

Agricultural Extension Manual
Chapter 11

CHAPTER 11

MASS MEDIA AND AUDIO VISUAL AIDS

11.0 INTRODUCTION

Mass media provides the opportunity to contact large numbers of farmers quickly at extremely low cost per farmer. Audio visual aids provide the opportunity to improve the quality of extension events. The extension methods covered in this section are:

- radio;
- newspapers;
- print media and audio visual aids.

Television is also an important mass media tool and sometimes extension staff may be interviewed as part of a television programme. However, agricultural television programmes are organised at national level, rather than regional, district or thana level. For this reason, television is not covered in detail in this Extension Manual. Where extension staff are required to appear on television **Section 11.1** can be referred to as a guide for preparing interviews.

11.1 RADIO

Most farmers now have access to radio in Bangladesh, either owning a radio themselves or they are able to listen to one owned by a neighbour. Every day, Bangladesh Betar transmit over five hours of agricultural programmes, plus regular news items. Programmes are transmitted from six regional stations in Dhaka, Sylhet, Chittagong, Rajshahi, Khulna and Rangpur, and from the national station in Dhaka. The Department can tap into this valuable air time in order to reach a large number of farmers very quickly. In particular, radio is effective at:

- spreading general awareness and creating an interest in farming innovations;
- giving timely warning about possible pest and disease outbreaks, or urgent advice about action that could be taken;
- facilitating farmer-to-farmer extension by broadcasting the success of farmers in one area to farmers in another;
- advertising major forthcoming extension events such as district or thana fairs;
- reinforcing and repeating extension messages that are also passed on at other extension events;
- weather forecasting;
- providing information about the prices and availability of inputs and market prices for outputs;
- providing agricultural development information from varied sources such as research scientists and sector specialists, who are not available for face-to-face extension events.

Radio can also be effective when programmes are well made and are interesting to listen to, especially in the evenings in rural areas. Often, programmes can stimulate discussion and influence peoples attitudes to agriculture and innovations.

One district specialist has been designated to each regional station. They have been trained in making radio programmes and have use of recording equipment. They are a good contact point for other thana, district or regional officers who want to broadcast information.

Headquarters

Departmental staff at headquarters work with Bangladesh Betar through the DAE Media Cell and the Agriculture Information Service. This is done by:

- deciding DAE priorities for inclusion in radio programmes during Media Cell Working Group meetings, and providing these to AIS and Bangladesh Betar at their quarterly planning meetings;
- providing training materials directly to Bangladesh Betar, which can be used to inform radio script preparation, or even submitting prepared scripts;
- providing schedules of major extension events, and inviting Bangladesh Betar to attend and record these activities for later broadcast;
- taking Bangladesh Betar staff to the field to enable them to record farmer interviews for later broadcast.

Region

Additional Directors (Region) are responsible for liaison with regional radio stations, Bangladesh Betar. This comprises:

- attending regional Bangladesh Betar planning meetings;
- providing copies of extension plans to Bangladesh Betar so that they can a) advertise forthcoming events, and b) attend and record events;
- providing copies of District Bulletins to Bangladesh Betar, including notes of the most important or urgent items of information which should be included in agricultural programmes over the next month;
- inviting Bangladesh Betar to relevant meetings of the Agricultural Technical Committee at regional level and District Extension Planning Committee at district level. However, this may often only be possible in the districts where there is a Bangladesh Betar transmitter;
- inviting or taking Bangladesh Betar staff to an extension event, or to record farmer interviews.

If DAE staff are present where Bangladesh Betar are recording an extension event, or an interview with a farmer, or where they are being interviewed themselves, the following checklist will help ensure high quality programmes.

GUIDE FOR RECORDED INTERVIEWS

Before recording:

- make sure everybody is aware of the purpose and the main learning points;
- discuss the topic with all those involved before recording, especially in interviews so that the interviewee is not surprised during recording.

During recording:

- make sure everybody remains relaxed and informal;
- speak in everyday simple language, more in the style of a conversation than a lecture;
- repeat main learning points carefully to help listeners understand;
- give specific examples, remembering that listeners will not be able to see - they can only listen;
- ask short specific questions, using words such as "What?", "Why?" and "How?";
- if relevant, suggest practical actions that farmers can take.

