Micro Grant Final Report: "Using podcasts as part of a collaborative learning approach to bring about social behaviour change within the farming communities of Karamoja - a pilot study"

Award Number: 999003523

Implementing Organization(s): AgriTechTalk International CIC; AgriTechTalk Africa; Farm Radio International

Project Period: April 2021 to March 2022

Report Submission Date: 31ˢᵗ March 2022

Background

Prior to this project, while research into social learning from podcasts had been conducted within formal educational environments, little appeared to have been done on their use as a tool to change behavior within farm security projects. Although many NGOs, and other organisations working within the food security sector, use podcasts as a means for keeping people updated on projects, few appear to use them as additional tools for disseminating knowledge or information at farmer hh level.

Technically, a podcast is pre-recorded audio content that can be accessed via the internet on demand. When audio content is developed as a podcast, such as an mp3 file that is initially distributed online, it will generally be accessed by rural communities offline, such as via Bluetooth or pre-recorded memory cards, due to their poor internet access. Therefore, although this project investigated the effectiveness of material developed (and downloaded by the project officer) in podcast format, playing/sharing of the podcasts with/amongst participating farming households was as pre-recorded audio files.

The project was designed in partnership with Farm Radio International, the only international non-profit organization focused on the use of radio to support African farming communities. Given the lack of evidence relating to the use of podcasts for social change and improved food security at smallholder level, the project was something that FRI were interested in supporting and learning from.

The project anticipated that, by trialing the use of podcasts as a key method for bringing about social and behaviour change (SBC), it could begin to address this knowledge gap, providing much needed knowledge on the effectiveness of podcasts.

Because of the proven success of live radio in SBC projects, the project designed the podcasts to include elements which are at the heart of radio programme design, so creating audio content that when listened to, would engage, inform and motivate farmers in the same way that radio does; and provide an example template for future groups who are interested in using podcasts. It was anticipated that using podcast content (as audio recordings) within social-listening groups, and allowing time for discussion, would enable the participants to develop and share knowledge gained from the material, and by using this knowledge that they would remain engaged and motivated - key aspects of the project's behavioural change model.

The many positive attributes of podcasts make them an ideal addition to any training material. This project aimed to demonstrate that when designed properly, the versatility of podcast content (i.e. because it can be shared, listened to on mobile phones, paused, and replayed) makes it a valuable tool for food security projects wanting to integrate different activities and methods into training to bring about SBC.

Thus, this project explored the use of podcasts (and podcast content), as a replicable, shareable and accessible social-learning tool, to bring about a sustained behaviour change amongst rural communities. Promotion of its findings could strengthen food and nutrition security amongst FFP-target populations directly, by improving the design, implementation and overall effectiveness of emergency and development food and nutrition security activities.

A table showing the original objectives and planned deliverables is shown below:

Objective	Deliverables
To conduct formative research into existing knowledge on the use of pedagogical podcasts for social learning, guiding planning on the development of appropriate learning podcasts; and to research the current state of farm recording in the region	1. Formative Research Data Summary 2. M&E Plan and COVID-19 Risk Reduction Protocol 3. Baseline Report covering existing farmer recording knowledge/practices; assessment of literature/numeracy range; preferred thematic content and data set types, and other underlying challenges. 4. Podcast and Radio Content Guidelines
To draft appropriate learning materials for conducting podcast learning-sessions	5. Collaborative Learning Plan 6. Draft Farm Recording Materials, including Trainer Manual, Podcast Scripts, Farmer Record books and Key information sheets in English
To deliver learning-sessions and draft the evaluation of the project activities	7. Listening Session Attendance Records 8. Dissemination Plan including details for distribution of podcast and dissemination events 9. Draft Evaluation Report
To finalize and disseminate the project products	10. Final Farm Recording Materials including Trainer Manual, Podcast Scripts in English and Karamoja, Farmer Record books and Key information sheets 11. IDEAL Final Report 12. Video recordings of each online dissemination event 13. Audio podcasts in English and Karamojong 14. Final Evaluation Report

Project Activities

PROJECT IMPLEMENTATION

The project involved development of four podcasts (in English and the local language of Karamojong) on farm recording. These were downloaded by the project officer onto memory cards, and inserted into radios. The audio recordings were played to five farmer groups (in the Karamojong language) during fortnightly listening-sessions, facilitated by the project officer and supported by appropriate learning resources. Each group comprised husband and wife couples from 7 hh's, making a total of 35 couples/70 individuals. These resources included a training manual for the project officer; key information sheets for the participants; and simple structured farm recording books.

