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**Promotion for good health and well-being in
marginalized settings in South Africa**

A documentation film

Master Thesis
Submitted to the Department of Sport, Exercise and Health (DSBG)
at the University of Basel

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Basel, 12th October 2021

Acknowledgement

First of all, I want to thank my supervisor Dr. Ivan Müller. Due to his warm and open manner, I felt welcome in the team from the very beginning. For his indispensable support with the film project but also for important background information for the development of the story I am extremely grateful. When it became clear that we would not be able to go to South Africa, he ensured that I would still be able to complete my master's thesis.

Without the first idea of Prof. Dr. Uwe Pühse, Head of Department of Sport, Exercise and Health, UNESCO Chair holder and Principal Investigator of the *KaziBantu* project, this film project would never have come into existence. I thank him very much for the trust in me to bring such a film project to life and the possibility to do my master thesis in such a great UNESCO Chair team.

I would also like to express my gratitude to Prof. Dr. Cheryl Walter, Head of Human Movement Science Department and UNESCO Co-Chair Holder and her team for giving us an inside view of the situation on site and for important feedback on the main story. This way, we knew we were well prepared and could count on the full support of our South African colleagues.

Finally, I could not have imagined a better project partner than Jeannine Borer. With her incredibly broad knowledge and experience, she supported me every step of the way. Like all of the people mentioned above, she was incredibly flexible and helped move the project forward. Without her connections in the television industry, our idea would have been nipped in the bud. I thank her for her incredible support in every respect.

Abstract

Background

The UNESCO Chair's research group on '*Physical Activity and Health in Educational Settings*' aims to contribute to research to alleviate the double burden of disadvantaged communities in low and middle income countries (LMICs) through the main projects *KaziBantu* and *KaziAfya*. The aim of this practice-oriented Master's thesis is to illustrate the work of the UNESCO Chair and to document the work of this international research cooperation among marginalised communities through a documentary film: 'Promotion for good health and well-being in marginalized settings in South Africa'.

Methods

For the development of the storyline and storyboard, many rounds of revisions were made with researchers from Nelson Mandela University (NMU). From the initial idea, the Swiss and South African teams had the opportunity to give feedback and develop the final storyboard together. In this way, the different needs and possibilities could be taken into account to produce the most suitable product for Telebasel.

Results

The final result differed from the planned documentary in the sense that the COVID-19 pandemic made it impossible for the film crew to travel to South Africa where filming would have taken place. Therefore, an alternative documentary was developed using footage already produced in recent years.

Conclusions

The documentary is a complement to the short videos already available. It gives the viewer a deeper understanding of the topic and the needs of teachers living in disadvantaged communities in terms of a teaching tool for schoolchildren (*KaziKidz*) and one for teachers (*KaziHealth*). Since the documentary was produced with footage that already existed and should a next film team be asked to document the activities of the University of Basel-NMU UNESCO Chair in the future, they can build on the short documentary developed here.

Zusammenfassung

Hintergrund

Die Forschungsgruppe des UNESCO-Lehrstuhls zum Thema ‘*Körperliche Aktivität und Gesundheit in Bildungssettings*’ hat zum Ziel durch die Hauptprojekte *KaziBantu* und *KaziAfya* einen Beitrag zur Forschung zu leisten, um die Doppelbelastung benachteiligter Gemeinschaften in Ländern mit niedrigem und mittlerem Einkommen (LMICs) zu lindern. Das Ziel dieser praxisorientierten Masterarbeit ist es, die Arbeit des UNESCO-Lehrstuhls zu veranschaulichen und die Arbeit dieser internationalen Forschungskooperation unter marginalisierten Gemeinschaften durch einen Dokumentarfilm ‘Promotion for good health and well-being in marginalized settings in South Africa’ darzustellen.

Methoden

Für die Entwicklung der Storyline und des Storyboards wurden viele Überarbeitungsrunden mit Forschern der Nelson Mandela Universität (NMU) durchgeführt. Von der initialen Idee an hatten die schweizerischen und südafrikanischen Teams die Möglichkeit, einander Feedback zu geben und das endgültige Storyboard gemeinsam zu entwickeln. Auf diese Weise konnten die unterschiedlichen Bedürfnisse und Möglichkeiten berücksichtigt werden, um das am besten geeignete Filmprodukt für Telebasel zu entwickeln.

Ergebnisse

Das Endergebnis wich vom geplanten Dokumentarfilm insofern ab, als dass die COVID-19-Pandemie es dem Filmteam verunmöglichte nach Südafrika zu reisen, wo die Dreharbeiten stattgefunden hätten. Daher wurde ein alternativer Dokumentarfilm entwickelt, bei dem bereits in den letzten Jahren produziertes Filmmaterial verwendet wurde.

Schlussfolgerungen

Der Dokumentarfilm ist eine Ergänzung zu den bereits verfügbaren Kurzvideos. Er vermittelt dem Zuschauer ein tieferes Verständnis des Themas und der Bedürfnisse von Lehrern, die in benachteiligten Gemeinden leben, in Form eines Sportlehrmittels für Schulkinder (*KaziKidz*) und eines Gesundheitsprogramm für Lehrer (*KaziHealth*). Da der Dokumentarfilm mit bereits vorhandenem Filmmaterial produziert wurde, kann ein nächstes Filmteam, das die Aktivitäten des UNESCO-Lehrstuhls der Universität Basel-NMU in Zukunft dokumentieren soll, auf dem hier entwickelten Kurzdokumentarfilm aufbauen.

Résumé

Contexte

Le groupe de recherche de la Chaire UNESCO sur '*l'activité physique et la santé dans les contextes éducatifs*' vise à contribuer à la recherche pour alléger le double fardeau des communautés défavorisées dans les pays à revenu faible et intermédiaire (PRFM) par le biais des projets principaux *KaziBantu* et *KaziAfya*. L'objectif de ce mémoire de Master orienté vers la pratique est d'illustrer le travail de la Chaire UNESCO et de documenter le travail de cette coopération internationale de recherche auprès des communautés marginalisées à travers un film documentaire 'Promotion de la santé et du bien-être dans milieux marginalisés en Afrique du Sud'.

Méthodes

Pour le développement du scénario et du story-board, de nombreuses révisions ont été effectuées avec des chercheurs de l'Université Nelson Mandela (NMU). À partir de l'idée initiale, les équipes suisse et sud-africaine ont eu l'occasion de donner leur avis et de développer ensemble le story-board final. De cette manière, les différents besoins et possibilités ont pu être pris en compte afin de produire le produit le plus adapté à Telebasel.

Résultats

Le résultat final diffère du documentaire prévu dans la mesure où la pandémie de COVID-19 a empêché l'équipe de tournage de se rendre en Afrique du Sud où le tournage aurait eu lieu. Par conséquent, un documentaire alternatif a été développé en utilisant des séquences déjà produites ces dernières années.

Conclusions

Le documentaire est un complément aux courtes vidéos déjà disponibles. Il permet au spectateur de mieux comprendre le sujet et les besoins des enseignants vivant dans des communautés défavorisées, grâce à un outil pédagogique pour les écoliers (*KaziKidz*) et un autre pour les enseignants (*KaziHealth*). Puisque le documentaire a été produit avec des séquences qui existaient déjà, si une prochaine équipe de tournage est invitée à documenter les activités de la Chaire UNESCO Université de Bâle-NMU à l'avenir, elle pourra s'appuyer sur le court documentaire développé ici.

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Abbreviations and Terms of Glossary

CVD	Cardiovascular disease
DASH	Disease, Activity and Schoolchildren's Health
DSBG	Department of Sport, Exercise and Health
GmbH	Gesellschaft mit beschränkter Haftung
HMS	Human Movement Science Department
<i>KaziBantu</i>	The <i>KaziBantu</i> project is a specially tailored school-based intervention programme aimed at consolidating the practice of physical education and ensuring the physical literacy and healthy active living of school children and teachers.
<i>KaziKidz</i>	Part of the <i>KaziBantu</i> project. Consists of physical education and health teaching resources for grade 1 to 7 learners.
<i>KaziHealth</i>	Part of the <i>KaziBantu</i> project. Consists on promoting health to teachers
<i>KaziAfya</i>	A research project investigating the effects of a school based intervention programme on growth, health, and well-being.
LMIC	Low- and middle-income countries
NCDs	Non-communicable diseases
NMU	Nelson Mandela University
PA	Physical Activity
SDG	Sustainable Development Goal
SRF	Swiss Radio and Television
SSAJRP	Swiss South Africa Joint Research Programme
Telebasel	Swiss regional television station
WHO	World Health Organization

1 Introduction

Based on the work of the UNESCO Chair on ‘*Physical Activity and Health in Educational Settings*’ with its research and teaching units at the University of Basel, Switzerland and the Nelson Mandela University in Gqeberha, South Africa, we aim to develop a documentary on ‘*Promotion for good health and well-being in marginalized settings in South Africa*’ for the Swiss Radio and Television (SRF) or a similar media platform as Telebasel.

The goal of this practice-oriented master thesis is to visualize the work of the UNESCO Chair on Physical Activity and Health in Educational Settings, mainly the KaziBantu project in the media. But not only the KaziBantu project with its two main products KaziKidz and KaziHealth will be discussed, but also the KaziAfya project and what makes this international research collaboration unique.

The format chosen for this film is a classic documentary. A documentary describes all non-fiction or factual films. The term intends to emphasize a particular quality of authenticity (Koebner, 2011). A documentary film shapes and interprets factual material in the purposes of education or entertainment. Now it is usually seen as a film in a television or radio program that gives facts and information about a subject (*documentary*, n.d.). As Carl Plantinga (2005) says, a documentary can be seen as subset of non-fictional films. This statement is based on the fact that a documentary is characterized by more aesthetic, social, rhetorical and/or political ambitions than a corporate, commercial or purely educational film (Plantinga, 2005). Our aim is to use a journalistic and critical approach to show the viewer in an authentic film how the implementation of an international research cooperation can take place.

