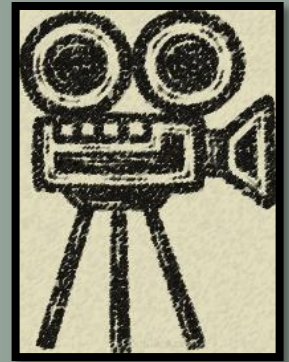


Researchers, scientists, extension officers and students involved in agricultural research are invited to participate in an intensive 5-day training course:

PARTICIPATORY VIDEO FACILITATION

FOR SOCIALLY INCLUSIVE AGRICULTURAL RESEARCH



Are you...

- Working to enhance the inclusion of marginalized stakeholders in agricultural research for development (AR4D) processes?
- Interested in incorporating participatory methods and group-based video activities into your fieldwork?
- Looking to find innovative ways to improve communication between diverse stakeholders?
- Interested in learning about different applications of Participatory Video (PV), to support farmers and other stakeholders in sharing their experiences or communicating knowledge in more impactful ways?

This 5-day training course will build up your facilitation skills through hands-on activities, enabling you to foster social inclusion through collaborative video-making. In small training groups, we will walk through a step-by-step process of facilitating a PV workshop. We will also make time for sharing your own experiences and reflecting with other practitioners on the many possibilities, as well as the ethical challenges of involving different stakeholders in video-making. This course will prepare you to start integrating PV into your future agricultural research projects, from proposal stage through to evaluation and scaling processes. Please contact: participatory.video.courses@gmail.com to register your interest!

Trainer:

Dr. Pamela Richardson-Ngwenya

When?

25-29 May, 2020

Where?

DITSL,
Witzenhausen,
Germany

Cost: €950

/€700

Language:

English



Background information

Why Participatory Video? Digital Video is arguably the *modus operandi* of contemporary popular media. The ICT revolution has thus far spawned more than 6 billion mobile phone users, many of those with capacity to create digital video content. Moreover, it is estimated that more than half the global population has access to the internet, with more than 3 billion people using the internet regularly. With access to the means of both generating and sharing video becoming ever more prevalent, it is important for agricultural researchers and AR4D practitioners to consider how digital video can be mobilised in ways that contribute positively to the communities involved.

Participatory Video (PV) involves supporting a group to create their own videos and is a well-tested community development and advocacy tool. As a method in transdisciplinary research for development, PV can empower local research partners and stakeholders (such as farmers or traders) to articulate their own voices and be heard by socially and/or spatially distant collaborators. Through hands-on experiential learning, research participants are enabled to create short videos that can be shared with peers, with other rural communities and stakeholders, with scientists, or with distant donors and policy-makers. The participatory process is geared towards fostering dialogue between different actors around a shared question, issue, goal or problem.

As such, PV lends itself to documenting and sharing *local innovations, project achievements, or context-specific problem situations*, for example, while at the same time fostering intra-group communication, peer-to-peer sharing and skills development. Requiring little technical experience and no reading/writing, participatory video making is proven to be a valuable approach for fostering more socially inclusive research, especially when working with marginalised communities that have long been denied 'voice' in conventional research and development processes.

Video has the advantage of showing rather than simply telling and can be circulated to a wide audience. Although PV has been pitched as an appropriate tool for empowering research participants, recent literature highlights significant ethical and political complexities, which will be given attention and emphasis throughout this training module.

There are a wide range of possible applications of PV in the context of agricultural research projects, such as: collaborative video-based funding proposals; group innovation planning; documentation of projects; participatory monitoring and evaluation; sharing and extension of good practice; peer to peer exchange and learning. The trainer has experience in these applications and is happy to support process development. A follow-up online consultation is included in the training fee.

Lead Trainer

Pamela Richardson-Ngwenya is a geographer and Participatory Video facilitator. She completed her doctorate at the University of Oxford in 2009. Her postdoctoral research at the University of KwaZulu-Natal, South Africa (2010-2014), focused on sustainable agri-food initiatives in Zimbabwe and she was also involved as an activist and facilitator of diverse community video projects in Durban. She has published in several peer-reviewed journals, as well as developing public-oriented, multi-media outputs. She won the Antipode Scholar-Activist award in 2011 for her work with Participatory Video and youth.

She later worked as a postdoctoral fellow with the German Institute for Tropical and Subtropical Agriculture (DITSL) (2014-18), collaborating within an international food security and innovations project and contributing expertise on participatory visual methods, gender and socio-cultural difference. Her research on agri-food networks, diverse economies and sustainability is committed to epistemological pluralism and reflexivity regarding the politics of knowledge production.

Pamela has been working with collaborative video approaches for more than 14 years, facilitating video projects in the UK, the Caribbean, Zimbabwe, Tanzania and South Africa. She initially trained in video production and editing in 2005, with Oxford Film and Video Makers (UK) and then trained in Participatory Video facilitation with Insightshare, UK, in 2006-07. Since then, she has facilitated workshops and co-produced over 60 community and participatory videos worldwide.



Photos: Participatory video workshop activities: (l-r) Farmer group members learning camera handling skills, Tanzania; Inter-cultural team building activities, Germany; Video shooting session with farmers, Tanzania.
Source: Ngwenya, 2015, 2019, 2015.

Training outcomes

After successfully completing the course, trainees should:

- Be familiar with the foundations of PV
- Be prepared to design and implement PV as a part of an AR4D project methodology
- Have an understanding of the ethical challenges raised by PV

Core skills to be gained or consolidated:

- Basic video camera and video production competency
- Introductory group facilitation
- Ability to plan and organize PV tasks in a community-based context

Cost: €950 for institutionally-funded participants /€700 for self-sponsored individuals, inclusive of refreshments and lunches. Also including a follow-up coaching/advisory call to support your future PV activities.

Not including accommodation or other meals.

PLEASE NOTE: Unfortunately, scholarships/sponsorships are not available.

Language of instruction: English

Maximum number of participants: 10

Lead trainer: Dr. Pamela Richardson-Ngwenya

Please register by **17.04.2020** by contacting participatory.video.courses@gmail.com

Places are reserved on a first come, first served basis, upon payment of **non-refundable deposit** of 300€. Full payment required by **11.05.20**

The Host

DITSL - the German Institute for Tropical and Subtropical Agriculture, and Transdisciplinary and Social-ecological Landuse Research - is a centre of expertise for transdisciplinary research for development and transformation in social ecological land-use systems worldwide. It specialises in innovation in agriculture and livestock-based food and farming systems in highly heterogeneous and variable environments.

DITSL contributes to promoting food and income security, and sustainable value chain development in Africa, Asia, and Latin America. It employs an actor-oriented approach to integrate the perspectives, interests and capacities of different societal actors and to co-create contextual knowledge and options for actions to mitigate or solve complex problems.