After recording:

- try and find out when the programme will be broadcasted on radio;
- encourage farmers to listen to radio programmes either individually or in groups.

District, Thana and Block

Field staff may not have much influence over the content of radio programmes, but they can do much to stimulate learning about agricultural development from the radio. This can be done in a number of ways:

- obtaining copies of radio programme schedules from Bangladesh Betar and providing these to farmers who have access to a radio to enable them to plan time to listen to programmes they may find interesting;
- listening to agricultural broadcasts and explaining new information with farmers who did not listen, or do not have access to a radio;
- planning specific days and times to sit with a group of farmers and listen to radio programmes, and having a discussion about the technical content after the programme. **Radio Listening Groups, or Radio Farm Forums** can be highly effective, and groups of farmers can agree to meet each week to listen to a particular programme, answer each others questions, and plan activities they could implement on their farms. Extension staff can even motivate farmers to write to radio programmes with comments and questions, or ideas and innovations. This form of activity can also be encouraged in households with televisions for **television programmes** about agriculture.

11.2 NEWSPAPERS

National and local newspapers are published across Bangladesh, and are widely read by rural people. Providing newspapers carry accurate and informative agricultural information they can present a cost-effective communication channel.

Encouraging Newspapers to Cover Agricultural Issues

The following tips can be used by extension staff to encourage newspapers to include agricultural information:

- invite journalists to larger extension events, for example, thana or district fairs;
- invite journalists to important events such as the BS Awards Ceremony held as part of the Staff Appreciation Evening;
- send copies of District Bulletins and other locally produced print media (leaflets and folders) to local newspapers;
- provide copies of materials received from Headquarters to local journalists where appropriate;
- send press releases to local newspapers, covering exciting new technologies, urgent problems and new developments;
- maintain an informal relationship with the local paper.

Quality Procedures for Press Releases

When encouraging newspapers to cover agricultural information, care should be taken so that:

- they use the correct terminology. Common mistakes found in newspapers include articles which refer to the Department of Agricultural Extension as The Agricultural Extension Department or articles which suggest that DAE bring land back into production. This is not the case because farmers as land users bring land back into production;

- they place agricultural extension in the context of the New Agricultural Extension Policy. For example, events and new ideas are developed on the basis of farmer needs.

Copies of printed articles and press releases can be retained in the office for future reference. These can be kept in a “Press Cuttings” file.

11.3 PRINT MEDIA AND AUDIO VISUAL AIDS

Print media and audio visual aids are used to contact large numbers of people and add to the quality and impact of extension events in many ways, some of which are described below.

Awareness: Print media items produced in large numbers for display in public places, or widespread distribution to people, can create awareness of new ideas, problems such as pest outbreak, or actions that farmers may need to take urgently.

Interest: Print media and audio visual aids can add interest to extension events, as they use pictures and sometimes sound. People’s interest and attention is likely to be higher when extension events use flash cards, photographs and samples.

Memory: When information is presented in a variety of formats, people are more likely to remember important points. So, using touch, vision and hearing often works better than only listening to somebody talking.

Explanation: Using charts and pictures often helps extension agents to explain ideas and concepts more clearly and simply, so that participants in extension events are more likely to understand.

Effects: Photographs, models and flip charts give extension staff the opportunity to show what might happen if a farmer adopts a new idea. For example, a photograph of fish being produced in a rice field will give farmers a clear idea of what rice-fish production may entail. Making a model of a rice-fish field using mud and water enables farmers to see how a field may need to be constructed. Again, this is much more interactive and interesting than a simple talk.

Structure: Print media and audio visual aids help extension agents to structure talks and events. For example, a set of overhead transparencies, or a series of slides, or a set of flash cards provide key points to cover in a talk, or give structure to an event.

Participation: Using live samples, models, photographs, flip charts, flash cards and other print media or audio visual aids can help an extension agent gain farmer participation in extension events. Farmers can discover for themselves how to build and fill a rice-fish field by making a model. Householders can examine issues related to sanitation and water supply with a well structured set of pictorial flash cards. Farmers may also bring real examples (e.g. damaged crops) to an extension event giving the event more immediacy and impact.

A point to remember: mass media such as newspapers, print media such as leaflets and posters, and audio-visual aids, often make use of diagrams, pictures and symbols in addition to the written word. This is to make material more interesting and easier to understand. However, a note of caution - different people understand different pictures and different symbols in different ways. This is known as visual literacy - people learn what pictures mean. It is important that the right pictures and symbols are used.