2 Background and Project Activities

This film project is a small part of a long international collaboration between the Department of Sport, Exercise and Health at the University of Basel, Switzerland and the Human Movement Science Department from the Nelson Mandela University in South Africa.

The collaboration arose from a close diplomatic relationship between the two countries. The scientific exchange between Switzerland and South Africa and the field of research are a central area providing opportunity for both partners. In December 2007 the Scientific and Technological Cooperation Agreement was signed. This agreement established the Swiss South Africa Joint Research Programme (SSAJRP) to which the University of Basel and the Nelson Mandela University proposed a joint research program on *Disease, Activity and Schoolchildren's Health (DASH)*. The research project was accepted by the SSAJRP which led to funding with the intention to provide an impact to the community.

2.1 Disease, Activity and Schoolchildren's Health (DASH)

The collaboration between the Department of Sport, Exercise and Health at the University of Basel and the Human Movement Science Department from the Nelson Mandela University started with this DASH study in Gqeberha, South Africa, in 2014. An epidemiological investigation on intestinal parasite infections was conducted, which resulted in new local evidence on risk factors for diabetes and hypertension from disadvantaged communities in Gqeberha. In addition, cognitive performance, physical fitness and psychosocial health factors were measured in different townships for a three cross-sectional survey with a baseline and two follow-up measurements. (Yap et al., 2015) South African children's health and the ability to develop are at risk due to a dual disease burden. Not only do they suffer from parasitic infections, but also non-communicable diseases (NCDs) are rising. (Gerber et al., 2018) Especially in low- and middle-income countries (LMICs), NCDs rapidly increased due to the lack of physical activity (PA), malnutrition and disadvantaged lifestyle modifications (Lachat et al., 2013).

The DASH study tested 801 children from a low- and middle-income country over a period of two years from eight different schools. Focused on schools from disadvantaged neighborhoods the children had to perform different physical activities like a 20-m shuttle run test or a grip strength test. The study showed that children who accomplished the physical activity recommendations had lower BMI and body fat. The physically active children picked up more soil-transmitted helminths. Infected children were treated with anthelmintic drugs or referred to a local clinic (Yap et al., 2015) (Gerber et al., 2018).



Figure 1 The logo and quote of the DASH study (Source: DASH Research Team 2019).

Non-communicable diseases (NCDs) are the main cause of global death were 7 out of 10 leading causes of deaths in 2019 were non-communicable diseases (World Health Organization WHO, 2020). Hypertension is one of the major risk factors for cardiovascular disease, which in the end can lead to ischaemic heart disease and stroke. 16% of the world's total deaths are cause only by ischaemic heart diseases. In addition to the 8.9 million death in 2019 from ischaemic heart diseases, another 6.1 million people died in 2019 from a stroke (World Health Organization WHO, 2020) as seen in Figure 1.

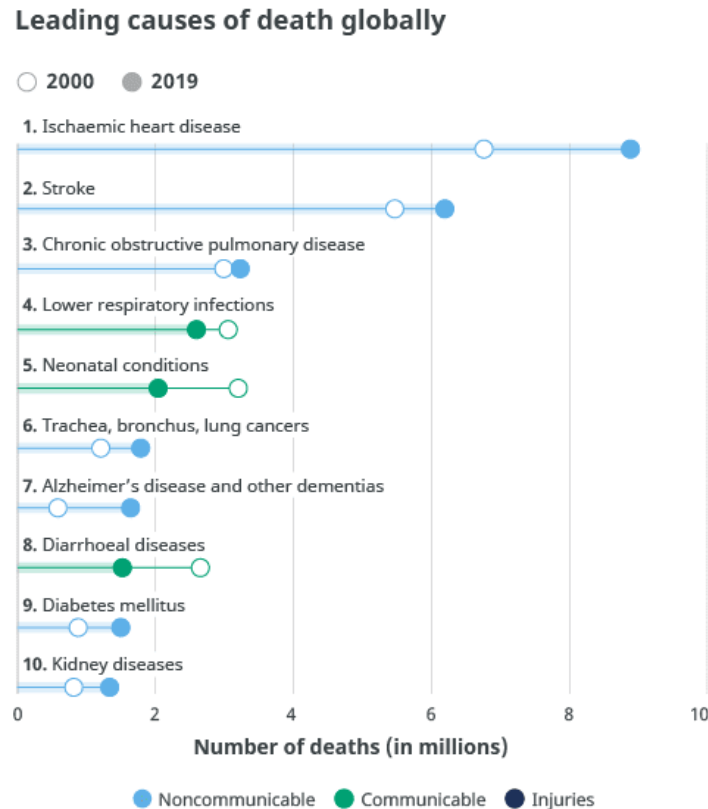


Figure 2 The top 10 causes of death (Source: WHO Global Health Estimates, 2020).

Based on the gained results from the DASH study, a health intervention together with local teachers and schools was designed to improve the health of their children. (Yap et al., 2015). To fight against non-communicable diseases like diabetes and hypertension in those schools a follow up project had to be designed. This way an overburden of the health care system with more NCDs cases can be prevented for the future. Healthy children will grow into a healthy community and therefore the help to prevent an overload of unhealthy adults that need treatment.

The health intervention needs led to the *KaziBantu* project with all its components. What the *KaziBantu* project is in detail will be explained on the following pages.

2.2 KaziBantu

The *KaziBantu* study aims to improve and promote healthy and active lifestyle. It is a school-based health intervention program among marginalized communities from Gqeberha. To reach this goal, the project implemented school-based health interventions like the *KaziKidz* toolkit to support children improve physical, health and nutrition education. The *KaziHealth* workplace is the complemented program for the teachers. Both of these interventions are aligned to address the double burden of infectious diseases and non-communicable diseases (NCDs), which nowadays are rapidly gaining importance (Müller et al., 2019).



Figure 3 Logo of the *KaziKidz* project (Source: *KaziKidz* Research Team 2021).

Based on the work from the Disease Activity and Schoolchildren's Health (DASH) project, *KaziBantu* is dedicated to bring sustainable changes to disadvantaged schools in low- and middle-income countries. Healthy schools lead to healthy communities. It is split into different subcomponents that focus on one or another main goal of the *KaziBantu* shown in Figure 4.

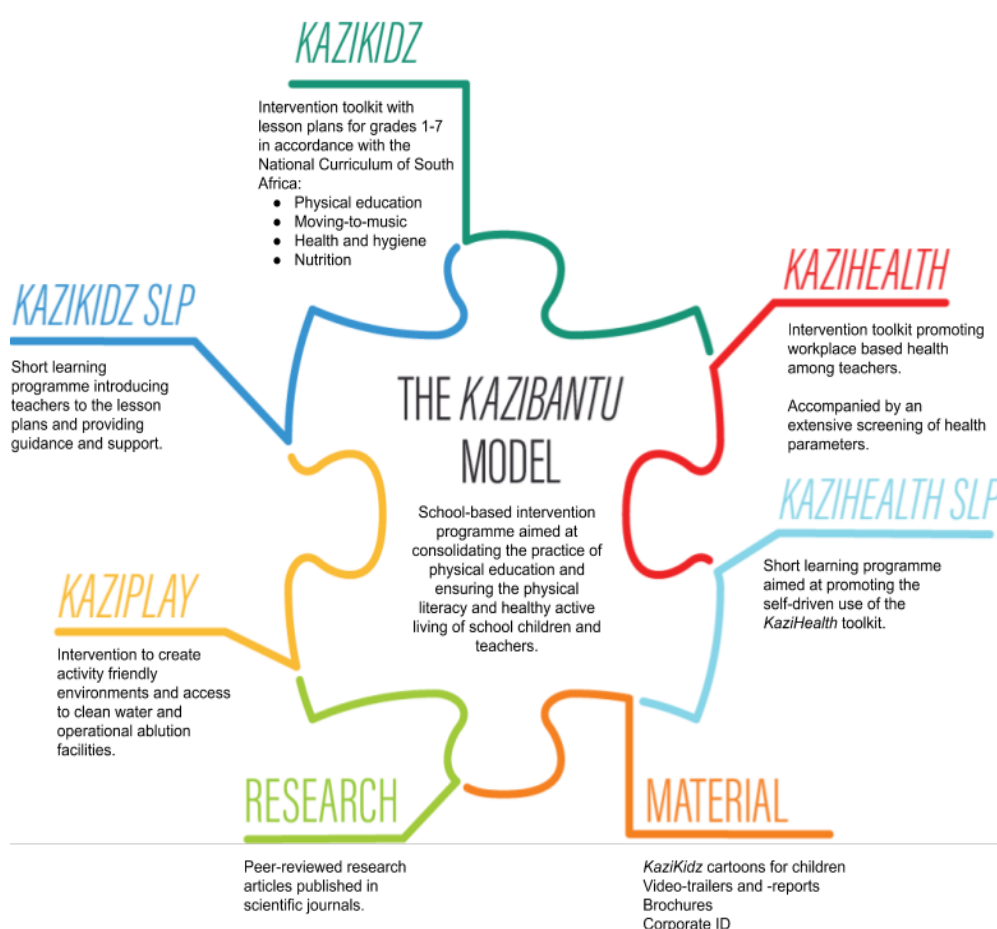


Figure 4 Overview on the *KaziKidz* project (Source: *KaziKidz* Research Team 2021).

2.3 KaziKidz

KaziKidz as the name already says, focuses on the learners. The research team developed and tested an intervention toolkit to promote physical education while the curriculum of South



Figure 5 Logo of the *KaziKidz* project (Source: *KaziKidz* Research Team 2021).

