



USING VIDEO TECHNOLOGY AS AN AGRICULTURAL EXTENSION TOOL: A Case Study on Climate Smart Agriculture in Uganda.

INTRODUCTION

- Women farmers have limited access to information; if women have equal access to knowledge, they are equally likely to embrace various agricultural practices

VIDEO INTERVENTION

- Groups of farmers were shown videos of women demonstrating various CSA practices: **Soil & water Conservation, Integrated Pest Management, Improved Poultry and Piggery Management**

GENERAL STUDY OBJECTIVE

- To explore the mechanisms of **how (women) farmers and extension agents perceive** the videos and how this could alter extension services, access to information for farmers, and adoption.

RESEARCH QUESTIONS

- What do **smallholder farmers and extension agents perceive about the use of video technology** as an agricultural extension tool for Climate-Smart Agriculture (CSA) in Uganda?

METHODOLOGY:

- FGDs and interview data were transcribed and analysed using content analysis

RESULTS

(I) Perceptions of farmers on CSA videos

Farmers **appreciated how the videos showed CSA practices** in a way that was easy to understand and implement

SOIL AND WATER MANAGEMENT

- Farmers liked the video and expressed that they learned how to create soil bunds, which aid in the conservation of both water and soil

INTEGRATED PEST MANAGEMENT

- Farmers learned how to prune, remove unhealthy branches, and make organic pesticides from animal urine and herbs

CLIMATE SMART POULTRY MANAGEMENT

- Farmers appreciated cheaper poultry structures that were easier to build and learned the value of keeping their birds in shelters

CLIMATE-SMART PIG MANAGEMENT

- Most farmers appreciated piggery and learned how to build pig stys, collect manure, and compost it in a covered pit

(II) Farmers' perceptions regarding their learning preference more from videos than demonstrations

Generally, farmers reported that videos help them **learn more** since they see how other farmers do in hard-to-reach places,

- Farmers were satisfied to learn more from videos than demonstration gardens; Videos give more information and reach more farmers than demonstration gardens

"Videos give me constant information, and I don't have to pay for gas or airtime for an extension worker or veterinary officer to come to my house/farm."

"It is simple to recall what one has seen; we can learn a lot from videos."

RESULTS

(III) Perceptions of extension agents on CSA videos

Generally, CSA videos were good because;

- used as **teaching aids** since they were produced in the local language,
- Videos **motivated female farmers** because they used fellow female farmers as role models.

"Female farmers were inspired and motivated by the videos. Because the women in the videos were just like them, it gave the female farmers confidence that they, too, could reach their farming goals."

- Soil animations showed how to build a soil bund according to the slope gradient
- Some extension agents said crop-related CSA videos were unsuitable for livestock farming areas



Fig 1: Soil bunds implemented by one female farmer



Fig 2: Wooden-constructed piggery house

DISCUSSION AND LESSONS LEARNT

IMPORTANT ASPECTS HIGHLIGHTED BY OUR RESULTS:

- Low-cost videos created by extension agents or trained farmers can **boost farmer knowledge** through peer learning and engagement.
- A focus on intra-household decision-making is essential, as women's adoption decisions may be influenced by MAAIF's strategy of involving men in video sessions.

IMPACTS

- Videos had significant positive impacts on several welfare outcomes, including **knowledge, awareness, adoption, agricultural yields, empowerment, and resilience**

LESSONS LEARNED

Key points include:

- Significance of farmer involvement in video interventions, showcasing women and,
- Addressing farmers' content requirements for future video tools, which led to the adoption of practices when **latent knowledge was activated**,
- Farmer **aspirations were stimulated, and women's preferences** and constraints were considered.

CONCLUSION

In the context of this study, the usage of video considered the voice of farmers and involved many levels of stakeholders. This increased **the video intervention's potential for reaching out to women farmers** with agricultural information.

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