The remainder of this Chapter describes the following print media and audio visual aids:

- real objects and live or preserved samples;
- chalkboards and whiteboards;
- flip charts;
- flash cards;
- photographs;
- slides;
- overhead projectors;
- posters;
- leaflets and folders.

Real Objects and Live Samples

Real objects and live samples include many items such as: tools, crops, seeds, fertilisers, plants, prepared food, equipment, and insects. They are best used in extension events with an individual farmer or a group of no more than about 20 farmers, so that everybody can see, touch or use the object or sample.

Preparation

Extension event topics are decided on the basis of farmer needs. Once a topic is defined, objects or live samples can be selected. Where possible, those which are already available are used. For example, those kept in the district or thana **Resource Centre**.

The selected object or sample should convey precisely and clearly part of the topic. For example, if the topic is Integrated Pest Management, and samples of crops damaged by pests are required, the damage should be sufficient so that it can be seen, and the damage should be attributed to a particular pest. Where there are a larger group of farmers, a number of samples or objects can be used so that everybody can see them. If chemicals are used they should be stored and handled safely. Safety instructions should always be followed. Examples of items which could be collected over time and stored in the Resource Centre for use in various extension events are:

- vegetables and crops from different districts;
- seed and sheaves of grain grown locally;
- fertilisers used locally, or commercial protein concentrates, or other chemicals;
- ingredients to use in home prepared feed mixtures;
- materials for treating seeds, or containers for storing seeds;
- plants with and without common diseases to enable comparison;
- samples of local soils;
- tools and equipment, these could also be borrowed from farmers or dealers;
- collection of insect pests which are common to the area, preserved in jars of alcohol (for caterpillars, borers, etc.) or pinned to cork in display boxes (for moths, beetles, etc.);
- collection of weeds, pressed, dried and mounted on card;
- collection of machinery parts (from pumps, engines, or sprayers) which have been dismantled and cleaned.

Many of these items will need some form of preservation.

Using Real Objects and Live Samples

During an extension event, samples or objects can be used in a number of ways:

To explain an important learning point: the object or sample can be held up so that participants can see it, and its significance explained.

To gain farmer participation: objects or samples can be passed around participants, for their comments. Questions to help participation could include: “What is wrong with this crop sample?”, or “What is this tool used for?” or “How much of this seed would you use in your field?” or “Which of these insects is beneficial?”.

To use: objects or samples can be used to demonstrate something in practice. For example, participants can be shown how to use a maize sheller, or how to apply a fertiliser, or how to use a budding knife. Used in this way, real objects and live samples can help in running **method demonstrations**, which are described in **Chapter 10**.

Chalkboards and Whiteboards

Chalkboards and whiteboards are best used in extension events with up to about 20 participants (either farmers or DAE staff).

The following tips may be useful when using chalkboards and whiteboards:

- the board should be thoroughly cleaned and in a stable position;
- it should be placed in a place so that all participants can see it clearly;
- large writing and simple short phrases or words should be used;
- the facilitator should stand at the side of the board;
- the facilitator should avoid talking whilst writing on the board;
- colour can be used to emphasise important words.

The board can be used to:

Stimulate participation: Participant’s questions can be written on the board, showing that their ideas are important. For example, “What are the most important principles and activities associated with IPM?” Boards can also be used to help participants plan, for example, by brainstorming things that farmers can do after an extension event. Participants can be asked to call out their ideas, which the extension agent then writes down. Brainstorming type questions include “What main problems do you have implementing IPM?”, or “What extension events shall we plan to follow-up this method demonstration”? Brainstorming questions are usually open ended to encourage discussion.

Summarise key points: Extension staff using a board during a talk or presentation can write key words or phrases on the board as a prompt, and to help participants remember the main learning points.

Draw simple pictures and diagrams: A picture or diagram can often summarise many words. Pictures or diagrams on boards should be large and clear, and use several colours. They can be built up slowly, with a brief explanation at each stage. For example, a drawing of a rice-fish field can be made, showing key stages in construction and management.

