

AC09 SITEWIDE DISPLAY SYSTEM

OVERVIEW

Various display systems enable the Center to display different types of objects and informational graphics. This allows a great deal of versatility and flexibility, and is designed for ease of use. The system includes the following elements:

Artifact Cases

Each of the three large and two small Artifact Cases stands on the floor. Echoing the materials and design of the Training Towers, the base of each case consists of an open aluminum tubing framework fitted with perforated aluminum fill panels. The base is crowned with a clear, five-sided Plexiglas top attached with security screws, to ensure the artifact inside remains dust-free and tamper-proof. If the artifact is to be touched or used by visitors, the Plexiglas top can be removed. Each case is fitted with a label that identifies and explains the contents.

Retail Display System

Adjacent to the Action Station, the Fair Trade items that visitors are invited to purchase are displayed on two tables and eight free-standing shelving units. Each of the eight shelving units is 7' in height and includes four adjustable shelves. The tables and shelving units are made of salvaged material obtained from a New Orleans workshop, set up in conjunction with Mercy Corps to provide jobs and help restore the local economy in the wake of Hurricane Katrina.

Rolling Storage

Visiting school groups temporarily stow their belongings in two storage units made of wood and equipped with wheels for easy movement. Each unit is 5' high, 4' long, and 27" deep. Each has 30 cubicles (15 on one side of the unit, 15 on the other) large enough to accommodate a school backpack and a folded jacket or coat.

Light Boxes

To activate the Action Center's exterior façade at night, a series of posters mounted on two-sided light boxes are displayed in the Center's windows. The posters feature eye-catching images and action-oriented text, which inform visitors of some of the actions they can take to help the fight to end world hunger. Because each poster / light box is illuminated on the side facing the Center's interior, they're also visible to guests during nighttime events. All of the posters are easily updatable and can be changed frequently.

AC09 SITEWIDE DISPLAY SYSTEM

Graphics

AC09.G1 to AC09.G1.6

Display System / Artifact information

6 Artifact Labels, with final text TBD based on item selection

Sample image: woman using Lifestraw

Sample text:

The Lifestraw

The Lifestraw purifies water as it's sipped, effectively killing such waterborne organisms as Shigella, Salmonella, Staphylococcus Aureus, and E .Coli, which cause life-threatening Diarrhea, Dysentery, Typhoid, and Cholera. For those living in situations where they do not have access to clean water and sanitation, the Lifestraw can be lifesaving.

Designed by Danish innovator Torben Vestergaard Frandsen, the 10-inch straw contains internal filters and an iodine impregnated chamber, which remove bacteria, parasites and small particles from the water as it passes through the straw. At less than \$15, the Lifestraw is an example of how inexpensive solutions can make a major impact.

AC09-G2

Display System / Retail / Area Identification

16 identical signs

Image: none

Text: Fair Trade

AC09-G3.1 to AC09-G3.16

Display System / Retail / Product Identification

16 Product Identification graphics, each with unique text TBD based on item selection

Sample image: none

Sample text:

Sri Lanka

Handmade Hats by the Women's Collective of Colombo, Sri Lanka

\$15 each

AC09-G4.1

LEED information / Overview

Image: none

Sample text:

We're more than green – we're platinum

The Action Center to World Hunger has been designed and constructed to meet standards set by the United States Green Building Council's Leadership in its Energy and Environmental Design Green Building Rating System (LEED). This

program has given the Action Center's environmentally-friendlier design a Platinum LEED rating, based on a host of key factors.

These factors include the Action Center's location in a place that's easily accessible on foot, by bicycle, and by multiple modes of public transportation; its utilization of optimized energy performance; its extensive use of daylight to illuminate a substantial part of the interior; and its physical construction that makes use of recycled and eco-friendly materials, regionally extracted and manufactured materials, and low-emitting materials. The result is a place that's not only dedicated to helping end world hunger, but better for our environment.

AC09-G4.2

LEED information / Action Center materials

Image: none

Sample text:

We're made of friendlier stuff

The Action Center to End World Hunger has been designed to lessen the negative impact that buildings typically have on our environment. From the start, it was envisioned to conform to the earth-friendly guidelines outlined in the Leadership in Energy and Environmental Design Green Building Rating System developed by the United States Green Building Council. Look around and you'll see features constructed, in whole or in part, of materials that took less energy to create and transport, are made of safer substances, and that create a healthier environment for everyone who visits.