Subsequent follow-up meetings and visits by the project officer, ensured that all participants were supported in applying what they had learned during the listening sessions (namely farm record keeping) to their own farming activities. The implementation of a thorough process of evaluation over the duration of the project ensured that its impact, and learning from it, could be understood and measured effectively. The specific activities conducted during the project are summarised below.

Key Project Activities and Delivery Dates:

Activity	Delivered
Inception meeting for local Government and NGO officers (ATTA)	Apr 2021
Creation of 5 listening groups, with baseline surveys, followed by farm visits to explore record keeping practices in more detail (ATTA)	Apr - May 2021
Formative research review on podcasts for social learning (ATTI); survey on farm recording and radio/podcasts with agri' officers (ATTA); development of Podcast Development Guide (FRI)	Jun 2021

Development of Learning Plan: included outline of content/structure of listening sessions; planning podcast scripts; planning supporting materials; and drafting delivery time-table (ATTI)	Jul 2021
Researching/meeting local radio stations, to identify the best partner for production of podcasts, based on their existing regional outreach; and experience of broadcasting/recording content to local rural communities (ATTA)	Jun 2021
Preparation of draft podcast scripts (ATTI, AAI, ATTA, FRI and Ateker FM)	Jul 2021
Engaging with all partners for the finalisation of podcast content; and supporting learning materials for the listening-sessions (ATTI, AAI, ATTA, FRI and Ateker FM)	Aug 2021
Testing the Karamojong podcast content/listening-session format with a farmer focus group (ATTA)	Aug 2021
Translating of the podcast scripts into Karamojong; and commencement of podcast recording in both English and Karamojong, using locally engaged actors (Ateker)	Aug - Sep 2021
Preparation of materials to support learning during listening-sessions and farm recording activities by the farming hh's (trainer manual; key information sheets; record books) (ATTI, AAI and ATTA)	Aug - Sep 2021
Completion of recording of podcasts in Karamojong (Ateker)	Sep - Oct 2021
Commencement of listening sessions with all 5 groups (ATTA)	Sep 2021
Mid-term listening session evaluation survey (ATTA)	Oct 2021
Delivery of remaining listening sessions (ATTA)	Oct 2021
Distribution of solar powered radios with memory card slots, as well as the podcast recordings downloaded as mp3 audio files onto memory cards, to all project hh's (ATTA)	Nov 2021
Post-listening session evaluation surveys (focusing on quality of podcast recordings and listening-session delivery) (ATTA)	Nov 2021
Surveys of agricultural officers who had attended listening-sessions (ATTA)	Nov 2021
Recording of short farmer interviews with a sample of selected farmers, for inclusion in live radio broadcasts (Ateker)	Nov 2021
Individual hh surveys (ATTA)	Nov - Dec 2021
End-line surveys, with whole groups and women only (ATTA)	Jan 2022
Final adjustments to podcast scripts/recordings (ATTI, AAI and Ateker)	Feb 2022
Final scoring of record books (ATTA)	Feb 2022
Broadcast of live radio programmes about farm recording in Karamojong. These included an introduction by the ATTA farm officers; the recorded farmer interviews; playing of the Karamojong podcast recordings; and a question-and-answer text/phone in (Ateker) FM	Mar 2022

The respective organisations involved directly in each activity are displayed above. As well as the lead organisation, AgriTechTalk International CIC (ATTI), these included: AgriTechTalk Africa (ATTA), Farm Radio International (FRI), with other inputs provided by AA International (technical support of training materials) and Ateker FM (local radio station that broadcasts throughout the sub-region). These partnerships all proved very positive. ATTI already had very close working relations (which still continue) with AAI and ATTA. By ensuring regular reporting (weekly reports) and dialogue (regular Skype meetings) with ATTA specifically, all project activities were planned, implemented and, where necessary, adjusted collaboratively. This was the first time ATTI had worked directly with FRI, which was found to be both constructive, supportive and responsive in developing the podcast guidance, advising on the content of the podcast scripts, and planning dissemination of the project outputs. The role of Ateker FM in the project was very significant, involving appraisal of the podcast scripts, translation into Karamojong, sourcing and directing the actors, and recording the podcasts in English and Karamojong. Both ATTI and ATTA worked directly with Ateker (ATTA often face-to-face; and ATTI by email), providing guidance and approval where needed. Again, it proved a strong and capable partner. After the initial recordings were made, some issues in continuity were identified by ATTI, but these were rectified in the final versions.