Flip Charts

Flip chart paper comes as large sheets of cheap paper. It can be fixed to a chalkboard, whiteboard or flip chart stand. It is best used to support group extension events, where there are about 20 participants. Flip chart paper is useful for summarising main headings in a talk, brainstorming, noting questions, or drawing simple pictures and diagrams. The advantage of flip chart paper is that text and drawings can be prepared in advance, paper and pens can be given to participants for them to write their own ideas; and used flip chart paper can be taken away for future use in other events or can be kept as a record.

Preparation

Supplies of flip chart paper, and marker pens, should be kept in the district or thana **Resource Centre**. Depending on the intended use Flip Charts can be prepared in different ways:

As a prepared presentation: in this case, text and drawings should be prepared in advance before the extension event. Text should be is big enough - a minimum of 2 inches - to read, and drawings clear enough. Several strong contrasting colours, such as blue, black and red can be used to make the presentation more attractive or highlight key points. When used as a prepared presentation, each sheet of paper should show a different picture or subject. This helps extension staff remember the structure of the event, and helps participants understand the topic.

As a means of facilitating participation where blank sheets are used in a similar way to Whiteboards: paper is fixed to a board at the front of a group for a brainstorming session. The extension agent uses the paper to write participant's ideas.

Using Flip Charts

The following tips are useful for using flip charts for prepared presentations:

- the flip chart stand with the prepared flip chart paper should be placed in a position where all participants can see it clearly;
- the facilitator should avoid turning their back to participants;
- the facilitator should try to stand at the side of the board;
- the facilitator should turn over each page as the topic is covered.

The following tips are useful for using flipchart paper when brainstorming:

- participants are asked clear open ended questions;
- responses are recorded accurately and simply to summarise the participant's ideas;
- large letters and simple short phrases should be used.

Group Work using Flip Chart Paper

During an extension event when flip chart paper and pens are given to participants, the extension agent will need to be more of a facilitator than a trainer. The following tips are useful:

- clear guidance should be given to the participants on what they should consider and write, and how long they have. For example, "During the next 10 minutes write down all the difficulties you face in using green manure crops", or "During the next hour prepare a plan to introduce Integrated Pest Management to your farm";

- participants can use simple pictures. For example, instead of writing “pest and disease”, they could draw a stick insect, or instead of writing “bird perch”, they could draw a simple bird on a stick;
- group work can be considered. For example, 20 participants can be divided into four smaller groups of five people. This gives a better opportunity for participation. In each group, one person should be nominated to record the group ideas on the flip chart paper, and perhaps another to present the group’s ideas to the rest of the participants;
- while participants are talking to one another and writing ideas or drawing pictures, the facilitator should go round and see what they are doing, ask questions to clarify thoughts and provide guidance where necessary;
- both sides of the flip chart paper should be used to save resources;
- participants can keep their pieces of paper as a record of their discussion or agreements.

Flash Cards

Flash cards are visual aids which can be used to promote thought and generate discussion on a particular subject, particularly amongst small groups of farmers. They are usually very simple illustrations which have been drawn onto small pieces of card. They can be used in a number of ways. For example:

- to show single images to promote discussion on a particular topic e.g. a healthy tomato plant;
- to illustrate more complex scenes such as the uses of a village pond or a homestead scene to help structure a discussion session;
- a series of cards can be used to illustrate a story which includes important information about a particular subject or raises important issues for discussion;
- they can also be used to reinforce training. Quickly showing a card can help people see a connection between an idea and an image.

Because they are so simple they are a very good field tool. They are relatively cheap, can be produced locally (in most cases can be prepared by the person who will use them), they can be replaced easily if they become damaged, they can be easily carried to group meetings in villages and can be designed to suit particular target groups. Their simple design means that they are not joined together and are flexible i.e. they can be passed around group members for individuals to have a closer look or they can be displayed in a place where the group can gather round to look at.