Our lighting is designed to use as little energy as we can, while allowing visitors to explore the Action Center safely. Our benches, retail table, and shelving are made from recycled materials and constructed by the Old City Business Center, a deconstruction and reconstruction carpentry workshop in New Orleans, sponsored by Mercy Corps, where local residents have found steady work repurposing materials abandoned during Hurricane Katrina. Even the plastic used in the Action Center is eco-friendly wherever possible. The result is a place that leaves a smaller footprint on our environment, and helps make our world a healthier place to be.

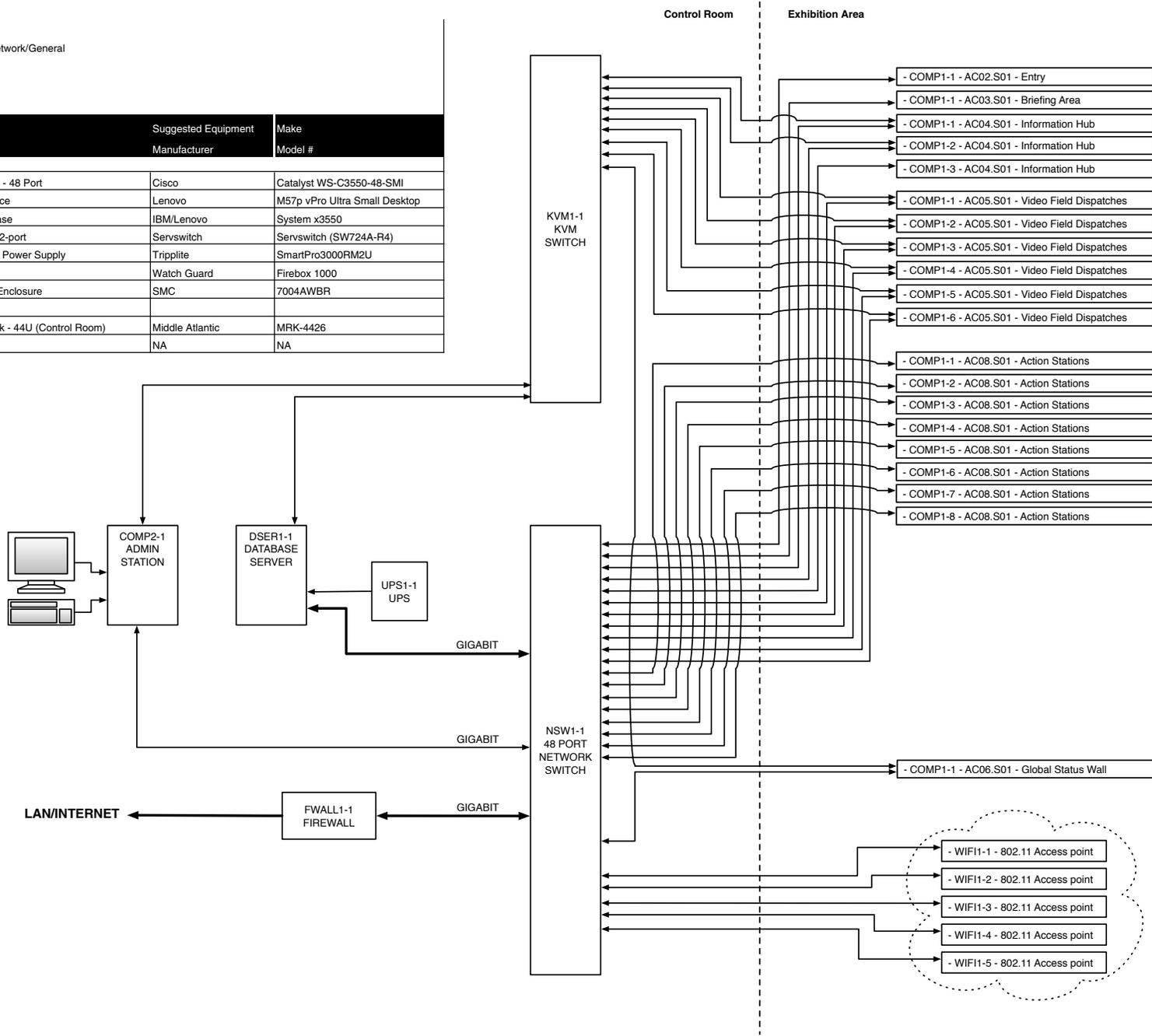
Equipment List

System Name: Sitewide Systems - Network/General

System Number: AC10.S01

Quantity: 1

Ref. Code	Qty	Description	Suggested Equipment Manufacturer	Make Model #
NSW1	2	Network Switch - 48 Port	Cisco	Catalyst WS-C3550-48-SMI
COMP2	3	Computer - Office	Lenovo	M57p vPro Ultra Small Desktop
DSER1	1	Server - Database	IBM/Lenovo	System x3550
KVM1	2	KVM Switch - 12-port	Servswitch	Servswitch (SW724A-R4)
UPS1	2	Uninterruptable Power Supply	Tripplite	SmartPro3000RM2U
FWALL1	1	Firewall	Watch Guard	Firebox 1000
WIFIR1	5	WiFi Router w/Enclosure	SMC	7004AWBR
RACK1	2	Equipment Rack - 44U (Control Room)	Middle Atlantic	MRK-4426
CABLE1	1	Cabling	NA	NA



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No. Issue Date

Date: 01/11/08
 Drawn By: JA / MC
 Scale: NONE
 Phase: 100% FD

SITE WIDE
 SCHEMATIC
 SYSTEMS
 DESIGN

Job Number: 05501-0A
 Drawing Number: AC10.S01

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No. Issue Date

Date: 01/11/08
 Drawn By: JA / MC
 Scale: NONE
 Phase: 100% FD
 Title:

SITE WIDE
 SCHEMATIC
 SYSTEMS
 DESIGN

Job Number: 05501-0A
 Drawing Number: AC10.S02

Control Room

Exhibition Area

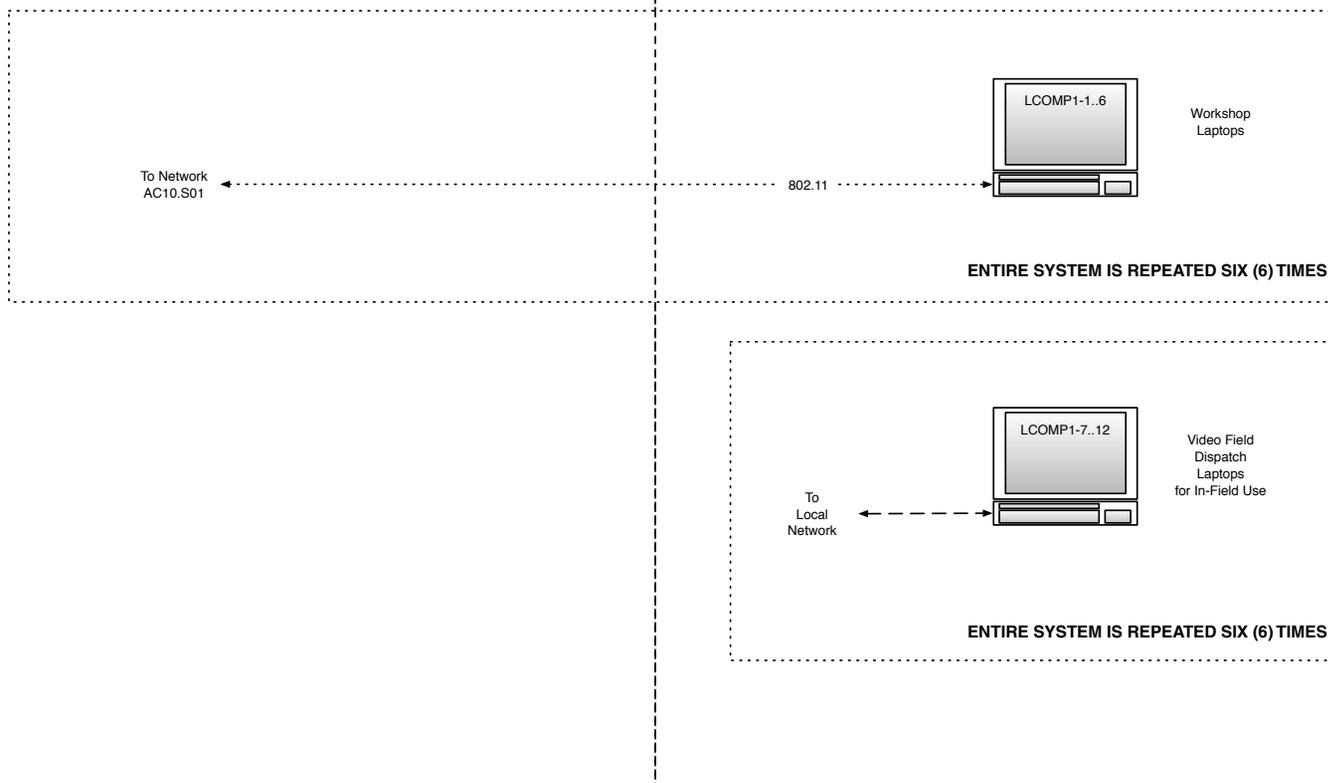
Equipment List

System Name: Sitewide Systems - Laptop Computers

System Number: AC10.S02

Quantity: 1

Ref. Code	Qty	Description	Suggested Equipment Manufacturer	Make Model #
LCOMP1	12	Laptop Computer	Panasonic	Toughbook 30
CAM1	6	Webcam	Logitech	QuickCam® Communicate Deluxe



Appendix One

*Mercy Corps Web Accessibility Priorities**Page 1 of 5*

Mercy Corps Web Accessibility Priorities

Alistair Davidson

This report details the most important changes we can make to mercycorps.org to increase its accessibility, with the aim of treating users who access our site through assistive technologies as first-class citizens, and complying with disability discrimination laws.

These changes are explained from a technical perspective, with specific examples from the site of what must be changed to achieve the above aim. It should be noted, however, that the feasibility in terms of person-hours and difficulty of implementing these changes has not been examined in this report.

The quoted points are from the W3C Web Accessibility Initiative's Web Content Accessibility Guidelines version 1.0. This can be found in full at <http://www.w3.org/TR/WCAG10/full-checklist.html>. All points in this document are priority 1 or 2 according to the WCAG; priority 3 compliance is of course less urgent. W3C WAI is currently developing WCAG v2.0, however this new standard is still at the drafting stage and WCAG 1.0-compliant sites should require few, if any, changes to comply with WCAG 2.0.

Text Alternatives to Visual Elements and Cues

“1.1 Provide a text equivalent for every non-text element (e.g., via "alt", "longdesc", or in element content). This includes: images, graphical representations of text (including symbols), image map regions, animations (e.g., animated GIFs), applets and programmatic objects, ASCII art, frames, scripts, images used as list bullets, spacers, graphical buttons, sounds (played with or without user interaction), stand-alone audio files, audio tracks of video, and video.”

All images and other non-textual elements should have alt text attributes.

The image map at the top-left of our page is the most glaring example of this. It should have “Mercy Corps Home” or similar as alt text.

Spacer images, decorative images, and other images that do not convey important information should have alt="", as otherwise a screenreader will read out the image file name.

