

Seeing Is Believing: Using Community Video to Improve Agriculture and Nutrition Practices

November 19, 2015

This is a list of questions received during the Community Video for Nutrition Guide Webinar that we were not able to address during the webinar itself, with responses.

- 1. Anne: You said that a group sees a new video every fortnight - is there any relation to the previous video? Is there a discussion/dialogue around it or is the next meeting just about the new video that's on a totally different topic?**

At the start of the meeting there is a discussion about the previous video and participants are asked who tried the practice(s) and whether they had any questions, qualms, challenges, etc. The group discusses that as necessary and then proceeds on to the next video screening. The videos do indeed build on each other where appropriate, but it's not necessary to have watched the previous videos for subsequent ones as the attendance at these meetings can sometimes vary. Rather, every effort is made to reinforce practices promoted in previous videos in subsequent ones, such as being sure to highlight handwashing as a step (and done correctly) in a video about preparing complementary food. There is also at least one home visit between every two viewings, which serves to reinforce the messages, stimulate behavior change, and monitor knowledge recall and adoptions of practices.

- 2. Sarah Brunnig: Isn't the Farmerbook causing privacy issues?**

Only individuals who opt-in for having their photograph taken and having their data shared on Farmerbook are visible. Aggregate/anonymized data for the communities that we work with are still available though on our analytics dashboards (analytics.digitalgreen.org).

- 3. Bjorn Joakim Vincze: (On Sarah's point)...Great presentation...but who owns the data?**

All of the software, videos, data, and processes that Digital Green develops are released on a Creative Commons NonCommercial-Attribution-ShareAlike license.

- 4. Shaknoza: Please clarify about the facilitators, how do you recruit them? Project staff members? Do communities elect their own members?**

This depends on the specifics of the implementation. In India and Niger SPRING has used two different approaches. In India the facilitators are community-based staff (though all local and from the implementation villages themselves) paid for by VARRAT, the community partner. In Niger, the mediators are volunteers selected during a community meeting during which the

approach was explained by partner staff. During that meeting, they mentioned the selection criteria like availability, limited literacy, gender, etc. During the first year of implementation they were 100% volunteer staff but for the next phase we are exploring options for the mediators to receive a small stipend for their work.

5. Susan Cantella: what are the basic requirements for facilitators/mediators in terms of time and intellectual capacity/literacy, etc. - and/or what other selection criteria do you use for selecting these actors in the process?

IN addition to the two types of mediators listed above, Digital Green often uses facilitators/mediators that are existing frontline workers already working with the agricultural extension and health delivery programs of our government and NGO partners. The primary selection criteria are their ability to engage with a wide cross-section of their community and literacy, to be able to collect community feedback and participation data. The actors featured in the video are selected to come from the same variety of backgrounds (e.g., sociocultural, economic, gender) to match with the diversity of viewers that watch the videos. Videos don't just feature "positive deviants", but also individuals who may have made mistakes or had issues that others can relate with and they serve as early adopters to trial and demonstrate a practice.

6. FRANCIS HARY SOLEMAN KOE: Could you tell the total cost of producing for one video ?

This is contextual, so we can't really disaggregate that from our current studies, though SPRING has some cost data coming out from the evaluation most likely to be made available in the summer of 2016 from the proof of concept in Niger.

7. Bharathi Bharatam: How long does each video take to produce (end to end) ?

Each video takes about 3-5 days to produce per the estimates below. Some of these activities can be combined to take less time or more depending on the topic and scenario. Additionally, if there is a need for re-editing that can take time as can subtitling (though that is not necessarily included as a step for local dissemination, more for global technical review).

Day 1: Establish POPs (key messages)

Day 2: Storyboarding

Day 3: Village and actor Scouting

Day 4: Video shooting

Day 5: Video editing

8. Claire Slesinski: Have you found that certain people are featured in videos more than once and gain local popularity or celebrity?

Community members often appear in the videos so that they can be "seen" as role models within their respective communities. We have found that members of the community who were

otherwise separated from each other (e.g., widows) are brought together with their peers as they are seen as worthy of being someone to learn from.

9. Julia Shuck: Typically, DG agriculture videos come from topics individuals have come up with or adopted based on other trainings, so it really comes from them. How does this work with topics like hand washing, which are often wholly new to the entire area and don't necessarily come from the villagers? Are they similarly trained first and then asked to be in the video, carrying along key messages?