Preparation

The type of extension event will determine how flash cards are designed. It may be that sets of cards are developed for different events and target groups. The easiest way to design flash cards is to:

- think about the subject and the target group and relate these to any key points that should be emphasised or will form the basis of a good discussion;
- list these points and decide what types of simple pictures could be used to illustrate them;
- decide whether the cards are going to be used as a sequence (e.g. as a story or as a way of showing a process). If so, decide on the sequence and think about pictures which will easily illustrate each step in the sequence;
- depending on the topic and the number of discussion points decide how many cards are needed;
- design the cards. This will involve either drawing or copying a simple illustration on each card. Drawings should not be complicated. In fact the simpler the picture the easier it is

for people to understand. Artistic skills are not as important as showing a simple image which can be easily understood. The **Image Bank** keeps a good selection of pictures which can be copied or traced easily. Pictures should be as attractive as possible by using colour and avoiding text;

- flash cards do not need to be much bigger than A4 as they are likely to be held by the facilitator, passed around the participants or used as a focus point for the group to gather round and examine;
- cards should be shown to people before they are used to see whether they are easily understood.

Once flash cards have been prepared, they can be used again for other group meetings and can also be shared with other extension partners.

Using Flash Cards

Flash cards are usually used to enhance and stimulate group discussion. Some tips for using cards include:

- if the cards are to be used in sequence they should be checked to make sure they are in order and that the set is complete before the group meeting. It may help if the cards are numbered on the back;
- the facilitator should ensure that the whole group can see the cards clearly. The best seating arrangement is probably in a circle on mats rather than chairs. If cards are used in sequence they should be held in front of the body at a level which everybody can see comfortably without straining. The cards can be held slightly to one side of the body to enable the facilitator to glance at the pictures. This may help them remember that all points for discussion are covered during the meeting. Key points can also be written on the back of each card to prompt discussion;
- cards can be passed around the group members or placed on the ground in the centre of the group;
- the role of the facilitator is to encourage discussion amongst the group so care should be taken not to use the cards as a way of stimulating a lecture. To encourage discussion group members can be asked general questions about what they can see or whether there is anything new in the pictures. If a picture shows people doing things in it participants can be asked questions about why they think things are being done in a certain way. Questions can also be used to lead farmers to make comparisons with the way they do certain things. This may help the group to analyse the benefits of new ideas for themselves. The group can also be asked to make comparisons between two pictures e.g. a picture of a healthy crop and a picture of a poor yielding crop;
- avoid complacency. The facilitator will know the order or sequence of the cards. It is important not to prompt the discussion groups too often. Free and active listening should be encouraged at all times;
- the facilitator should not be afraid to spend longer on one card than others if the group have found a particular point for discussion.

Photographs

Photographs can also be used to illustrate points for discussion. The advantage of photographs is that they are “real” pictures. However, they are expensive to produce and replace if they become damaged. One way to use them which protects them and makes them potentially available to large audiences is to organise and mount them as displays. If displays are clearly laid out they can be a useful mechanism for stimulating thought and, if accessible, can also stimulate informal discussion.

Photographs can also be used to illustrate printed material e.g. in District Bulletins, training handouts or posters.

Preparation

When taking photographs try to think about their end use. For example, black and white photographs are better for printed material whilst colour photos make better pictures for displays, posters and slides. After photographs have been chosen it is useful to write some key information on the back. This should include what the photo is about, where it was taken and when it was taken.

Here are some basic suggestions to help make the best use of photographs as a resource or support material.

For Displays:

- use a clean background for the display. For example, a board covered in plain paper;
- select the best photographs for the display and arrange them on the background in a logical order;
- avoid using too many photographs, people generally take in more information if it is arranged in a simple and attractive way;
- captions can be added to explain the main points of each photograph. If captions are used they should be simple avoiding the use of words or terms which farmers may not understand;
- check the height of the display so that people can see the pictures without straining.

As pictures for printed material (e.g. handouts, leaflets or posters):

- think about what the photograph will look like once it has been copied. For example, does it contain too much detail? Will it copy well or will it be too dark?
- selecting the right photo for printed material is as important as taking the photo so always try to match the best photographs with the message to be conveyed in the text;
- if a caption is required simple Bangla that can be understood by the intended audience should be used.

Using Photographs

Photographs can be used in numerous ways. For example, they can be used to:

- show farmers or visitors what extension staff have been doing. For example, photographs can be displayed to show farmers a real example of an activity being promoted at a Thana fair;
- stimulate discussion on a particular technology. For example, loose photographs can be passed around participants in training sessions;
- illustrate a publication. For example, photographs can be used in bulletins, leaflets, or posters;
- illustrate a time sequence. For example, a series of photos taken of the same crop at one month intervals throughout a season.