Photographs in stories should have alt="" unless what they convey is not contained in the story text. If they do convey information that is not contained in the text, this

Appendix One

*Mercy Corps Web Accessibility Priorities**Page 2 of 5*

information should be stated in text – note that this is different from describing the picture. A screenreader user will probably be annoyed by hearing “A picture of a Sudanese man standing in a flooded village”. “Villages in Sudan are flooded by as much as two feet of water” would be a better description. In such cases, the image’s position in the HTML must be such that the text fits with the flow of the article.

Images used to display text in a particular style should have alt text that is the same as the text they display. For example the “Donate” button on the blue box. Ideally, these should be entirely replaced with text equivalents

Images used as headings should have alt text that is the same as the heading text, and the image should be placed between <h> tags to indicate that this is a heading. This may necessitate using CSS to suppress the <h> margins. This applies to the bars on our front page. Ideally, these should be entirely replaced with text equivalents

Functional images such as maps and graphs should have alt text that explains fully what the image conveys, for example “There was an increase in funding of \$1 million from January 2006 to May 2006 followed by a fall of \$500,000...” and so on. In the case of our “90% efficient” pie chart, we are probably best having alt = “”, as the relevant information is already conveyed by the text.

Browser support for longdesc is inconsistent and hence this should be only used as a supplement to alt text.

“13.1 Clearly identify the target of each link.”

Either the text of a link must explain where it leads when taken out of context, or the title attribute should be employed to explain where the link leads. Our “read more” links should include “title = STORY TITLE” as an attribute.

“10.2 Until user agents support explicit associations between labels and form controls, for all form controls with implicitly associated labels, ensure that the label is properly positioned.**12.4 Associate labels explicitly with their controls.”**

This is not currently done in the Donate widget. “Program/Issue” should be inside a label tag, for example: <label for = “ID OF PROGRAM BOX”>Program/Issue</label>. Point 10.2 is somewhat dated; modern browsers support the label tag – the exception is Safari 1.0 for Mac.