Africa should not be affected. The toolkit assists the teachers while learning the kids why physical education is important and provide lessons on, health and hygiene, moving-to-music and nutrition (Aebischer, 2018). The moving-to-music lessons are split into two categories. The creative-dance-lessons where the children learn different dance values like exploratory activities, self-determined movements, and creative group activities. The second category are action-song-lessons. Both are designed to fit into the creative art subject in the school curriculum and offer

the learners fun physical activities (Brügger, 2018).

In addition, the team developed interactive lessons on nutrition, health, and hygiene education. In those lessons the children learn what food is healthy and what is not. Why it is important, that they wash their hands and soil-transmitting helminth infections can be prevented. These topics are wrapped into posters, games, and cartoons to make the learning as fun and effective as possible (Hausner, 2018).

2.4 KaziHealth

Another big part of the *KaziBantu* project is the *KaziHealth* toolkit. The tool targets the role models in the school setting, the teachers. The program is designed for teachers in low-resource school settings to empower them with knowledge about healthy lifestyle, disease risk factors and psychosocial health. This way the teacher can be a better role model for the children and live a healthier and more active life.

The *KaziHealth* program contains five key steps. The program starts with an individual risk assessment where the health state is measured through blood pressure, blood glucose, cholesterol level, cardiorespiratory fitness, and stress



Figure 6 Work flow of the *KaziHealth* project (Source: *KaziHealth* Research Team 2021).

levels. This risk assessment is the base for a personal health profile where the teacher and

healthcare professionals can visually see the teachers state of health. Together they set personal goals in a face-to-face setting in step three and find out how they want to improve their individual health. After the coaching sessions the teachers work on their goals and self-monitor their health with the *KaziHealth mobile app*. Afterwards the achieved goals are evaluated, and a new personal health profile is measured to start the circle all over again. (Müller et al., 2019)

2.5 KaziAfya

KaziAfya is the sister project of *KaziBantu*. It is also a 2-year intervention that combines physical activity with multi-micronutrient supplementation. The aim of the study is to assess and compare the prevalence of infectious diseases, cardiovascular health, nutrition status,



Figure 7 The logo of the KaziAfya project
(Source: KaziAfya Research Team 2021).

growth and psycho-social health and determine associations between these variables. (Gerber et al., 2020). *KaziAfya* uses the same *KaziKidz* tool kit to implement physical activity as the *KaziBantu* project. The first data assessment shows that 24.2% of the 832 primary schoolchildren from grade 1 to 4 did not meet the current PA standards (Nqweniso et al., 2021). Physical activity does not only affect the health but also the academic performance of the learners. It has been

shown that schoolchildren from marginalized areas do perform worse than schoolchildren from higher socioeconomic parts of South Africa, especially among boys. In addition to the socioeconomic status, higher levels of cardiorespiratory fitness explain the majority of variance in academic achievements in girls. They could process information better and had a better inhibitory control of attention. These cognitive abilities were positive associated with higher grip strength in boys (Gerber et al., 2021).

At the moment the third and last data assessment is enrolled in South Africa. The film project is linked to this third data assessment of the *KaziAfya* program. This way we can show the documentary viewer how such data is evaluated and measured. We can get a behind the scenes view on how an international research team works in the field and what the difficulties of such a project are. The logistics behind testing many children in marginalized schools already takes a lot of planning and timing beforehand, some children from the beginning are not there anymore or communication in the team itself are just some obstacles to overcome.

2.6 3 Short Learning Programmes (SLP)

A big part to keep the effects of the intervention going and provide sustainability to the community three *Short Learning Programmes (SLP)* where developed. South African teachers are required to take annually continuing education classes. With the SLPs the teacher can acquire such points in the field of the *KaziBantu* project. The first learning programme taken by teachers is based on *KaziKidz*. Grade 1 to 3 learners are in a characteristic phase of development where physical activity and play is very important. The short learning programme

provides knowledge by introducing the *KaziKidz* teaching material with basic motor development and basic movement skills components. The second SLP focus on the intermediate and senior phase schoolchildren. Exercise is more skill-orientated here and more competitive. This short learning program provides in-service training to the teachers. The teachers learn how to adapt physical education to older learners and develop a lifelong joy towards physical activity. The third and last short learning programme is based on *KaziHealth*. Because many teachers suffer from high levels of stress, elevated blood pressure and blood glucose levels. The SLP provides different strategies to make behaviour changes for a healthier lifestyle. This way stress levels can be lowered, and mental health can be improved. (Gerber et al., 2021)

2.6 UNESCO Chair on Physical Activity and Health in Educational Settings

In April 2019 the research and teaching unit at the University of Basel, Switzerland and at the Nelson Mandela University in Gqeberha, South Africa had the honor to install a UNESCO Chair on “Physical Activity and Health in Educational Settings” with Prof. Dr. Uwe Pühse as Chair holder with his college Prof. Dr. Cheryl Walter as Co-Chair. This is part of the UNITWIN/UNESCO Chairs programme, which promotes international cooperation between universities. Chairs will be provided in the main UNESCO fields like education, the natural and social science, culture, and communication. (<https://plus.google.com/+UNESCO>, 2017)



Figure 8 The logo of the UNESCO Chair on «Physical Activity and Health in Educational Settings» (Source: UNESCO Chair Research Team 2021).

The UNESCO Chair on “Physical Activity and Health in Educational Settings” has the vision to promote health and wellbeing among young school children, which will have long term effects in their later life. Especially for children from low- and middle-income countries, carrying a double burden with communicable and non-communicable diseases, this is crucial. Through healthy schools and healthy learners, a healthier community will form over time passing on their knowledge. To reach this mission five goal were formed. The first three focus on research and implementation of *KaziKidz* and *KaziHealth*, what can only be done with a great working collaboration between the research groups from South Africa and Switzerland but also a collaboration with UNESCO and already existing UNESCO Chairs.

The next goal focuses on a contribution to the Sustainable Development Goal (SDG) 3. The third Sustainable Development Goal by the United Nations focus on ensuring healthy lives and the promotion of well-being for all at all ages (United Nations UN, 2015). The research team support teachers from disadvantaged communities in low- and middle-income countries to

become more active in life and be a role model for learners. With the provided knowledge the spread of non-communicable diseases can be reduced and good health gets promoted. With the help of teaching materials like the *KaziKidz* tool kit, quality education materials are provided. This is part of the Sustainable Development Goal (SDG) 4 which has the mission to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (UN, 2015b). In addition to the *KaziKidz* tool kit, the team offers a health program for teachers the *KaziHealth* tools. Therefore teachers can learn more about their own health and help improve clinically relevant health parameters.

3 Roles within the Project Work

3.1 Jan Cadosch

As a master student at the Department of Movement and Sport at the University of Basel, Jan Cadosch can provide the prerequisites and understanding for scientific work. In addition to that, Cadosch works as a photographer and videographer (jancadoschphoto.com). This combination led to a short image film for the Department of Sport, Exercise and Health (Why Basel?) for Cadosch's bachelor thesis (<https://www.youtube.com/watch?v=eqSqRjfOPHA>). Based on the quality of the developed video, the idea came up for this documentation here, where the lead is within the Swiss-South African joint research project. Jan Cadosch will compile the film documentary.

3.2 Jeannine Borer

As a former competitive athlete and sports teacher health, exercise, medicine, education, and physical activity are close to Jeannine Borer's heart. With a professional career in radio and television journalism for many years (www.kommunik.ch), she is the link between the Swiss Radio and Television (SRF) or Telebasel and the Department of Sport, Exercise and Health from the University of Basel. To work with the Swiss Television, it is necessary to have a *Gesellschaft mit beschränkter Haftung* (GmbH). Without having such a company, that Jeannine Borer is providing for the project, we could not show the documentation to a wide audience. At the University of Basel and at the University of Applied Sciences Northwestern Switzerland, she has a teaching position in the field of media didactics and media practice.

Borer's tasks on site in Gqeberha will be:

- Mentoring of Jan Cadosch in general;
- Support in the preparation (informed consents) and casting of the principal actor (schoolchild);
- Accompanying interviews (conducted by a local person) (camera work);
- Accompany filming (camera work) (with family visits) (always in the presence of a local person);
- Viewing and categorizing film material;
- Provide tips and support to Jan Cadosch for cutting and editing the footage; and
- Support the testing of *KaziAfya*.

4 Development of the product

Before we dive into the development of the product, some terms need to be defined. The film team started to develop a storyline from the mind map shown in Figure 10. The storyline is the main plot of a film, novel or play and builds the narrative form (Storyline, n.d.). At the same time the synopsis was written. The synopsis is summary of the core concept on one page and is therefore also referred to as a “one pager”. It contains the main story plot, the goal and main characters (Prince, 2003). With the synopsis the SRF and Telebasel can be approached to sell the story for a chance to feature or documentary on their program.

After getting the approval from Telebasel, to feature the documentary a storyboard got created. A storyboard is usually a drawn version of the scene where the concept and ideas are presented. In a storyboard the sequences are sketched out with words or drawn. The board can be used for the organization of each sequence and can help with the communication between the camera operators, actors, editors and other involved people. (Begleiter, 2003)

4.1 Synopsis ‘*Promotion for good health and well-being in marginalized settings in South Africa*’

Key message

A South African child from a disadvantaged neighborhood is part of an international research program of the University of Basel and the Nelson Mandela University, which aims to provide him with knowledge on a healthier lifestyle. Is this knowledge any good to the child when social and economic circumstances make it difficult to lead a healthy lifestyle? A documentary on the opportunities and limits of international development cooperation.

Goal

To make the UNESCO Chair on ‘*Physical Activity and Health in Educational Settings*’ research activities visible in the media.