In both health and ag-focused videos, topics are both community generated and also generated from regional or national bodies such as the MOH, MOA, etc. For health topics that are totally new to the area, the prioritization of the topics is done using formative research and a situation analysis of the health issues most pressing in the region. From there, when it is not possible to find someone in the community already practicing the behavior, community members who can be early adopters are identified by local staff to learn about and trial the behavior for the video

10. Dickson Humphrey: Any challenges with the solar panels in the program?

We have had a couple of challenges. First we did not buy the right wattage, so the batteries did not get charged fully. We ended up replacing them with higher wattage versions. We also had other issues with the local Nigerian batteries in the local area of Maradi, but we recently found good quality Panasonics in Niamey to use that are not much more expensive to use in their place.

11. Kathy: If social status is increasing, is there any backlash from those who feel threatened by this? Such as men in the case when women's status is increasing?

This was certainly something that we were aware might happen for both men and women gender dynamics and also in India, that the community health workers may feel threatened. For this reason, we made the deliberate choice in India to involve community health workers in each step of the process to ensure their buy-in, build their capacity as needed, and also to ensure that the messages they were delivering were consistent with ours. Additionally, we studied the reaction of husbands and other local men to this work and we made sure to include them in the planning and dissemination processes as stakeholders. In Niger we have husbands groups as some of our dissemination groups specifically. Our research found that in neither India nor Niger was this an issue and all partners appreciated the videos, felt that they were contributing to healthier communities and they also indicated that the videos prompted increased communications among husband and wife about these issues. Additionally, we try as much as possible for the female mediators to lead the women's groups and the male ones lead the men's groups and the mixed gender groups. But as stated, gender has not been an issue really.

12. Dickson Humphrey: Are you taking into account about gender dynamics in the programming?

See above. Additionally, in Niger, we include at least one “role model husband” in each video, which has been welcomed by both female and male beneficiaries. In fact, the video that men liked most was the one where the father is feeding his child. When we asked men on what topic they would like to have a video in the future, they would like to learn how to talk to their wives. Our videos so far have also included some positive role play examples of husbands and wives (and cowives) discussing household budgets and management together.

13. Shaknoza: From sustainability point of view, who would go on spreading such messages through videos? The government? Community? What about the resources, shooting devices, etc?

This is one aspect of this approach that we are continuing to discuss and warrants further study. Groups have indicated that they would be interested in payment models to support continuation of activities. One critical method to ensure sustainability is to involve a local partner that can maintain the presence and support even after the DGs and SPRINGs leave. SPRING hopes to explore using this model as a livelihoods development model (production groups can also use the equipment to make videos for payment on the side) in any further expansion of our work in the Sahel.

14. Kathy: Have you done any research to determine the type of content that's most effective in driving behavior change? (i.e. animation, comedy, storytelling, informative/instructional, etc.)

We track the different types of videos that are produced and shown on the Digital Green analytics dashboards (http://www.digitalgreen.org/analytics/video_module). We have found that videos that feature individuals in their local context (i.e., talking about their families, lives) and how they may have changed their behaviors are the most effective way of affecting others. The videos are less about trying to tell people information (e.g., as would be possible through posters or animations) and more about changing people's own perceptions and aspirations of themselves by relating with those that they see on video. IFPRI conducted a randomized control study on this in Ethiopia and found some striking results:

https://editorialexpress.com/cgi-bin/conference/download.cgi?db_name=NEUDC2013&paper_id=275.

15. Heather Danton: Question for Rikin: SPRING has been working with DG to develop nutrition-specific behavior change messages that can be promoted through video. Has DG started to include any nutrition-sensitive ag practices into its agriculture video work? If so, how do you (or your partners) identify/define appropriate nutrition-sensitive ag practices to promote? And, have you conducted formative research to support this practice identification/definition?

Yes, we have incorporated nutrition-sensitive agricultural practices in government programs that we work with in India and Ethiopia. We have primarily bootstrapped on the formative research that other organizations have already done in communities. We have found that formative

research is key as just translating or localizing videos from one geography to another doesn't address the specific cultural nuances and barriers for nutrition SBCC. This is an area of research and learning that SPRING and Digital Green are continuing to build on in projects currently being implemented in West Africa.