HOW ARE PICTURES AND VIDEOS USED FOR TRAINING AND ADVICE?

Cross-cutting tools

Getting better organized togeher

Improving the value of your products

Improving your farm management

Improving production

The fundamentals of advisory services

WHY DO WE USE PICTURES AND VIDEOS TO TRAIN AND ADVICE?

- Trainers/advisors can diversify their working tools
- Pictures and videos are increasingly easier to produce and share → more farmers are reached
- The combination of pictures and sound facilitates comprehension and memorization
- They are attractive and fun to watch → farmers are more attentive and participate more
- They are more suitable for illiterate farmers

WHAT IS IT ABOUT?

There are two main types of media, their use differs depending on the objective.

Videos
- Short clips (2-5 min)
- Long clips (20-30 min)
- Animated movies
- Animated presentation (timed succession of slides)

Pictures
Drawing, photo, diagram, text slide
- Inserted in a media
- As an independent tool:
  - Image box
  - Poster
  - Photo language

WHICH MEDIA FOR WHAT?

Photo	Video
• Freedom of interpretation • Involving and mobilizing • Equal use regardless the educational level • Sharing of different points of view • Illustration of metaphors	• Dynamic and captivating • Identification with the characters • Equivalent to first-hand experience • Rapid transmission of knowledge

Diagram/chart	Text slide
• Simplified understanding of a process • Illustration of links between concepts • Effort to decipher	• Summary of key concepts → shared vocabulary • In some cultures: more powerful words

STEPS FOR DESIGNING PICTURES AND VIDEOS

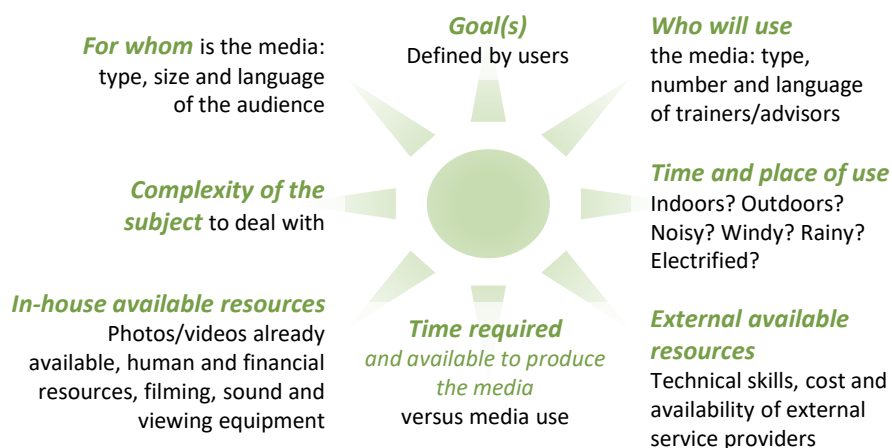**1 IDENTIFYING THE AUDIENCE AND ITS NEEDS**
Defining who needs this media and why:

- Is it designed to disseminate technical knowledge? Or to facilitate a debate on a given topic?
- What messages do you want to convey, to who and for which effect(s)?
- Are several media needed to illustrate different messages?
- Should they be proposed by the trainer/advisor or produced by the learner?

2 CHOOSING THE TYPE OF MEDIA
Several criteria should be considered when choosing the type of media and its production process

For whom is the media: type, size and language of the audience

Goal(s) Defined by users

Who will use the media: type, number and language of trainers/advisors

Complexity of the subject to deal with

Time and place of use Indoors? Outdoors? Noisy? Windy? Rainy? Electrified?

In-house available resources Photos/videos already available, human and financial resources, filming, sound and viewing equipment

Time required and available to produce the media versus media use

External available resources Technical skills, cost and availability of external service providers

3 PRODUCING AND TESTING THE MEDIA

A few tips on the CONTENT
- Organize a working group of FOs' elected members and technicians to co-produce the media and integrate a diversity of points of view and skills
- Brainstorm about how the media will be used: before or after the theory? As an introduction to practical work?
- Test the media several times with farmers to check whether they relate with the content and how they react to it
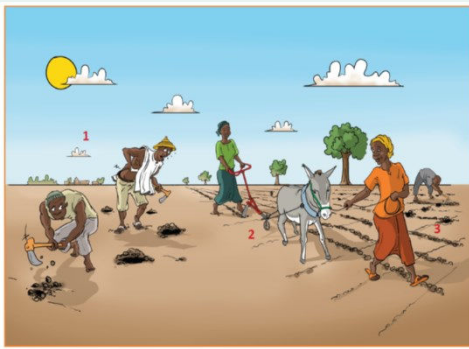- Include farmers' testimonies > it makes the media more convincing

The FORMAT serves the content
- Choose pictures that are clear and easy to understand, reflecting the daily life of producers
- Keep pictures simple to avoid loosing the reader, and exclude unnecessary illustrations, text and details
- Harmonize: font, size, color, contrast
- Respect the rule of thirds, the visual path and the rest zones for ergonomic reading

4 SHARING, USING, EVALUATING AND REVISING THE MEDIA
- Train those who will use the media
- Plan for equipment to transport, screen or hang the media
- Select distribution channels according to the media's content, format and audience
- Assess the media, with the help of trainers/advisors and the audience

Burkina Faso: facilitation tool on agroecology

Ivory Coast: restitution workshop on maize demonstration plots results

Madagascar: restitution workshop of an exchange visit

AFD

Jan. 2023

🎯 FUNDAMENTALS TO REMEMBER

- Videos and pictures reach more farmers and facilitate participation, understanding and memorization.
- They are not enough: explanations, animations, practical exercises, etc. must complement them → action increases memorization!
- Not all videos or pictures are a good tool. You need to think about the pedagogical effectiveness of your media: for whom is it intended, what message(s) do you want to deliver, and to produce what effect(s)?"
- Involving farmers in the production of the media takes time but results in a more effective media that is used by farmers.
- Consider the aesthetics of the media and be aware of cultural codes and representations: our tastes are subjective.

💬 WORDS OF FARMERS

"For an illiterate farmer, there must be pictures or representations that best illustrate the words and knowledge you want to convey. He/she will remember the pictures and recall the words that supports it."

"Illustrations from other cultural contexts, used to get farmers to react, can shock and not have the intended effect."

"A picture is a basis for discussion that can enrich what the trainer says."

"We tried to use a format as simple as possible: what is ultimately the important message we want to deliver and on which we want farmers to react?"

"Farmers need to be able to recognize themselves in the pictures... That's how they'll be able to react best."

"With drawings, we deliberately choose to keep only the essentials: that's the great advantage over photography."

"We didn't even talk about appropriation of the tool, because the farmers were the ones who produced it. So, for them, it was natural that they should be the ones using it to facilitate."

📚 FOR MORE INFORMATION

Example of tools:
- TORs for producing a communication video
- Instructions for production of a capitalization video. Extract from the guide "Capitalization – Fert's methodological guide"

Webinar: "What uses for videos and pictures in training and advice?", Sept. 2022

Advisory pack

"Cross-cutting tools"