The participants themselves were very engaged in the project, with attendance rates remaining high throughout. The level of engagement of agricultural officers in returning the initial survey was disappointing - likely attributable to other prioritized commitments. Given the interest shown in the project during the initial inception event, this was surprising and is not well understood. In terms of collaboration with the Apolou programme, although levels of engagement were slow to start (due to staff absence

within Apolou at the time) later on in the project, ATTA met directly with the acting Apolou activity coordinator, to present the project (by explanation and also the prepared learning resources). He was very positive about its potential value, through its exploration into the value of podcasts for contributing to SBC. The ATTA team have shared the podcast recordings on memory cards directly with him.

PROJECT OUTPUTS AND OUTCOMES

The final outcomes/products developed by this project include:

Output/Format	Notes
Formative Research Report (PDF)	Summary of research into the use of podcasts for collaborative (or social) learning, focusing on small-holder farming communities
M&E Plan (PDF)	Outlines specific timed activities for monitoring project activity delivery, including the development of all podcast and training materials; and evaluating its impact
Baseline Report (PDF)	Describes the results of baseline surveys conducted at the start of the project
Podcast Development Guide (PDF)	A practical guide for rural projects on how to develop podcasts
Collaborative Learning Plan (PDF)	Describes the approach and content of the project listening- sessions
Dissemination Plan (PDF)	Outlines the means and methods by which the project would disseminate its outputs, and related learning
Trainer Manual (PDF)	A trainer manual on how to conduct podcast-based listening-sessions on farm recording with farmer groups. It provides the podcast scripts; as well as ideas for follow-up discussions; and examples that can be used to illustrate the content of the podcasts, as well as practice
Podcast scripts (PDF)	Wording of all 4 podcasts
Key Information Sheets (PDF)	Illustrated hand-out for learners, summarising key facts to remember when keeping farm records.
Record Books (PDF)	Simple enterprise-based record book template
Podcast recordings (MP3)	Recordings of all 4 podcasts
Evaluation report (PDF)	Final Evaluation Report
Project Briefing Document (PDF)	An end-of-project summary, providing interested audiences with an overview of the project's activities and findings, as well as links to all resources
Final Project Report (PDF)	Final project report

This project has explored whether the use of podcasts, as a replicable, shareable and accessible social-learning tool, could bring about a sustained behaviour change amongst rural communities. As Social Behavior Change is one of IDEAL's Content Focus Areas, the project has advanced global knowledge and capacity on a key IDEAL theme directly.

By demonstrating how podcasts, when downloaded onto memory cards, and played in a social-learning environment (that encompasses interactive learning both as a community and as a couple) can support the acquisition of knowledge/skills and lead to a new, sustained and desired behaviour, it is evident that the project's outputs can inform and support SBC targeted actions by other projects in future.

The unexpected results or outcomes which came from implementing this project include:

1. **The success of learning as a couple:** The project aimed to invite greater engagement at the hh level, while also providing an opportunity for female learning. It was felt that excluding male hh heads would lead to a lack of support for women taking part in the project - support that would be essential for the application of learning. Therefore, heads of hh's "plus one other" were invited to participate. In all 35 instances, this resulted in husbands and wives. What was unexpected was the notable success of

learning as a couple, most especially for women. Despite the fact that women in the region are often responsible for the most frequent financial hh transactions, they are often sidelined in hh financial decision making. At the end of this project, all the participants reported that they had enjoyed learning as a couple. Furthermore, the men acknowledged that having their wives involved in record keeping improved their quality, since more transactions could be accounted for. Most notably, all 35 women who took part in the project reported that learning about farm recording as a couple had benefitted their role in hh financial decision making. It could be the case that the inputs of husbands during group sessions dominate those of women – thus care should be taken in assuming the success of learning as a couple in other projects in future. However, these interesting findings do indicate that it is an approach that could be considered by other projects in future.