Summary of the film idea

In neglected regions of South Africa, CVD risks and non-communicable diseases are widespread phenomena that lead to social and health disadvantages. A research project of the University of Basel, in cooperation with the Nelson Mandela University, aims to counteract this issue within a selected study population. For this purpose, the kick-off was established 6 years ago, which led to ‘*KaziBantu*’ and subsequently then to the *KaziAfya* research project. In a first step, South African teachers are sensitized to the topic of ‘health’ and empowered to improve their own state of health. This knowledge is the basic prerequisite for teaching the children a healthy lifestyle. In a second step, in a school setting and to bring the program closer to the viewers, a child who is part of the program takes us through her everyday life. We will try to

accompany the selected child at home together with the family, at school, in free time and to the health tests. The documentary also addresses the economic and social conditions that lead to CVD risks and NCDs in SA and shows what projects activities can achieve and where are their limitations. We ask why the University of Basel and the Nelson Mandela University are interested in a research project of this kind. And we shed light on the difficulties that cross-border and cross-cultural projects bring along: Uncertain sources of funding, different values, different realities of life as well as the questionable sustainability.

4.2 Storyline

In our case, the more thought through storyline is used for internal communication between the DSBG from the University of Basel and the HMS from the Nelson Mandela University. It should give a deeper understanding on how we plan on shooting the documentation but is not to be misunderstood to be the storyboard. The storyboard will be produced in a second step when our partners from South Africa and the Swiss Radio and Television (SRF) (or Telebasel) give green light to continue with this project and which has already taken place.

Statement of the report

Using the example of a South African child from a disadvantaged neighborhood, the issue of CVD risk factors and non- and communicable diseases is highlighted and possible solutions to ensure healthy lives and quality education are critically discussed.

The Swiss audience of Swiss Radio and Television (SRF) (or the audience from Telebasel) will be shown the basic issues in neglected regions of South Africa and how researchers from the Nelson Mandela University, together with researchers from the University of Basel, are contributing to improve the quality of life and strive for the goals SDG 3 («good health and well-being») and SDG 4 («quality education»). The difficult living conditions - a vicious circle - and daily obstacles should also be highlighted. The collaboration focuses on sports and health workshops for teachers and learners from disadvantaged primary schools in Gqeberha suffering from the *triple burden* - non- and communicable diseases and *mental health* disorders - and is guided by UNESCO's Quality Physical Education (QPE) criteria. The aim is to make a contribution to health, to talk about it, to point out obstacles during the daily work and to raise awareness about these issues locally and internationally.

Goals

The aim is to critically present the work of *KaziBantu* and *KaziAfya*. To raise awareness for the problem of an unhealthy lifestyle in marginalized regions of South Africa, while poor quality nutrition with high caloric fat and sugar lead to underweight but also higher CVD risks and to show possible prevention measures while highlighting key needs through (research) collaboration between the two universities. In addition, to show in more detail how such projects are implemented in collaboration between Gqeberha (SA) and Basel (CH) and how the impact is monitored and followed up. It will also be shown how international interests and diplomacy of the WHO have an impact all the way forward to the daily life of school children and may positively influence their health. In addition, the awareness of the Swiss population

should be increased about this topic. Also, awareness about SDGs 3 and 4, as well as SDGs in general, should be promoted. Finally, we would like to use the documentary to raise awareness that sport and health are essential pillars for quality of life and to show the viewer in detail what the work on the ground looks like.

Story

We intend to start from an international perspective with the World Health Organization's (WHO's) Sustainable Development Goals (SDGs) to contribute to good health, well-being and quality education, where Uwe could talk about it. Moreover, we show the collaboration between South Africa's Nelson Mandela University and Switzerland's University of Basel and hurdles in the daily work of the research teams. Where exactly is international cooperation difficult (confrontation in different scenes, settings with background, hurdles, detours, difficulties, critical questions and answers)? If possible, a statement by the Swiss Ambassador in South Africa, Ms Véronique Haller, is included and tries to put the «*Healthy Schools for a Healthy Community*» project in the South African context. Furthermore, Prof Cheryl Walter talks about the problem that Physical Education (PE) is no longer a stand-alone subject in South African primary schools, it is difficult to find qualified PE teachers in lower quintile schools and communicable (CDs) and non-communicable (NCDs) diseases and poor nutrition ultimately lead to poorer health. In order to counteract this trend of increasing NCDs in these social strata, joint efforts should be aimed in the future so that health systems of future generations do not incur costs in the billions. A first step of a potential approach might be teacher workshops to train teachers and improve their personal health (*KaziHealth*). Following, the knowledge would need to be passed on to the children, who are to learn about a healthy lifestyle at an early age (*KaziKidz*) and in best case carry it on throughout their lives, which in turn positively influences the community's health. In between, an input on *KaziAfya* by Markus Gerber will be shown, addressing mental disorders in this study population through current research. The final part will look at future work in making the teaching materials available to more teachers and learners in South Africa including the local and regional school authorities: The 3 short learning programmes (SLPs; 2x *KaziKidz* and 1x *KaziHealth*) aiming to make a sustainable contribution towards the South African education system will be presented.

Following a child as an example, these points are demonstrated and critically examined. Not only by the experts but especially by the schoolchildren, her family and the teachers on site. The documentary begins with a visit at the children's home (if possible). The viewer gets an overview of the environment where the child lives. Food insecurity and unhealthy environments that affect not only their growth and health, but also their ability to participate in physical activities. Due to their low socioeconomic status, the parents of these children cannot contribute financially to their schooling.

We accompany the child to the *KaziAfya* tests. We ask the child what this test can do for them and what they can learn from it. Teacher and Experts explain their view of the situation and why they conduct these tests. How do the teachers want to implement these things in a school setting with the children? Are the ideas of the experts at all feasible? What is feasible and what

is not. The child is visited at school the next day. They show what possibilities are available and how they teach the children a healthier lifestyle. Critical questions here are: How can children be healthy if they don't have the opportunity to eat healthy? At least exercise. Does this have an effect? Question for the experts. Moving to music is shown. Is this fun for the children? What are the positive effects of movement?

The teacher is observed and asked how often she incorporates movement into the lesson. Is there enough time for it at all? What happens after the study? How sustainable do the teachers, and the family of the child see this project? Experts describe their ideas and plans to keep these projects sustainable with the 3 short learning programs. We will see what the future brings. There won't be a final solution in the end. A discussion from different viewing points are shown to the viewer for a better understanding on such complex research work.

Potential protagonists:

Main protagonists: One selected South African child with her family

Short expert interviews: Cheryl Walter, Uwe Pühse, Prof. Nomvete, Ernest Gorgonzola, Markus Gerber and Siphesihle Nqweniso or Danielle Dolley.

Note: All film activities in Gqeberha are always accompanied by a local person.

Possible filming locations:

Schools in Gqeberha, South Africa; University of Basel, Basel, Switzerland, and Nelson Mandela University in Gqeberha, South Africa.

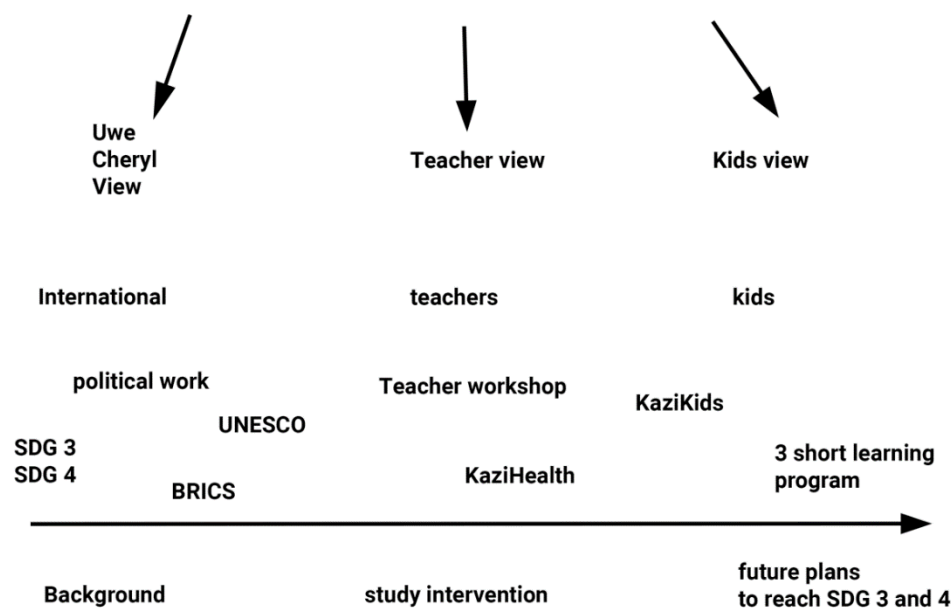


Figure 9 Brainstorming via the timeline (Source: Jan Cadosch, 2021).

