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The views expressed herein are the views of the Contractor and are not
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REPUBLIC OF NIGER
MINISTRY OF AGRICULTURE
IPDR - KOLO
HUMAN RESOURCES PROJECT
USAID (683-0226)

IPDR - AUDIO-VISUAL
DECEMBER 1985

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<u>INDEX:</u>	<u>PAGE</u>
INTRODUCTION	1
UPMP	3
AUDIO-VISUAL PROGRAM	8
TRAINING	13
AUDIO-VISUAL EQUIPMENT	20
VIDEOTEQUE	24
AUDIOTEQUE	26
MOBILE UNITS	28
BULLETIN	31
DOCUMENTATION	33
PHOTO LIBRARY	35
FILM LIBRARY	35
 ANNEXES	

INTRODUCTION

This document is the final report of the USAID TDY audio-visual specialist technical assistance consultancy to the Rural Sector Human Resources Project (683-0226) at Institut Pratique de Developement Rural (IPDR) Kolo, Niger.

The Rural Sector Human Resources Project is part of a multidonor effort providing assistance to the IPDR at Kolo. The overall program which AID project contributes is called "Reform and Expansion of IPDR". Other donor participating in the program are UNDP (FAO), France, Belgium, Netherlands, EEC, and IBRD. The overall objective of the program is two fold. It seeks to set into motion major curriculum reforms at IPDR. Second, it provides resources for expansion of the physical plans of the school. The USAID effort focus on curriculum reform in the socio-economic unit of the school as a whole. The purpose of the project is to produce competently trained middle level rural cadres to staff, implement, and manage Ministry of Agriculture field activities.

The TDY services of the consultant (October through December 1985) were initially part of project inputs for establishing a Communications Center which would serve as a facility for maintaining liaison between IPDR and extension in the field. Originally programmed for six persons months this input was restructured and the duties of the consultant revised.

The duties of the consultant were to work in collaboration with the Director of Studies and the Teaching Material Production Unit (UPMP) at IPDR to make recommendations for improvements of:

- 1) Existing A/V training materials and techniques and their adaptability and appropriateness for training programs in classroom, training sessions, and village operations program.

- 2) Training sessions in A/V communications techniques for trainers and trainees.

- 3) Effective communications techniques in village operation program.
- 4) Innovative techniques using A/V communication and equipment

In addition to the above, the consultant was to:

- 1) Provide technical support to the team responsible for initiating communication techniques and to develop an:
- 2) Information bulletin which will permit two-way communications between trainees, villagers, and trainers concerning agricultural innovations, traditional practices which might prove useful to the overall program.

This document is a report of the consultant's collaborative and participatory activities (See Annex 1) during assignment at IPDR-Kolo and limits its scope and direction to addressing major issues for the improvement of the use of audio-visual materials, techniques and programs within the IPDR Institute program parameters. It is neither intended to be theoretical nor problematic. Following the Director of IPDR's advice, it is hoped the report and recommendations will be "practical", "realistic" , and "useful".

UPMP - TEACHING MATERIALS PRODUCTION UNIT

During the initial briefing period (October 7-14) at IPDR, interviews with the administration and the five departments indicated that in order to meet the objectives of upgrading the quantity and quality of audio-visual support materials, the UPMP organization and management systems were major issues to be resolved. Although UPMP has held a favored position in the minds of administrators and the developers of the expansion and reform at KOLO, called "bijoux"(jewel) by the President du Conseil d'Administration, and the "Cerveau" (brain) by the Minister of Agriculture, there was, underneath these adulations, dissatisfaction with its management and functionality.

In order to look at these issues more objectively, workshops were set up by the consultant with the entire UPMP staff on the following dates: October 28th, November 1st, November 5th, November 13 and November 14th. The objective of the workshops was to provide internal staff solutions to the UPMP management problems and to present these problems and their solutions to the IPDR administration for their decisions. The ultimate aim of these workshops was to improve and change the organization and management of UPMP.

The workshops were organized around practical problems, they were informal, democratic, and functional. The consultant acted as the discussion leader using paper flip pads as record method. These flip pads were then transferred to overhead projection transparencies. The recommendations of the UPMP staff workshops were projected to the Director of Studies and the head of FAO on November 14, on a screen and the staff discussed the major issues of their organizational problems and offered their solutions. (Annex 2 is a photocopy of these projected transparencies. Abbreviated, the left half of the page presents the problem as the staff saw it and the right hand coordinate offers the proposed solution.)