2. **Level of sharing of the podcast audio recordings within communities:** Notwithstanding the fact that a significant portion of hh's in the region do not have access to devices that can be used to play and share podcast recordings, the baseline report indicated that many do. Once the podcast content was shared with the participants via memory card, many of them reported that they had not only listened to the recordings with family/friends/neighbours several times, but that they had also shared them via Bluetooth. This level of sharing amongst the communities themselves had not been anticipated. Although podcasts cannot and should not replace live radio in dispersing new knowledge and information, the project has demonstrated how widely podcast content could be accessed by poor rural communities, and therefore their potential to support SBC programmes in future. Other specific traits of pre-recorded audio content, such as the ability to be played at the listener's convenience (eg when devices have been charged), and be paused or replayed, further demonstrate their potential contribution to SBC.

At an organizational level, the grant recipient has not only extended its experience of improved farm recording systems, and how best to share these; but has also developed, tested and learned about different M&E strategies. A key benefit realized in undertaking this project has been extensive learning from its outputs. This has been multi-faceted, including learning about the value of podcasts, the value of farm-recording systems, and different ways of social-learning. The grant recipient is currently exploring ways in which the experience, skills and knowledge that it has acquired from this project can be incorporated into new projects in future.

Feedback gathered during the project's end-line participant surveys illustrate the value of its activities and outputs. Due to its wide range of facets, these relate to a number of features. For example: the value of farm-recording (eg that the ability to compare the financial performance of enterprises supports farm performance); of podcast content versus radio (eg they can be listened to any time; are not interrupted by signal or network problems; and are effective when played in social groups – as they can be paused/repeated, encouraging discussion and reinforcing learning); and learning as a couple (eg women reporting that they are better able to share in the financial planning of how to spend hh profits). Interviews conducted with a small number of the participants for inclusion in the live radio programmes also reveals the very positive experiences of these individuals (further information on these sound recordings available on request).

APPLICATION AND DISSEMINATION OF PROJECT RESULTS AND LEARNING

In terms of the dissemination activities, the following table shows how, and in what form, the project outputs have been shared with implementers, communities of practice or other key food and nutrition security stakeholders. Dissemination activities which were not included in the original Dissemination Plan (presented in Milestone 3) are presented in **bold**, and show how the project activities, outcomes, tools developed, etc. are being further promoted and disseminated (beyond what was originally planned) to the greater food security community. Plans for future iterations of activities that have been initiated in this project extend to responding to future discussions and enquiries that arise from the dissemination activities presented below; as well as the development of proposals that enable the scaling-up of learning by rural communities from podcasts in a social-learning environment.

ORGANIS-ATION	FORMAT	DETAILS	DESCRIPTION	TARGET AUDIENCE	NOTES ON IMPLEMENATION
AgriTechTalk International (ATTI)	Website	Farm Recording Resources Page: http://www.agritechtalk.org/farm_recording.php	Podcast recordings as MP3 files – can be played directly from the website, and also downloaded	Agency, Government and NGO staff; radio stations	' Ready for dissemination, pending IDEAL's approval of final deliverables
			Printable learning resources as PDFs – can be opened and downloaded directly from the website	Agency, Government and NGO staff; radio stations	Ready for dissemination, pending IDEAL's approval of final deliverables
			Project reports as PDFs – can be opened and downloaded directly from the website	Agency, Government and NGO staff	Ready for dissemination, pending IDEAL's approval of final deliverables
	Facebook	ATTI and AAI Facebook page: https://www.facebook.com/aainternationalagritechtalk	Narrative about the project	Agency, Government and NGO staff	Done, Mar '22 https://www.facebook.com/aainternationalagritechtalk (Links to farm recording resources will be shared once IDEAL has approved final deliverables)
	Direct email to ATTA team	As project resources were developed, they were discussed, edited and shared between the ATTI and ATTA teams	Podcast recordings as MP3 files - sent by email	ATTA field team	Done, throughout project
			Printable learning resources as PDFs – sent by email	ATTA field team	Done, throughout project
			Project reports as PDFs – sent by email	ATTA field team	Done, throughout project
Farm Radio International	Barza Wire	Farm Radio International's news service, sharing stories about rural communities in Africa: https://wire.farmradio.fm/	Narrative about the project and links to the Farm Recording Resources Page on the ATTI website	Agency, Government and NGO staff and radio station staff	Ready for dissemination, pending IDEAL's approval of final deliverables Barzawire