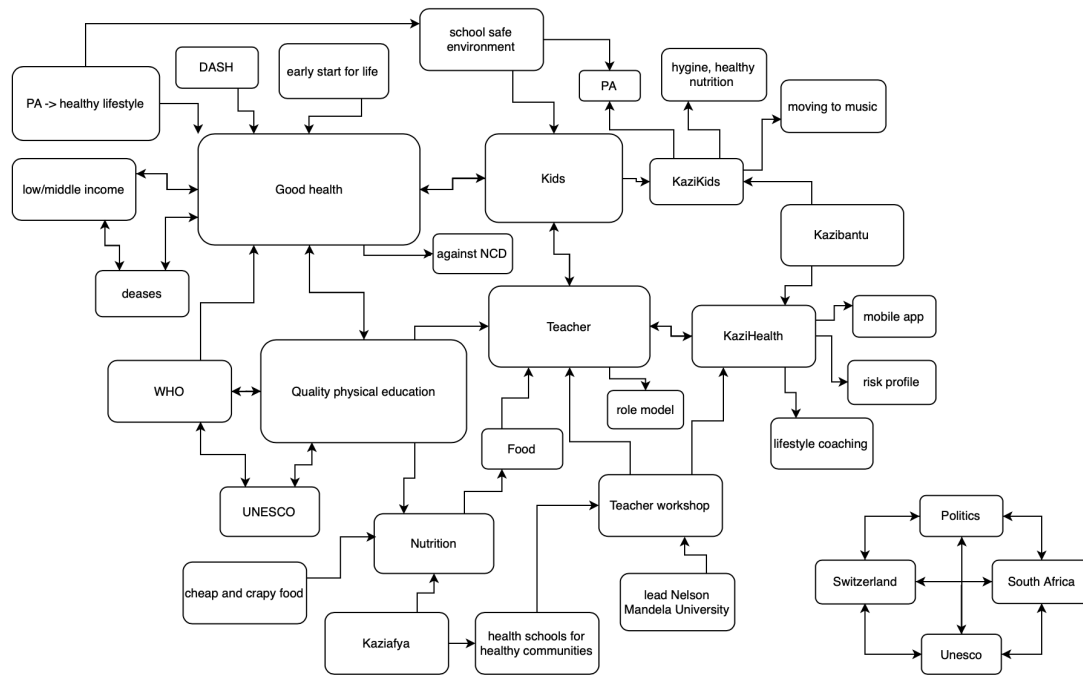


Figure 10 Brainstorming via mind map (Source: Jan Cadosch et al., 2021).

4.3 Location

The film team will travel with the *KaziAfya* team to the third and last testing in South Africa. It is necessary to be with the testing team to get a real feel how such testings are done and show the viewer in an authentic way. In addition, the film team can assist the testing when they finished filming the scenes needed.

Planned are scenes around the school, in the classroom and showing the food preparation in the school. In addition to that we plan on visiting a child in its family home with its parents. We want to visit a supermarket to see what food the community can buy and how the expenses of health food contrasts with junk food. At the Nelson Mandela University we will film interviews with experts and showcase the pre- and post work of the testing team. It is essential that a South African college can accompany the film crew to ask interview questions, assist with safety needs and unspoken rules the Swiss film team does not know.

4.4 General remarks

A good story needs a good protagonist. Since there is great uncertainty about the South African protagonists, Jan and Jeannine have decided that Jan will lead the film as a first-person narrator. This has the following advantages:

- Constant / red thread
- Closeness
- New narrative level gets added. Level of reflection
- Possibility to react if something unexpected happens
- Independence from external circumstances
- Connection to the Swiss audience
- Flexibility

The documentary "Open Drug Scene in the Stadtgarten Chur" serves as a model (Source: <https://www.srf.ch/sendungen/dok/base-und-dealer-im-stadtgarten-chur>). The first person narrative can be seen very clearly and brings all the different scenes together.

4.5 Narrative level

The first narrative level in the documentation is a classic narration. Jan reports off-text and leads through the documentary. In addition, Jan speaks directly into the camera, directly taking to the viewer and bringing them on the journey with him. This is called O-tones.

Because Jan talks in a first person narrative the film can get a reflection layer where Jan reflects on what he has seen, felt and can bring up new questions. Experts get a chance to answer those questions and explain the strategies and needs for the UNESCO Chair work.

4.6 Storyboard

The following Storyboard is based on the rough story in words. It guides the filming activity in South Africa and helps with planning and the communication between the film team with Jeannine Borer, Jan Cadosch and the South Africa Team. Based on this Storyboard we developed a schedule on what day we need to film what sequence for the documentation. Interview partners are selected, and dates defined. This way the South African Team can already start select and find the best protagonist, a South African learner, and its family before the arrival of the film team. Interview partners like Cheryl Walter know in advanced when we will take her interview, in what location it will take place and we can use our time as efficient as possible.

In addition, the rough story and the storyboard are used for the communication with the Telebasel. This way the employees of the television get a better understanding what the film is all about and we can find the best format to present the work of the UNESCO chair to the fullest potential.

Rough story in words

The intro could be polarizing - keywords, getting to the heart of the matter. Pointing out the dilemma. Then we situate where we are. In South Africa and what we are doing here. We show tests in the schools and raise initial questions: What are we doing here? Why are we doing this? What does it bring to whom? We give first answers to these questions, namely the basis of this cooperation. Facts: UNESCO, Joint Research Programme, name funding sources and costs, partners and stakeholders. Experts like Cheryl, Christine and Uwe have their say and comment from their point of view. After the background section, we explain the study in more detail and go back to the beginning. What was done and why, and above all, what were the results (DASH, etc.). What conclusions were drawn and what projects were derived from them. Now, a few years later, the aim is to check what the intervention has achieved. So we come back to the present in the film. Point out the difficulties of a follow-up, where COVID-19 was not very helpful. Since we don't know the results of the follow-up study, we can't bring in the results. That's why we go one step deeper, closer to the people and ask those directly affected what the project brings them in concrete terms. Teachers, children, parents. What are the advantages and what are the hurdles? How sustainable do they see the project? We accompany them in their setting and do the reality check with and without them. We go shopping and look at the products and the prices. We collect our own impressions. We perceive the country and the people, observe, and classify journalistically. In each phase of the film there are reflection sequences in which Jan draws a conclusion for himself, expresses joy or irritation. At this point, Jeannine could well imagine us taking a little excursion back to Switzerland, to Swiss politics. The University of Basel is financed by the two sponsoring cantons. What do the politicians think of such cooperation? Back in South Africa, we focus on the good: the school, which offers a safe framework in which children can exercise and eat healthily. We look into the kitchen and show how the kitchen has changed over the years thanks to *KaziAfya*. For example, what does the chef or cook say? Slowly, we come to a conclusion and look to the future, which is about empowering South African colleagues to take the reins themselves. This is where Christin could play a role. She has already had the experience that the South Africans can do it themselves when no people from Switzerland could help with the testing. We talk about the current projects, the future plans, and Jan draws a conclusion at the end with his impressions, classifications, difficulties, fears, worries, joys.

The common thread is Jan. Jan's attitude must be noticeable throughout the film. He must develop or have an attitude. He must also be able to name it.

Table 1 Storyboard UNESCO Chair Documentary (Source: Jan Cadosch et al. 2021).

Content item (what)	Goal (why)	Type (how)	Settings / People
Intro 1min	Teaser, pull in, pack	Statements, questions,...	Jan, politician? child, LP, Christin. Crisp statement, polarizing. Shoot these 5 second statements selectively for the intro or take a strong statement from the film. Recall
		Jan on the way to the school, view out of the window/ maybe drone. Statements with text or off voice from person with strong statement.	Talking into camera Show view for statements
Situate and raise questions 1 min	Where are we? What are we doing here and why? Raise guiding questions	Introduce the topic, localize it and touch on it. What is it about?	International, scientific cooperation. Tests at school
		I'm, as a young white man, stand here surrounded by black girls. What am I doing here? That seems unorthodox. I know and I'm aware that I have my perspective and view of the world from a very privilege position. But I got the opportunity to tell a story and got the chance for a platform to rise awareness.	
	Introduction to main character. Build closeness	I want to tell the story of *NAME Child* the reason we are here are the learners. They are the future and the central focus on this international study. Healthy children lead to a healthier community in the future. lower health costs in future.	Show children. Play. Show children with tracker. Show community/townships Old footage children learn about healthy food in class
	Transition to Background	But what are we doing here? Why are Swiss students from the U of B in SA?	Jan asks himself if maybe Uwe can explain this to him.
Background 2 min	How does the cooperation between SA and BS come about? Show connections and partners.	Facts: Joint research, costs, objectives of the study. Funders / partners (Novartis Foundation, UNESCO), background on scientific studies WINWIN. Money for SA, prestige for BS.	Cheryl, Christin as experts Uwe UNESCO Chair

Content item (what)	Goal (why)	Type (how)	Settings / People
	Expert interview Uwe Get background knowledge about UNESCO Chair, international research	Why is the U of B in SA? What is the background of this? What is the UNESCO Chair? What is SDG 3 + 4? BRICS, Swiss national science foundation. How does BS benefit from this collaboration? Who founds these projects? Novartis. Switzerland the main source of money? Why are we only in colored schools?	Interview location. U of B. Probably villa Burckhardt. Lead interview. Support with graphics. Sits left in frame. Old footage of international collaboration.
	Transition to DASH study	The wish of an international scientific cooperation lead to what? DASH study.	Uwe and Cheryl
Flashback / what has happened so far. 2 min	First study DASH (by 2018) explains, show results, and need for action.	Results (worms etc.) Show toolboxes and help for LP, interventions. Explain	School / LP, Cheryl
	Background findings. What were the plans against it?	Infection disease. Public health problem + NCD growing fast. Dual burden. -> Health promotion needed.	
	See SA view on international collaboration. Cheryl interview	What is the background of this? How does SA benefit from this collaboration? Switzerland the main source of money? Study without western partner possible? Why are we only in colored schools?	Interview location. U of NM. Cheryl sitting left in frame.
	Local expert Cheryl can explain the dual burden and the problems SA is facing	What problems are SA facing? Poverty, no qualified exercise teachers. Big classes. Diseases, crime (corona even more now) Bad food. Healthy food is too expensive. Different view what is beautiful. BS -> skinny means healthy and beautiful SA -> Skinny=AIDS. Good fed is beautiful. Conflict with western view.	Visual overlay of problems. Poverty while in townships. Big classes. People sitting around, no movement? Crime. We never leave complex alone. Saved from "dangerous places"

Content item (what)	Goal (why)	Type (how)	Settings / People
	What new projects led out of the study?	<i>KaziKidz</i> , <i>KaziHealth</i> . Toolbox for teachers	Old footage of <i>KaziKidz</i> . Maybe add <i>KaziHealth</i> .
	Transition	Poverty seen and felt. Danger of Crime. Taking the viewer to the school and back into now	Jan into camera. In film and in person from the university to the schools/ children.
NOW 5 min	Back to the Now: 2021 Follow-up Studies. Does the intervention bring anything?	Formulate goal, describe hurdles (children all back) Show reality...	Testings 2021
	Locate	Where are we now exactly? In what stage of the study are we? T3 follow up.	
	Field work	How they do what. Why do you measure those parameters? Show collaboration and teamwork Discuss general study problems with follow up. How many children are here again? Reference with Swiss follow up studies. And difference?	Jan behind the lens showing testing/ fieldwork Danielle, Christin, Team
	Teachers view	Bring the view of the teacher into play. How does the study effect there teaching? While tests are going on? During the study interventions? Do they see the project helpful? What is good/bad? Can they integrate <i>KaziKidz</i> ? How important is the school environment for learners? Heard or used <i>KaziHealth</i> , SLP for themselves? Are you a qualified teacher in exercise? Any problems for teachers we didn't think of? If so we can film this afterwards.	Interview teacher. In school, after lessons. If Jan doesn't ask questions tell the viewer, why we use a second person to ask questions. Different first language, Profiling.
	Transition to Reality check	Show reality how they teach in class.	Show big classes, if tools are used showing these. Voice of teacher in interview.