Although no formal action has yet be taken by the administration on these workshop recommendations, the staff has been informed that they have been received "favorably".

The following are major issues that were brought up in the workshop discussions that need more clarification and recommendations by the consultant.

UPMP - TEACHING MATERIALS PRODUCTION UNIT

The Unité de Production des Moyens Pédagogiques of IPDR has been in operation since August of 1978. Conceived as part of Phase I of FAO project, Expansion and Reform of IPDR/Kolo, (1977), UPMP has been under the direction of the Pedagogical Unit (Cellule Pédagogique) to produce training materials for the Institute. Originally housed in Niamey, UPMP was started by two FAO expatriate experts with a \$20,000 offset printing machine equipment order and an annual budget of \$5,000 for materials and operating expenses. The initial purpose of UPMP was to provide IPDR with printed training manuals and technical print-outs. In 1978, few resource materials existed and IPDR students took dictated notes from lectures.

From 1978-1985, UPMP has grown from a two-man expatriate team to a staff of 10 (8 Nigeriens, 2 expatriates) with an annual Niger Government budget of 5,000,000 CFA (\$12,500) and an additional \$12,000 contingency fund (FAO). In April of 1984, UPMP was moved to its presents quarters in the administratives block of IPDR. UPMP consists of:

Physical space:

Management Office space: (15 m²)

Audio-Visual Section:

Equipment storage space and office space (15 m²)

Classroom/projection room (40 m²)

DOCUMENT PRODUCTION SECTION

- photo and litho combined laboratory (10 m²)
- graphic design and typing room (15 m²)
- photocopy and electronic stencil room (12 m²)
- supply storage room (10 m²)
- offset production (60 m²)

STAFF

- 1 Head of Unit/AV/trainer
- 1 Photographer/lab technician
- 1 Typist
- 5 offset production technicians
- 2 expatriate A/V specialists

- EQUIPMENT
- FAO Equipment list (see Annex 3)
(1978-1985)
 - FED Equipment list (1985)

A/V MATERIALS: See Annex 4 for total
A/V Software.

OBJECTIVES

The following objectives were agreed upon:

I. Production of Pedagogical materials

A. Printed Materials

- manuals
- photocopies
- memograph copies
- technical print outs
- diplomas, etc

B. Audio-visual materials

- photographs
- slides
- film strips
- audio
- graphic design
- overhead projection acetates

- II. Production of Administrative documents
- III. Production of materials from outside IPDR
- IV. Additional objectives:
 - 1. Training of trainers and students in A/V
 - 2. A/V documentation
 - 3. Information
 - 4. Maintenance

The following were found to be the general limiting factors to achieve these objectives:

- 1. Lack of management and organization
- 2. Lack of personnel
- 3. Lack of material support (electricity, water, spare parts)
- 4. Lack of logistical support from the administration to provide inputs (on time)

UPMP has a complex interrelationship with the organizational structure at IPDR. It is under the direction of the Pedagogical Unit and has assumed a direct service role to produce primarily printed materials for the administration, all departments, foreign donors, and other organizations. Until recently UPMP has been handicapped by lack of water and electricity. However, lack of logistical support from the administration to provide production materials in the needed time to complete its work has caused setbacks. The staff was frustrated by its inability to solve these problems on their own and the need for an internal UPMP management system was a paramount concern.

UPMP has multiple functions and objectives which need to be clarified. Given the historical bias of the evolution of the unit from a printing unit in 1978, to include audio-visual components as they became necessary, IPDR should clearly differentiate the reproduction of "scipto-visual", printed materials, from the "audio-visual" materials. The development of the audio-visual program has taken a secondary position to the reproduction of documents and has hindered audio-visual growth and development. This imbalance is reflected in the size of staff (5 offset technicians, 1 A/V technician), space allotment for the two sections, and annual budget (2,031,000 CFA of the 5,000,000 CFA 1985 budget has already been used for paper alone). The object of this report is to recommend ways and means to improve audio-visuals at IPDR; there is confusion in the definition of audio-visuals when it is under the blanket definition of pedagogical materials which include the reproduction of not only teaching materials but administrative documents which emanate from IPDR administration and from other government and foreign agencies.