Slides

Slide projectors allow the projection of photographic pictures, captions and diagrams which have been produced with an ordinary camera using a special slide film. The main advantage of the slide projector is that it shows 'real' pictures. By comparison to drawings or diagrams, real pictures are usually more interesting, often easier to understand, and can usually show more detail. However, they are costly to produce and, if good quality pictures are wanted, some photographic skills are required.

Preparation

The topic of the extension event will determine what slides can be used. Over a period of time, a range of sets of slides can be developed and kept in the district and thana **Resource Centres**. Districts have cameras which should be used to produce slides and slide sets. Also, headquarters send out copies of slide sets from time to time. These should also be kept in the resource centre. Examples of slide sets that would be sensible to develop and keep for use are:

- various symptoms of diseases;
- types of diseases and insects;
- water management activities;
- steps in the production of different crops;
- steps in the harvesting, storage and processing of different crops;
- agricultural machinery, care, use and maintenance.

There are many other examples. Usually a room of 25 to 30 participants is enough for a successful slide show.

Using Slides

The following tips should help make a slide show successful:

- slides should be checked before they are shown to make sure that they are in the correct order. The first slide should be at the front of the tray. The order can be written on the frames using Overhead Projector pens;
- slides should be the correct way up. To do this they should be put in the tray up-side-down. Once they have been checked a line can be drawn using a permanent pen along the edge of the slides. This will help make sure that the slides are always in the correct position;
- participants should be able to see the projection clearly. The darker the room, the easier this is;
- participants should be able to understand what they are seeing. Most people need at least 10 seconds to take in the details of a picture. Each slide should be explained and time given to allow the audience to ask questions;
- slides are easily damaged by dust or finger-prints. They should be held by the frame to avoid touching the picture. Slides should be stored in their original boxes or kept together by rubber bands inside plastic bags;
- slides can be difficult to identify once they are stored. The box or the bag they are kept in should be labelled. To help find slides easily a file of index lists can be kept in the Resource Centre;
- if slides are borrowed they should be returned to their original box or bag so that they can be used by other trainers.

Overhead Projector

The overhead projector is an excellent visual aid for use in a group extension event. The audience can see the extension agent's face during use, it uses colour, and presentations can be prepared beforehand. However, the acetates and pens are expensive, electricity is required and the equipment is bulky.

Preparation

The overhead projector, acetates and pens should be stored safely in the office, preferably in the **Resource Centre**. It is important to keep the projector clean and free from dust. When being stored, the projection mirror should be tilted downward and the machine covered with a large cloth. When necessary, the mirror and projection stage should be cleaned with a soft cloth. A supply of spare bulbs should also be kept. Overhead projectors can be used either as a:

- prepared presentation; or as a
- means of facilitating participation.

As a prepared presentation: Text and drawings should be prepared in advance before the extension event on acetate sheets. The text should be big enough to read, and drawings simple and clear. Strong colours, such as blue, black and red should be used so that the image can be seen clearly by the participants. When used as a prepared presentation, each acetate should show a different picture or subject. It helps extension staff remember the structure of the event, and helps participants understand the topic. Acetates prepared in advance should not use more than 12 lines of text on each sheet, and letters should be no smaller than 1 cm (0.4 inch). Text should not be too close to the borders of the acetate sheet because this makes it difficult to project. Because acetates are transparent, it is easy to copy illustrations from books. Fine pens should be used when copying details. The **Image Bank** is an invaluable source of pictures for preparing acetates in advance. After use, prepared presentations can be stored in the resource centre for someone else to use.

As a means of facilitating participation: Blank acetate sheets and pens are required. Participants could be asked questions during an event, and the overhead projector used to record their answers or ideas. Brainstorming sessions can also be recorded. In this way acetate sheets provide an accurate summary of what was discussed and decided.

Whenever acetates are used, the correct pens should be chosen. Permanent pens should be used when drawings or text are needed again. Non-permanent should be used if acetates are likely to be re-used. However, permanent acetates can be cleaned if kerosene is used. The Overhead projector display screen should never be used to write on.

Using Overhead Projectors

The following tips will help get the best results from the overhead projector when used in an extension event.