Content item (what)	Goal (why)	Type (how)	Settings / People
Reality 6 min	Apart from the results, what do people get out of it? Reality check	What is the benefit for the teacher, the pupils, the parents? Getting close to the people, raising questions, possibly not all of them will be answered.	Shopping, visiting a child, refrigerator, townships... ...Transition to school (protected place)
	Child in school	What is your favorite subject? Hopefully exercise is in the top three. Why? What did you do today? Got tested. Know what that is for? Do you talk at home what you learned in school? Can you eat healthy or do what you learned in school at home? How important is school environment for learners?	Talking to the child in school setting. Center/Right side of frame.
	Transfer to the home of the child	See their everyday way from home to the school. Reality very pure.	Children walk, we drive by car. Dogs on the street. Show fences between school and outside. No room to exercise or play outside. Base for recall why schools are such an important place for learners.
	Show the living situation of the child	Know what tests are for? What is healthy in your opinion? Do you live the lifestyle promoted? Is that even possible? What is what if not? Did the program change anything in your life? The child's life?	Interview with parents. Maybe grandparents. In the children's home/ living room. Right side of frame
	Food	Recall to Cheryl healthy food is expensive. Check in fridge, if possible, what they eat. Going to the story. Look at the prices of healthy food and bad food. What are the prices? How much healthy food how much bad food is in the store.	Reality check observed through Jan.
	Transition Political excursion	Screen replacement	After Effects
Political excursion? 2 min	Confront regional politicians pro/con with this?	Bring in regional level. Stimulate discussion.	BL / BS or national politicians from the region?

Content item (what)	Goal (why)	Type (how)	Settings / People
	Maybe in the film maybe not	Depending on the film. Statement from the local politics how they see the project. U of B receives financial support from the canton.	In BS. After the stay in SA
	Transition	Positive political statement about school, school environment	Back to SA, now.
School as a protected place 3 min	School is an important place. Good, healthy food. Exercise. Stress relief	What role does the school play for the children? Why are we only in black schools? To show that there is hot and "good" food here.	School, children, LP, headmaster? Statistics (evaluation of the project, satisfaction, meaningfulness) Graphic
	Positivity	School is a safe place for learners. Play. Stress release. Good and health food	Off voice that explains the effects of a safe school environment for learners. Happy faces, children playing, laughing, social interactions
	Transition to Food preparers	Children eating a good and health meal in the school. Maybe talk about nutrition supply	Joining the meal. Sitting at the same table as the children
	Food preparers	What food is prepared for today? How healthy are the meals? Is it expensive? Do you cook like this at home as well? What did you learn from the project? What happens when nutrition supplements end after the study?	Showing how the cook and prepare the meals. Join the kitchen if possible. Interview with one of the food preparers. Maybe before eating with the kids. Or in between.
	Transition	Sustainability. How sustainable are such projects?	Jan asks this himself. And leads to Christin
Outlook / Positives 2 min	How to continue	Empower SA to do their own research. 3 short learning Programs. (SLP)	Christin's experience COVID-19 Uni Basel, Uni SA
	Interview Christin	How do you see the sustainability of the projects? From the one project to an international view. During COVID-19 SA Team did the test by themselves. Empowering SA. Source of money is not that easy for SA.	Interview in SA. In accommodation or U of NM

Content item (what)	Goal (why)	Type (how)	Settings / People
	3 SLP, teacher workshops	Explanation of SLP. SA already has the lead in this. Long term goal to support teachers, help them get more understanding, tools to teach the learners better.	Old footage of teacher workshops
Conclusion Jan 1 min	Classification, own thoughts	Positive. The people in the study try to impact life quality. Not easy and is just a small part. Better improve in small steps than never. Try to hold SDG 3 + 4 for the learners and the community in the long run. Problems occur everywhere. Strong team effort gets to the goal. Working on sustainable solution to empower SA.	Own thoughts and classification. No solution. Opened the discussion, raising awareness

5 Results

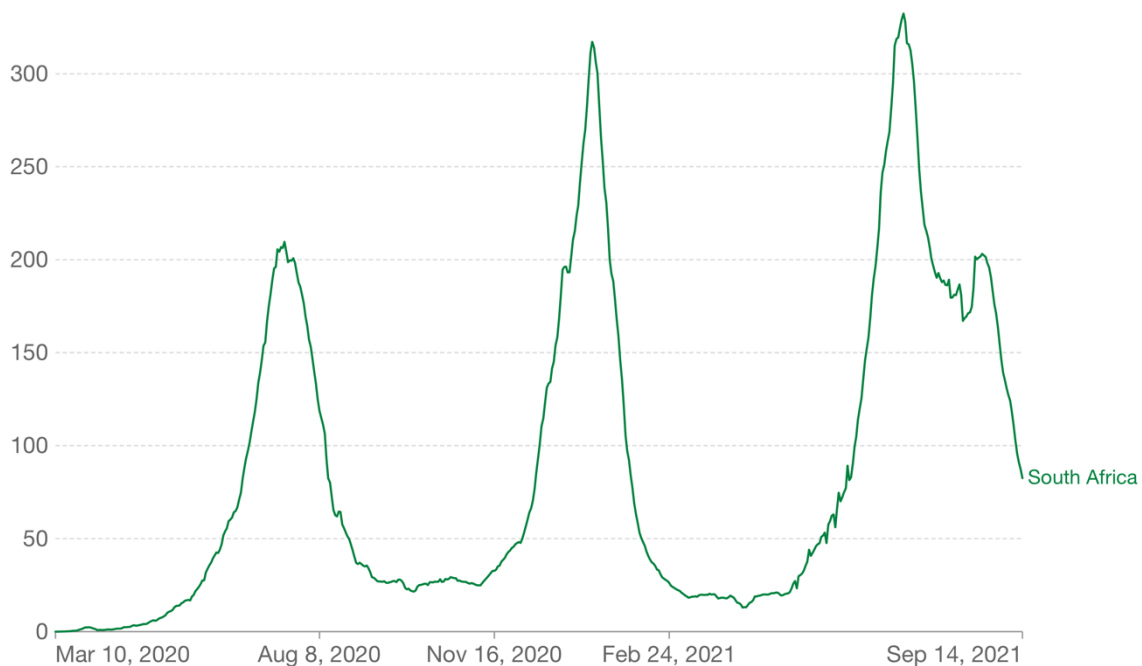
The result of the documentation turned out different than expected. The main reason for this is the COVID-19 pandemic. The team did everything possible to make this project happen and postponed the filming three times and even Jan's master thesis for half a year. In the end the time ran out and the course of the pandemic can't be predicted. That's why the whole Swiss and South African team from the UNESCO Chair, *KaziKidz* and *KaziAfy* decided to find an alternative product, so Jan can finish his master thesis. The solution was a smaller documentation with already filmed material mostly from the *KaziKidz* projects. In the following chapters an in-depth view is provided.

5.1 COVID-19

The figure 11 showcases the confirmed COVID-19 cases per million people in South Africa. The first plan was to film the documentation in January 2021 but the biggest and highest peaks arose around this time all over the globe and schools were closed. Without access to the schools the testing could not be done and therefore also the filming had to be postponed. Therefore, we planned on flying to South Africa middle of April but the schools in South Africa were not open yet and we always had the children and the schools in our first priority. Without their ok and permission, we would not visit them.

Daily new confirmed COVID-19 cases per million people

Shown is the rolling 7-day average. The number of confirmed cases is lower than the number of actual cases; the main reason for that is limited testing.



Source: Johns Hopkins University CSSE COVID-19 Data

CC BY

Figure 11 Confirmed COVID-19 cases per million people in South Africa (Johns Hopkins University)

The cases dropped in spring of 2021, and we had high hopes to finally test and film during a 10-day period end of August. The schools opened again, and everything looked promising until the third wave hit South Africa with the Delta-Variation. With a postponement into September the University of Basel and the Nelson Mandela University got the go to perform their last testing. Due to the pandemic the resources were already smaller than usually, and every hand was needed for the testing. The film project had second priority what is for sure reasonable. No additional person from the South African team could assist the film crew and the safety of the team could not be guaranteed. To guarantee the health and safety of the whole international team, the Nelson Mandela University demanded, that all visitors need to be fully vaccinated. In the film team this was not the case and personal decisions got respected. These facts were discussed in the team with all the involved person and ended up with the following decisions.