RECOMMENDATIONS

1. Establish two definite sections of UPMP:
 - Printed materials
 - Audio-visual materials
2. Establish separate organizational and management structures.
3. Assign internal UPMP management personnel to oversee the UPMP organization and assume administrative, supervisory, advisory and technical duties. (See Annex 10 for job description)
4. Reorganize the UPMP internal structure to incorporate this new management personnel by defining an organigram.
5. Request regular attendance at Pedagogical Unit and COORDINATE ACTIVITIES.
6. Establish separate line of credit for UPMP with suppliers to obtain materials and spare parts on request or provide projected monthly expenses to administration.

AUDIO-VISUAL PROGRAM

After interviews with administrators, trainers and students, the consultant found that the isolated and irregular use of audio-visual materials at IPDR was due to 1) lack of training in the use of the present A/V materials and equipment, 2) lack of logistical support, ie. materials, water, electricity, etc. and 3) lack of a programmed approach. In order to upgrade the quality, quantity and variety of audio-visual teaching materials, IPDR should take a fresh look at the objectives of an A/V program and its potential to support IPDR's pedagogical extension and reforms.

In order to meet the objectives set forth by the staff of UPMP:

1. Production
2. Documentation
3. Information
4. Training,

the audio-visual section, under the new UPMP management, proposed by the consultant, must first integrate its present services into the IPDR curriculum design.

To develop a functional and pragmatic program, the A/V section should meet on a regular basis to coordinate and collaborate with each IPDR department.

The purpose of these meetings should be to determine the needs of each department in audio-visuals materials for its classrooms and field activities. To develop this integrated program with the departments, these meetings/workshops should follow these steps:

1. Identify the priority problems of the targeted learner and subject matter.
2. Determine the lesson content
3. Review the type of A/V materials to be used

4. Develop materials:
 - a. production of prototypes
 - b. plan method of use
 - c. plan evaluation technique
5. Evaluate (Try out)
 - a. practice teach using A/V materials
 - b. observation by (trainers) and A/V section
 - c. evaluate A/V materials appropriateness and adaptability
 - d. revision of material, if needed
6. Final production of materials

The above conception -through- production and evaluation aspect of an integrated audio-visual program is essential to the effectiveness of UPMP multi-media services.

The above approach is a "learner centered" approach and offers IPDR the option of integrating these audio-visual supports (tools) directly into the training extension program. This approach provides the trainers of each department the opportunity to develop their own materials and provides them with the skill and desire to use them.

UPMP should expand its production service capacity to provide IPDR Departments with a "cafeteria" (many choices) curriculum. The following are the audio-visual systems that the UPMP staff and the consultant in conjunction with each department decided were feasible:

I. Formal (classroom)

A. Projection systems

1. Overhead projection
2. Color slide projection
3. Film strip projection
4. Video
5. Audio-cassette

B. Non projection systems

1. Blackboard usage
2. Paper flip pads
3. Charts, maps
4. Displays
5. Specimen, models
6. Photographs
7. Flash cards
8. Bulletin boards
9. Displays

II. Non formal education (village level)

A. Non projection systems

1. Flannelgraphs
2. Flip pads
3. Models
4. Displays/demonstrations
5. Posters
6. Bulletins, booklets, pamphlets, hand-outs (technical)

B. Mobile Unit (village level)

- . 16mm film projection
- . Film strip projection
- . Color slide projection
- . Video/audio cassette projection

Most of the above mentioned, formal and non-formal, audio-visual support materials and equipment (exception video, audio-cassette, and mobile unit systems) exist in prototype form at UPMP and were used in the training course, "Introduction to Audio-visuals" given by the consultant and the training staff at UPMP from October 23-November 15. This training format will be discussed in the next section. In reviewing the types of potential A/V materials and equipment available at UPMP, the students enthusiastically welcomed the use of audio-visuals in the classroom and their use in village level activities. They were surprised that UPMP was so well equipped. Unfortunately, there was not enough time to develop materials with the students, but their interest and enthusiasm was both reassuring and inspiring to both the trainers and the consultant alike.

In the future, the cafeteria curriculum A/V support service to IPDR could be expanded to provide prototypes for the relevant development services throughout Niger. Through the proposed Communications Unit at IPDR an image and sound "pool" of prototypes could be used as examples in training workshops. This function could be further expanded to create at IPDR a LEARNING RESOURCE CENTER appropriate to classrooms and village level training. Prototypes that are developed at the center could be tested and evaluated in the village activities on a limited scale. Also consideration could be given to exchanging materials and training personnel at IPDR with organizations devoted to rural development. This CLEARING HOUSE of practical A/V information on extension materials for village non-formal education programs could become part of the bulletin that is presently being developed at IPDR.