- the facilitator should stand to one side of the overhead projector and point to the items on the projection stage, not on the screen. This gives the participants a better view;
- text or diagrams should be revealed gradually by masking parts of the acetate with a sheet of paper. This allows subjects to be explained step-by-step;
- using overlays (acetates placed on top of each other) helps to build up diagrams, or illustrate the stages in carrying out an activity. Prepared answers to a set of questions can also be displayed in this way;
- the facilitator should use a pencil as a pointer to draw attention to key points;
- after use, the overhead projector should be allowed to cool down. It should not be moved whilst the bulb is still hot.

Posters

Posters are usually large pieces of paper which display a simple message for potentially large numbers of people. They can be used to advertise or publicise a forthcoming extension event or communicate simple technologies or information. They are usually stand alone i.e. able to generate interest without requiring additional information. Ideally they should:

- be colourful and attractive;
- be displayed in an accessible place e.g. market area, or community meeting point;
- be simple whilst containing all necessary information;
- have DAE as a contact point.

Preparation

The following tips may be useful:

- the design should be simple and attractive;
- if posters are to be used as a means of communicating a simple message (e.g. rat control) then the image selected should be easily recognisable;
- if words are used they should be kept to a minimum, simple, and the lettering should be large and clearly visible;
- the design should be shown to other people before printing to check whether it is easily understood;
- if posters are to be used to publicise an extension event then all the necessary information about the event should be included (e.g. date, place, time, venue and subject);
- diagrams or drawings can be copied from books or the image bank;
- photographs should be avoided unless the poster is being made by a professional printing company.

Whilst posters can be produced locally, they can also be designed and prepared by the Media Cell for more national campaigns such as the promotion of the NAEP. The Media Cell will also consider any media requests submitted by Districts.

Using Posters

As posters are mainly used for generating awareness about a particular event or technology the most important decision to make is for where they should be displayed. They should be displayed in public places which are either accessible for all members of the community or specific places where certain target groups congregate. For example, bazaars, meeting places, clinics, or schools.

The area around where the poster is displayed should be clear to ensure that the message will stand out. Posters should be displayed at a suitable height so that most people can see them.

Leaflets and Folders

Leaflets and folders are printed papers which provide notes on the subject matter of a lecture or demonstration, or a topic of special or urgent interest. They are useful reference materials for people to keep. By using them during extension events participants do not need to make notes. Leaflets and folders can be particularly useful in providing details of

extension messages, by helping participants to remember specific information about names of varieties, time of sowing, spacing or fertiliser doses.

DIFFERENCE BETWEEN LEAFLETS AND POSTERS

Leaflets	One small sheet of paper printed on both sides, often A5.
Folders	One larger sheet of paper, printed on both sides and folded, often A4.

Preparation

Subject matter for leaflets and folders will be determined by the results of Farmer Information Needs Assessment (FINA), and the context in which they will be used. They are either distributed during an extension event, in which case they are likely to reflect the content on the event, or they are distributed outside an event.

Distribution in an extension event: printed materials can be supplied to farmers as part of an extension event such as a field day, formal training day or motivational tour. In this context, the subject of the leaflet or folder compliments and reinforces the main points in the event.

Distribution outside an extension event: printed materials can be supplied to farmers in markets, through schools, dealers, or through other means which do not depend on the farmer attending a DAE extension event. In this case, the leaflet or folder is the only item of information the farmer has. Materials used in this context are usually part of a local mass media campaign, and raise general awareness about a new idea, urgent problem, or suggest urgent action that farmers could take. Examples might include an outbreak of pests or diseases.

The following tips may be useful when preparing leaflets and folders:

- the leaflet or folder should only contain main points. However, full details of facts and figures which may be difficult to remember should be provided e.g. application rates, costs, names of chemical, calculations;
- they should be structured. This can be done by using lists, headings, under-lining, etc. Simple designs help farmers use the material for future reference;
- only words which will be understood by farmers should be used. Difficult technical terms should be avoided whilst the use of local names for crops, equipment, etc. should be encouraged;
- measurements should be given in local units (e.g. acres and maunds instead of hectares and tonnes);
- diagrams and drawings should be included where possible. These can easily be copied from books and the **Image Bank**.

Using Leaflets and Folders

Once printed, leaflets and folders should be distributed. This may be to participants at a group extension event, or to the general farming public. They can be given to market traders or dealers or shops to distribute. A follow up visit a few weeks later will enable field staff to estimate how many were distributed and to whom.