5.2 Team Decision

The meeting was held on Wednesday 18th of August at 3pm and the following decisions were made:

- In order to be able to carry out the project according to the planned storyboard, Jeannine and Jan have to be on site.
- Our South African colleagues present the delicate situation around COVID-19, which has not yet clearly improved.
- A current implementation of the film project at Tele Basel with travels to South Africa would not correspond to a safe implementation of this project.
- It is agreed to postpone the project (in order not to endanger local people at risk).
- From a fieldwork point of view (in the storyboard it is intended to film the assessments), possibilities are to be checked towards the end of the *KaziAfya* testing or then at the *KaziKidz* Testing T4 from mid-Oct.
- The Master's thesis with Jan Cadosch can therefore be completed as planned after all, old film recordings are available and a short clip about the overview of the work can be made with them.
- For the practical implementation in South Africa, the project and those responsible for planning need about 2-3 weeks of planning and preparation time.
- It is also not yet clear when Jeannine and Jan (if at all) personally will be able to fly to Gqeberha.

5.3 Effects on product

This decision had an immense effect on the film project, but a final decision was made. Everyone in the team had a fixed plan on what to do next.

Sadly, there won't be a documentation in the regional TV about the UNESCO Chair in the near future because the quality of the old footage will not meet the expectations from the Telebasel. The short videos produced with the old footage are perfect for their use, but it is not possible to merge them all together to showcase what the film crew intended. After many hours of screening the old footage Jan came up with a solution to produce a new video that won't show the same as already seen with the same video clips.

5.4 Solution

In the beginning the plan with the old footage was, to make an overview of all the UNESCO Chair activities. Soon this plan had to be changed because most of the footage available was only from the *KaziKidz*. That footage can be used very well but only shows a small part of all the activities. Therefore, Jan developed a story based on the interviews already recorded with experts like Uwe Pühse, Cheryl Walter, Ernest Gorgonzola and teachers effected by the projects. The goal is to show the relevance of the projects in South Africa. What are the benefits for the communities, the teachers and especially the children? Experts explain the way the study effects the children and based on that the community in the long term and teacher give a real life view on how life is in marginalized communities. The goal is not to show what the plans for the study are and how they perform the testings, but to show the effects for the teachers and how background problems from marginalized communities can be approached.

5.5 Workflow

In the first step 8 TB of footage had to be screened and sorted. Many clips were saved twice but in different folders what made it quite hard to get an overview at first. Different projects had the same clips used and many folders were empty as well. Jan had to develop his own strategies how to rename the files and put them in new folders without duplicates.

As soon as an overview was achieved Jan started listening to every interview and marked the interesting parts of each. Most of the interview were about the *KaziKidz* project what lead to the decision to focus more on this intervention. It focused on the children what is a great narrative. Especially the interview with Ernest Gorgonzola had different layers what Jan could use as a rough red thread.

The program used to cut the video is called Premiere Pro. Jan has already lots of experience with the program what made it easier to keep everything organized. The interesting pieces from Ernest Gorgonzolas interview got placed into the timeline and were added with similar themes from the others interview partners. Step by step a story got created with inputs and perspective from different people. We have the experts and leaders of the study and take that into contrast

to the actual position the teachers are in. Different persons got a different color code to keep an overview and sort statement from the same person along the timeline.

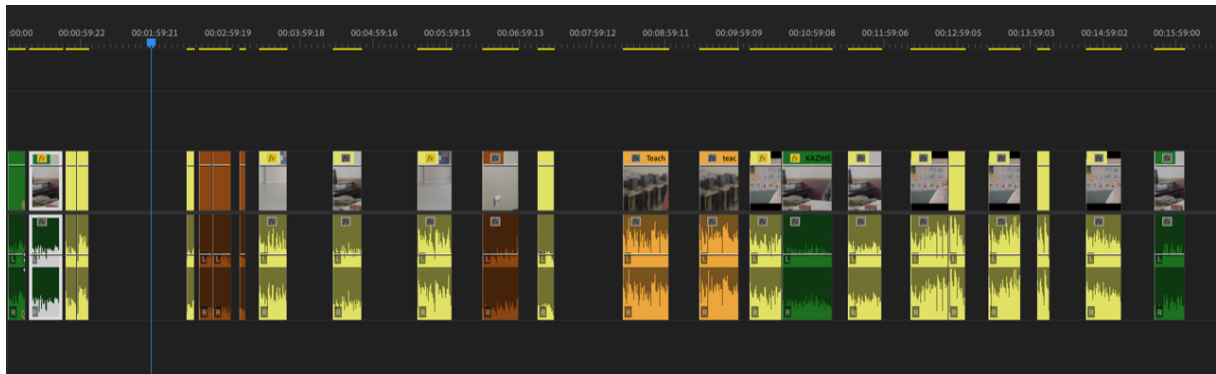


Figure 12 first rough timeline with optional interview parts (Source: Jan Cadosch, 2021)

The next step was to add music that fitted the mood of the interview. Therefore two sounds were used. A happier song that fitted the positive and happy activities of the children and a darker song to underline the burdens from the community and the teachers. Some interview parts had to be adjusted to fit with the rhythm of the music. The higher music track in the timeline represents the happy part of the documentation and the lower one the darker phases. This helps again with the workflow and different parts of the video can be found faster. At that stage the length and red thread of the video was set.

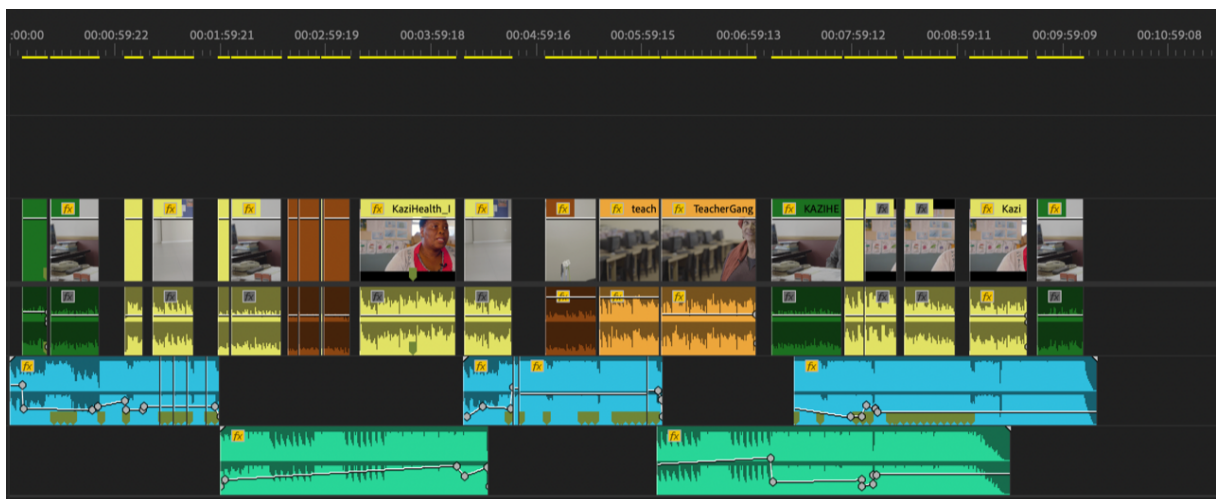


Figure 13 Timeline with music and placed interviews (Source: Jan Cadosch, 2021)

To have a nice flow between the interview's, footage with the ride mood and feel was overlayed. Some footage is already shown when the sound of the interview is still going on to connect better. The opposite is also done, where we see footage of the children during physical activity and the interview already starts but the interview partner is shown a little later. This way the visual input for the viewer and the spoken information merge better and a greater understanding of the documentation is achieved. This part took a lot longer than expected because most of the footage that got used to overlay the interviews had wrong timecodes. That means the speed of

the audio and the speed of the visual video footage had a different speed. Therefore, every audio track for every single sequence had to be adjusted until a simple footstep from children running aligned with the footage where we can see the foot on the ground.

In a last step the color from the different clips had to be corrected. Different color profiles made it harder to give a similar overall look. This is very important to make it look like one piece and not a collage from different stories. The final timeline can be seen in below in figure 14.

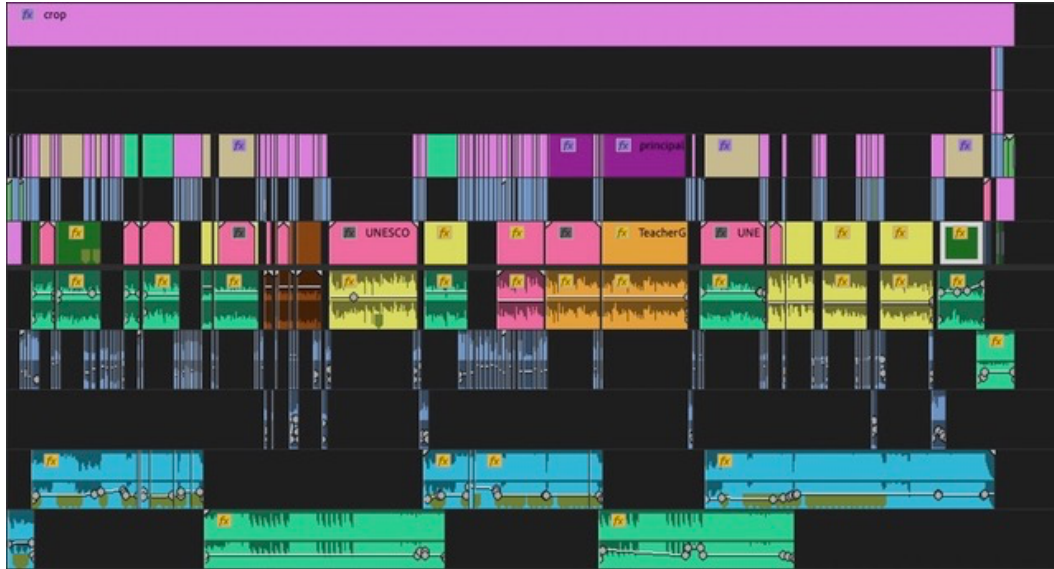


Figure 14 Final timeline with all sound tracks, interviews and overlaid images (Source: Jan Cadosch, 2021).