“1.3 Until user agents can automatically read aloud the text equivalent of a visual track, provide an auditory description of the important information of the visual track of a multimedia presentation.

Appendix One

*Mercy Corps Web Accessibility Priorities**Page 3 of 5***1.4 For any time-based multimedia presentation (e.g., a movie or animation), synchronize equivalent alternatives (e.g., captions or auditory descriptions of the visual track) with the presentation.”**

Self-explanatory; this should be done with all video and audio files – we don't have too many.

CSS**“6.1 Organize documents so they may be read without style sheets.**

For example, when an HTML document is rendered without associated style sheets, it must still be possible to read the document.”

The Royal National Institute for the Blind, <http://www.rnib.org.uk>, advises structuring the site so that the navigation is at the bottom of the HTML – it can of course be positioned anywhere for visual users by CSS. A “jump to site navigation” link should then be provided at the top of the page. An alternative is to keep the navigation positioned at the top of the html, and add a “jump to content” link as the first link on the page.

Similar consideration should be given to the leftnav (rightnav the case of Silent Disasters) – these will need separate “jump to topic navigation” links.

We should move all formatting into CSS files. We should stop using tables for layout, because this will clarify the structure of our HTML files. It is also best practise for web design in general, and provides innumerable side benefits.

“3.4 Use relative rather than absolute units in markup language attribute values and style sheet property values.”

This is very important; partially-sighted users need the ability to resize text. At present, our site fares relatively well vertically, but does not scale horizontally with text size increases. All sizes and positions should be expressed in “em”s, giving the user control over element size. In addition to helping the partially-sighted, this will make us more compatible with mobile browsing devices.

<http://blue-anvil.com/archives/going-elastic-with-ems-layout-techniques> has an excellent guide on converting a pixel-based layout to an em-based layout.

“5.3 Do not use tables for layout unless the table makes sense when linearized. Otherwise, if the table does not make sense,

Appendix One

*Mercy Corps Web Accessibility Priorities**Page 4 of 5*

provide an alternative equivalent (which may be a linearized version).”

The easiest way to solve this problem is to follow industry best practise and use CSS positioning. We should pay close attention to the order of content in the page when the stylesheet is removed.

“11.2 Avoid deprecated features of W3C technologies.”

We should audit to ensure that we do not use , or the color attribute to name but two. All formatting should be contained in CSS.

Scripting and DHTML

“6.3 Ensure that pages are usable when scripts, applets, or other programmatic objects are turned off or not supported. If this is not possible, provide equivalent information on an alternative accessible page.”

The most common JavaScript on the site is that used for expansion of leftnav menus; as click on the menu title takes you to a page with a full list, this script does not present a problem.

The monthly giving page fails this test; with JavaScript disabled, the only way to access the individual programmes is through the FAQ. Links should be provided that will allow a user without JavaScript to access the programs from the main MG page. There is also no way to use the “join now” buttons on the programme pages; non-JavaScript alternatives should be provided – this can be done using the <NOSCRIPT> tag. The “programs” link on the leftnav should, when JavaScript is disabled, lead to a page with an accessible list of link to the programs.

In future, all new pages should be checked by a browser with JavaScript turned off prior to deployment.

“6.4 For scripts and applets, ensure that event handlers are input device-independent.”

A good example for changes required by this point is the monthly giving page. The programs at the bottom use onmouseover(). Onfocus() should produce the same results as onmouseover(), to give equal access to keyboard users.

“9.2 Ensure that any element that has its own interface can be operated in a device-independent manner.”

Appendix One*Mercy Corps Web Accessibility Priorities**Page 5 of 5*

Where we fall down on this is the DHTML menus – a site map could solve the problem, or clickable menu titles.

“6.5 Ensure that dynamic content is accessible or provide an alternative presentation or page.”

For example, ensuring that our DHTML menus can also be accessed by clicking on the menu title.

Document Structure**“3.5 Use header elements to convey document structure and use them according to specification.”**

<h1> should technically only be used for the main heading of a page, <h2> for lesser headings (for example story titles in a list of stories), etc. We fail to do this, as do many sites. This is harmful to screenreader users, as it removes their ability to browse the page hierarchically.

“13.3 Provide information about the general layout of a site (e.g., a site map or table of contents).”

We should provide a text-only sitemap.

“10.1 Until user agents allow users to turn off spawned windows, do not cause pop-ups or other windows to appear and do not change the current window without informing the user.”

External links are opened in new windows; we should ensure the user is aware of this before they click.