USAID	FSN Network	Resource database of USAID's global online community for food security & nutrition practitioners: https://www.fsnnetwork.org/resource	Narrative about the project and links to the Farm Recording Resources Page on the ATTI website	Agency, Government and NGO staff	In Progress
Karamoja Google Group	Direct Email by ATTI and ATTA team	Network of NGOs and other actors, working in development in Karamoja	Narrative about the project and links to the Farm Recording Resources Page on the ATTI website - developed as a **project briefing document**	Karamoja agency/NGO officers	**A project briefing document[1]** summarising the key activities, outputs and learning from the project was circulated to the Google Group in Mar '22
Ugandan International NGO Country Director mailing list	Direct Email by **ATTA** team	Network of Country Directors of International NGOs operating in Uganda	Narrative about the project and links to the Farm Recording Resources Page on the ATTI website - developed as a **project briefing document**	International NGO staff working in Uganda	**Project briefing document[1]** (see above) circulated to the network in Mar '22
Uganda Inter Agency Cash Working Group; and Uganda Livelihoods Working Group	**Direct Email ATTA team**	**Networks of agencies /NGOs supporting cash distribution/livelihoods activities with refugees in Uganda**	**Narrative about the project and links to the Farm Recording Resources Page on the ATTI website - developed as a project briefing document**	**Network members (agency/NGos)**	**Project briefing document[1] (see above) circulated to the network in Mar '22**
Local radio stations	Direct Email by ATTI	At the outset of the project, the ATTA team created a contact list of Karamoja radio stations	Podcast recordings	Local radio station staff	Shared with Akica FM, Karamoja FM and Totore FM, Mar '22 (would require funding to be broadcast)
AgriTechTalk Africa (ATTA)	Direct distribu-tion	Memory cards installed on small radios, distributed to each of the 35 participating hh's during the project along with printed record books and key information sheets	Podcast recordings as MP3 files Farm Recording Resources	Participating Karamoja farmers	Done, Nov '21

---

[1] First prepared in March 2022, the briefing document was updated in April 2022, to incorporate the feedback received from the IDEAL team

	Direct distribu-tion	Distribution of printed materials to participating farmers	Key Information Sheets and Records Books as hard copies	Participating Karamoja farmers	Done, Oct '21
	Direct distribu-tion	Memory cards with recorded podcasts distributed to 50 officers and lead farmers for playing on their mobile phones. They will be encouraged to share these further via relevant WhatsApp groups that they are part of	Podcast recordings as MP3 files Farm Recording Resources	**Key officers/lead farmers/parish chiefs in Karamoja**	**Apr '22 50 memory cards distributed to key officers/lead farmers/parish chiefs in the district of Moroto, and, to a lesser extent, other districts of Karamoja, including Napak, Kaabong and Karenga, Apr '22.**
	Direct distribu-tion	Distribution of printed materials to local officers	Key Information Sheets and Records Books as hard copies Farm Recording Resources; **project briefing document** Project Reports	**Moroto Ministry field officers**	**Copies of resource materials and project briefing document printed and filed with Heads of relevant Departments in Moroto District, including Production, Community Development and Administration, Mar '22.**
	Email and direct distribu-tion	**Sharing learning and access to resources**	**Project briefing document, summarising the key activities, outputs and learning from the project as PDF report, with links to all project outputs and reports**	**Other key officers/lead farmers/parish chiefs in Moroto, and other districts of Karamoja, including Napak, Kaabong and Karenga**	**Project briefing document has/is being circulated, as email or in hard copy (in areas that the Field Officer can travel to safely) during Mar & Apr '22**
	Whatsapp groups	**Sharing learning and access to resources**	**Project briefing document link to learning resources in ATTI website**	**Various agency, NGO and Ministry staff working in Karamoja**	**Commenced Mar '22**

Challenges and Lessons Learned

The challenges that affected implementation, and how the project navigated these challenges, are presented below. These have been prepared in close consultation with the ATTA field team:

1. **COVID-19**: In dialogue with IDEAL before commencement of the project, it was agreed that group sizes should be reduced, from 20 to 14, to avoid COVID transmission.
2. **Terminology**: A podcast is, technically, pre-recorded audio content that can be accessed via the internet on demand. Although the audio recordings were developed as podcasts, they were shared with/amongst the stakeholder communities as audio files (on memory cards). Thus, these audio recordings were not circulated as podcasts. This did not affect the implementation of the project in any way, especially as this form of sharing had been anticipated from the outset. However, the importance of clear definitions, in order to prevent misunderstanding of project outputs and impacts, was raised by the IDEAL team; and was a lesson learned by the grant recipient.
3. **Poor survey response levels of local officers:** For the Formative Research Report, a Google survey was shared with local government/NGO field staff. Response levels were very low. Follow-up queries indicated that this was due to the officers' heavy workloads/pressing commitments. Greater engagement with local officers should have been attempted prior to distribution of the surveys.
4. **Numeracy/literacy skill limitations**: Although the project used simple farm recording as its targeted SBC, the literacy/numeracy skills of some participants limited their ability to keep such records. This was especially apparent for many women, who generally reported much lower education levels than the male participants. These challenges were overcome by these hh's themselves by 1) integrating symbols into the recording system; 2) seeking help from friends and neighbours; and 3) for the women whose husbands were literate, sharing the information to be written down with their husbands verbally.
5. **Access to equipment (phones or radios with memory card slots):** Although a high proportion of participating hh's owned a mobile phone, many women reported that they did not own their own phone/radio and had limited access to their husbands', who are away from home for much of the day. For this reason, the project provided small radio sets (with memory card slots), to each household.
6. **Previous farm recording experience:** During the baseline with the 4 original groups, some participants reported that they were already keeping farm records. This raised concerns about how effectively the project could explore the benefits of farm recording, since it would not be a newly acquired SBC. For this reason, a fifth group was created, that had no prior record-keeping experience. In fact, subsequent farm visits revealed that no participants were keeping enterprise level financial farm-records, which were the focus of the podcasts.
7. **Short duration of the project:** As a 12-month project, with significant time required for targeted development of training resources, there was a relatively short period available to directly support hh's in keeping farm records. Although end-line results indicated that this behaviour change is being sustained, more time to support the hh's would have strengthened their learning and confidence levels further. Also, although long enough to demonstrate that learning from podcasts in a social-setting can be highly effective, its duration was too short to allow the farmers to build up sets of records over years, which would have demonstrated its value to them even more.
8. **Security Concerns:** Towards the end of the project, the ability of the Field Officer to travel to other parts of the region to distribute memory cards/hard copy reports was impeded by security concerns. As a result, dissemination was somewhat delayed and is now planned to continue into April 2022. In addition, where possible, materials will be passed on to the officers from any areas of concern who are visiting Moroto.

In terms of what worked well during the project, the following points are presented:

1. **Learning from podcasts:** The project demonstrated the effectiveness of podcast content as a pedagogical tool, enhanced by their specific qualities of being readily pausable, sharable, repeatable, and playable at times that the listener chooses.

2. **Learning as a couple:** As indicated previously, it was found that learning as a couple in a social-environment seemed to enhance the enjoyment and quality of learning; and even boosted the role of women in financial decision making at home.
3. **Learning in groups:** As anticipated, participants enjoyed and benefitted from learning in groups, as they were able to discuss and exchange ideas and experiences.
4. **Listening-session format:** Similarly, the dynamic structure of the listening-sessions seemed to improve engagement/learning. By being able to gauge when to pause/replay the podcasts, the facilitator could tailor the sessions appropriately. The inclusion of demonstration examples, discussion and practice sessions also improved the learners' overall experience.
5. **Community-based groups:** Having the sessions based within the communities negated the need for the participants to travel long distances. This is supported by the high levels of session attendance observed throughout the project.
6. **Listening to and sharing of podcast content at home:** As indicated above, by distributing radios/memory cards, the participants went on to listen to the podcast recordings a lot at home, in their communities; and to share them directly with friends/neighbours.
7. **Distribution of Key Information Sheet and Farm Recording Books:** Multiple copies of blank farm recording books were distributed to each household. This allowed them to start records for new enterprises/seasons well beyond the listening-session phase.

In terms of improvements that could be made to the project, and the differences these may have made:

1. **Targeted support for women:** Although the project resulted in improved knowledge, skills and engagement of women - targeted support for women; and materials tailored for their lower numerical/literacy abilities, may have equipped more of them with skills to start keeping farm records themselves, rather than relying on their husbands/others to do this. However, this would have been difficult to implement within the time and budget available for the project.

In terms of organizational adaptive management and/or learning processes (e.g. Pause and Reflect Opportunities) that were influenced by this small grant (other than the how specific challenges were navigated, as described above):

1. **Participants ages**: The project had intended to explore differences in the responses of youth versus older age groups. During project set-up, it was apparent that the age structure of groups, couples and individuals varied, making it hard to disaggregate responses by age. Although general responses and differences in age were observed and noted, this factor could not be quantified and explored in detail. In pausing and reflecting, greater attention could have been given to this variable during project set-up.
2. **Live radio shows**: It had been planned for the podcast content to be adapted for live radio broadcasts. In the event, each live-radio show included an introduction by the presenter, the playing of a podcast and the farmer interview, then question and answer call or text-ins by the audience. Although this was reported to be a successful format, greater attention could have been given to evaluating the responses of the audience.