6 Discussion

The end result differentiated a lot from the first intended ideas. The main goal in the beginning was to film a documentation for the Swiss Radio and Television (SRF) to showcase the UNESCO Chair activities to a big Swiss audience. Since this film project is supported by the university itself the journalistic independence is not granted, and we had to find an alternative platform. Because of the good connection of Jeannine Borer, we got in touch with the Telebasel. The local television was the second best option and was willing to place our documentation in their program. The conditions for such a documentation are quite strict. The film team had to find a way to combine the journalist conditions for the television and the expectations of the UNESCO Chair team. That process led to many meetings and discussion. In the end we found a way to take all opinions and needs into account, ready to start the production of the documentations. But COVID-19 did not allow us to do that step. It is not ideal, but we can't force a virus to disappear and had to postpone the intended filming. Most of the preproduction work has been done, the storyboard is set and can be used for such a documentation when the COVID-19 pandemic allows a production in this extent. The team around needed to come up with a solution to finish this master thesis and therefore an alternative film project was started. The result of this practical master thesis is now a 11-minute short film about the *KaziKidz* project. It focusses on the people involved in the project, gives an expert view on the project but also showcases the need of the community and everyday burdens the people in marginalized communities of South Africa need to overcome. For the teachers especially the *KaziKidz* project was a great opportunity since the study did not only focus on the children but also on them. The film shows those emotions and gratefulness of the teachers with the interviews. Together with the overlay of moving images the viewer of the documentation gets a real insight view on how the people feel, what the study intervention does for them and their future life. No additional voiceover was used, but the people affected by the study. This way the emotions can be transformed better, and the viewer can feel the needs of the ones shown.

The goal to get an overview over all the UNESCO Chair activities with this shorter documentation was not possible. Even if 8 TB of film material is a lot, it was not possible to do such an overview because key features were missing. 70% of the film material was about the *KaziKidz* project and the testing's the study did with them. A small portion was about the *KaziHealth* project and interviews from conferences. This did not fit into one story. Especially the fact that all this material was already used more than once for different short films it was very difficult to tell a new story with the same material. Many different approaches had to be taken, deleting many hours of work again, to find a way to link all those different scenes together. Different children, different teachers, different school settings and film material filmed over different years needed to get a new coat to match. If somebody starts to take apart the documentation the missing links can be found. Without being able to react on set and only work with already produced material this was the tradeoff we had to take and make to most out of the situation.

After many attempts this worked out better than expected at some point. Unique parts of interviews cut out in previous short videos were used. With the approach to focus more on the people an interesting documentation came together. Since the previous videos show perfectly what the study does and how they do it, it was no need to do that again. The end result is a documentation that adds to the videos already online. The viewer can get a better picture about the whole setting this study takes place, gets more background information and with that a better understanding. It rounds up a medial experience one can take with great input why the work of the UNESCO Chair is so important, what it means to the communities in marginalized setting and how each project is build up in detail.

7 Outlook

The documentation will never be shown in the television, however. For that the quality of the documentation is to low and main guidelines of the Telebasel cannot be retained. For that a new film must be produces based on the provided storyboard. In the future this can still be done, and the preproduction work paid off. When this will happen, depends on the course of the pandemic and the course of the UNESCO Chair activities. The goal is to find an overlap of the two with the right film crew so the first intended idea, to showcase the great work done in those communities, are shown to a wide audience. Since the documentary was produced with footage that already existed and should a next film team be asked to document the activities of the University of Basel-NMU UNESCO Chair in the future, they can build on the short documentary developed here.

The existing team decided to postpone the filming into August 2022. The hopes are high, that the COVID-19 pandemic is overcome mostly, and travel restrictions worldwide are loosened. For the testing it is absolutely necessary that the schools in South Africa are opened again, and a regular school everyday life is guaranteed. This way the effect of the testing on the everyday life is as small as possible and the additional film crew is allowed to accompany the testing team. When the exact dates are is depending on the testing team. They will decide when the testing will take place and the film crew will adapted to their schedule. The school locations may change and the children in the tested classes will change. Therefore, a new child and its family needs to be casted and made sure in advanced, that a visit at their home is possible. These steps need to be done from our South African Team in collaboration with the schools and teachers to find a suitable child. Other adjustments to the storyboard may need to be done. What exactly will be discussed in a future step when dates and the rough setting is clear.

The UNESCO Chair Team will reach out to Jeannine Borer and Jan Cadosch again to check if they are still free and able to travel to South Africa to do the production of the film. Otherwise, a totally different film crew like Rooftop for example or a change in one of the film team members could be possible. Jeannine Borer is the main connection to the Telebasel, keeping up the free steaming platform. To keep her in the team is necessary to reach our goal of showing the documentation in the swiss television.

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8 Appendix

8.1 Calendar for film crew

Table 2 Calendar the first days for film crew (Source: Jan Cadosch et al. 2021).



Calendar for Jeannine Borer and Jan Cadosch 24th August to 4th September 2021

Planned interviews below in green

Day and Date	Planned Activity	People involved
Monday 23 th Aug 2021	Preparing for Jeannine arrival	JC
	Zoom Meeting 6 pm	JC, IM
Tuesday 24 th Aug 2021	Jeannine arriving	JC, JB
Wednesday 25 th Aug 2021	School testing	
	Testing environment	
	School environment	
Thursday 26 th Aug 2021	Zoom Meeting 8 am	JC, JB, IM
	Situate, Intro where we are, what we are doing. School setting.	
	Interview with child in school	
	After visit child at home with interview parents	
Friday 27 th Aug 2021	Interview with food preparer in school	
	Food preparation	
	Children eating together	
	Child in class	
	Interview with teacher after last lesson	
Saturday 28 th Aug 2021		
Sunday 29 th Aug 2021		

Table 3 Calendar the last days for film crew (Source: Jan Cadosch et al. 2021).



Day and Date	Planned Activity	People involved
Monday 30 th Aug 2021	Interview with Prof. Cheryl Walter and Danielle Dolley Leftover B Roll Going to the store Zoom Meeting 6 pm	JC, JB, IM
Tuesday 31 st Aug 2021	Interview with Christin	
Wednesday 1 st Sep 2021	Interview with Prof. Mfanufikile Nomvete, Interview with Ernest Gorgonzola from ECDEoE Jan conclusion and classification	
Thursday 2 nd Sep 2021	Safety date Zoom Meeting 6 pm	JC, JB, IM
Friday 3 rd Sep 2021	Safety date	
Saturday 4 th Sep 2021	Jan leaving	

8.2 Protection Concept by University of Basel

Table 4 COVID-19 Protection Concept by University of Basel (Source: Müller et al. 2021).



Universität
Basel

Departement für
Sport, Bewegung und Gesundheit



Protection Concept South Africa Stay from August 2021 onwards

The South Africa stay will take place for the first team members from end of August 2021 to end of September in Gqeberha, South Africa. Six project participants will take part in this stay abroad. The aim and purpose of this stay are of a scientific nature (and needs), data collection and the film documentation of this scientific collaboration activities. Personal data and contact details of all participants are deposited. The Nelson Mandela University protection concept ([https://www.mandela.ac.za/News-and-Events/Coronavirus-Information/Plan-of-Action-for-COVID-19-\(2020\)\)](https://www.mandela.ac.za/News-and-Events/Coronavirus-Information/Plan-of-Action-for-COVID-19-(2020))) applies on site. Concrete measures are:

General safety is guaranteed with the following safety test

- All travellers will be asked for an appropriate certificate before departure: BSAFE is the new online security awareness training (<https://training.dss.un.org/thematicarea/detail?id=19948>)

A negative COVID-19 certificate will be required for all travellers

- This must be handed in to the project leaders shortly before departure (<https://www.bag.admin.ch/bag/en/home/krankheiten/ausbrueche-epidemien-pandemien/aktuelle-ausbrueche-epidemien/novel-cov/covid-zertifikat.html#-1022651402>)

Self-test-strategy: Perform antigen self-tests

- Antigen self-tests are performed 2 times per week (with SARS-CoV-2 Rapid Antigen Test Nasal)

Emergency address near Nelson Mandela University

- A doctor's emergency number is provided by our South African colleagues, which can be contacted either preventively or in case of suspicion, in order to make a medical clarification immediately

Making sure the workplaces and study areas are clean and hygienic

- Surfaces (e.g. desks and tables) and objects (e.g. telephones, keyboards) will be wiped with disinfectant regularly

Promoting regular and thorough hand-washing

- Putting sanitising hand rub dispensers at strategic places and making sure these dispensers are regularly refilled

Promoting good respiratory hygiene in the workplace

- In general: A distance of 1.5m must be maintained and a group size of 14 persons must not be exceeded
- Wearing the protective mask is compulsory in all rooms
- Ensuring that face masks and / or paper tissues are available on campus

Briefing our staff, students and visitors on COVID-19

- Anyone with even a mild cough or low-grade fever (37.3°C or more) needs to stay at home. It is also necessary to stay at home (or work from home) if someone has had to take simple medicines such as paracetamol/acetaminophen, ibuprofen or aspirin, which can mask the symptoms of an infection
- Keep communicating and promoting the message that people need to stay at home even if they have just mild symptoms of COVID-19

Termination criteria of Swiss fieldwork activities are defined as follows

- We have to stop the data assessment because access to the schools is no longer granted
- It becomes evident that the interruption will not end before the start of the school holidays in October 2021.

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8.3 Selbstständigkeitserklärung

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