In terms of knowledge and/or capacity gaps that remain, the lack of literacy/numeracy skills of some men, and more women, did limit their ability to start recording directly. This gap clearly is not easy to overcome within adult communities, and would either require direct interventions in these areas; or adjustments to simpler farm recording systems for less literate/numerate stakeholders (such as husbandry, climate and output focused records, rather than profit/loss). Despite this limitation, as highlighted previously, the project outputs demonstrated that all participants benefited from this project's farm-recording activities, by using symbols, seeking support from others, or supporting their partners to keep records.

Recommendations for implementers who seek to build on this work in the future include:

1. **Access to devices that can play audio recordings:** This project worked with communities with a fairly high level of access to devices that could play/share audio recordings (mainly phones, or radios with memory card slots). However, because not all the hh's/women could access such devices, radio sets were purchased for all hh's. Future projects that share podcast content with farming communities need to have a clear understanding of access to suitable devices and options for audio sharing (eg in the absence of internet, can they use Bluetooth?). If existing ownership is poor, and projects do not have the budget

to buy devices for individual stakeholders, other strategies would need to be planned, such as shared radio sets/mobile devices for group listening.

2. **Extending listening sessions:** By extending the listening-sessions over a longer period, opportunity for exchange and practice would be increased, reinforcing learning.
3. **Extending the project period:** A longer project would not only provide more opportunity for direct support, but would also enable set-up of local community groups/clubs, to practice farm-recording sustainably together.
4. **Provision of light sources:** Farm records need to be updated regularly to be of value. Although the participants found time to keep their records, they did report that the most convenient time for record keeping is in the evening, but that they could not necessarily do this without a light source. Future farm recording projects could consider the provision of solar powered lamps.
5. **Supporting women:** As highlighted above, additional targeted support for women would improve their skills and confidence levels.
6. **Solar rechargers:** Another issue that needs considering in relation to podcast listening is the limited battery life of mobile phones/radios. This project overcame this by purchasing solar powered radio-sets. Other projects would also need to consider participants' ability to recharge their own phones/radios, via access to mains or solar rechargers.

Conclusion

This project explored the effectiveness of using podcasts as part of a collaborative (social) learning approach, to bring about the desired Social and Behaviour Change (SBC) of farm recording (in this case, the keeping of paper-based, enterprise-level financial farm-records) by rural households in the Karamoja sub-region. Learning took place during group "listening-sessions", which included playing of podcast recordings, demonstrations of farm recording examples by the facilitator, group discussions and farm-recording practice. The social elements of the project were two-fold: a) the listening-sessions were held with groups and b) husbands and wives learned together. The project findings indicate that podcast content used as a social-learning tool, can contribute to SBC amongst rural communities, for both men and women. 3½ months after the end of project activities, the targeted behaviour change of record-keeping was being sustained for all participating households. The features of podcast content are believed to have largely contributed to the success of the approach, including its ability to: be played at a chosen time; repeated, paused and shared (levels of sharing by Bluetooth amongst the communities themselves were much higher than had been anticipated). The social-learning approach itself - namely, learning in groups and as a couple - also contributed to the enjoyment, participation and resulting knowledge of both men and women, with evidence that it had enhanced the profile of the latter in hh decision making. These findings indicate the significant value that this learning approach can make to the activities of USAID, partner organizations, and the greater food security community in the future.

CONTACT INFORMATION

Heather Pitcher, "Using podcasts as part of a collaborative learning approach to bring about social behaviour change within the farming communities of Karamoja - a pilot study", AgriTechTalk International CIC, Harbour House, Y Lanfa, Aberystwyth, Ceredigion, SY23 1AS, UK, heather@aainternational.co.uk

DISCLAIMER

This report is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the Implementer-led Design, Evidence, Analysis and Learning (IDEAL) Activity and do not necessarily reflect the views of USAID or the United States Government.

ATTACHMENTS

All reports and resources listed in the Project Output section:
CLAFRIP_all project outputs_310322

Sign in sheets to show the attendees and organizations at each IDEAL funded event:[2]
CLAFRIP_Attendance Sheets_310322