STAFF

At present in the audio-visual section, there is one Nigerian photographer/graphic designer and two expatriate audio/visual specialists. In order to expand the A/V services at UPMP, it is imperative that IPDR consider the replacement of the two expatriate specialists in 1986. These two positions are defined in the audio-cassette and videotape sections and are coupled

with TDY inhouse consultant training. Although training in the specific fields designates the technician speciality, it does not limit his functionality on an audio-visual team program. These two additional personnel can also be trained in the other services that the audio-visual section can offer as it becomes necessary.

EQUIPMENT

The necessary equipment to add to the already existent FAO and FED orders is listed in the separate equipment section. It was compiled with the staff of the audio-visual section, in particular, and represents UPMP priority needs.

RECOMMENDATIONS - A/V section

1. Hire additional staff: Audio/Sound (see Annex 6).
Video technician (see Annex 9).
2. Catalogue present A/V materials
3. Adopt A/V prototype materials development for classroom and village level techniques. A/V section coordinates and collaborates with IPDR departments using learner centered approach and cafeteria curriculum.
4. Explore development of both Center for research and development and clearing house aspects of Communication Unit.

TRAINING AUDIO-VISUALS/EXTENSION

Pursuant to the goals of the Development Society of Niger and the Zinder Conference in 1982, it is necessary to put the training of the trainers and students at IPDR in the context of the Development Society which is predicated on the social credo that development in Niger requires the active participation of all the people. This participation is the social vehicle by which each person (trainer/student) will have a real appreciation of his or her role in development and will actively participate. In the Reform and Expansion of Practical Institute for Rural Development Project, the general objective is to significantly improve the quality of the training and to make it more relevant to the Development Society of Niger, i.e. to implement curriculum reforms.

To meet these objectives and goals, IPDR should alter its present training of audio-visual techniques and use of training materials and focus on:

- 1) In-service training programs of IPDR personnel to provide needed audio-visual skills amongst current trainers to upgrade the quality of the technical curriculum (classroom and training sessions)
- 2) Training programs for students to enhance the effective use of audio-visual aids to promote cost efficient and cost effective use of media to supplement current government policies of extension services. (village level)

The focal point of a practical training program in audio-visuals at IPDR is participation. Three coordinate approaches should be considered:

- 1) Learner Centered Approach: However technically excellent they may be, audio-visuals are no panacea nor the solution to training development problems. The design of the message and the selection of media must be related to local situations and local needs, content of the message must have value, be interesting, be challenging, and the language must be clear. The emphasis

of this approach is learning by doing, shared leadership and decisions, active learner participation and the development of practical skills and concrete products.

2) Workshop approach: The workshop is an educational experience which emphasizes people first and subject matter second. It is functional, and democratic. The initiative is left with the participant to apply new ideas to a plan of action for himself. The workshop approach breaks away from traditional teaching methods which are:

- a) Too specialized and consecrated on modern techniques and models which are not applicable or transferable to local realities.
- b) One way information transfer systems without feedback
- c) Dictated textbook technology which is often theoretical
- d) Non reflective, non-motivational, non-initiative
- e) Inflexible, impractical and non-participatory in which students are but passive recipients of information
- f) Lacking in problem solving processes.

The development of audio-visuals for both classroom and village level requires a "hand on" workshop approach. One learns by experiencing, reflecting and analyzing, and applying.

3. Cafeteria curriculum: No single visual or audio-visual method can be called the "ultimate" for teaching. Each has its own strength and weakness. Instead of a sequentially prescribed curriculum in audio-visual training methods and materials, the cafeteria curriculum offers the participant the choice to develop on-the-job reliance on local resources and production of materials that are immediately useful.

The cafeteria curriculum is the development of prototypes that are applicable to each participant particular teaching situation and are tested and evaluated before any large scale production takes place. This curriculum does not limit the participants to conforming to pre-established models but allows experimentation and development of new ways of using audio-visual techniques and materials.

Recommendations

In order to incorporate these three approaches in a training program for IPDR, the consultant recommends that:

1) Experimental practical workshop training program be established during the second semester, January-March 1986 in which a TDY consultant to facilitate the training of IPDR trainers in the use of audio-visual materials in the classroom will develop the cafeteria curriculum and learner centered approaches in collaboration with the present A/V trainer and in coordination with UPMP technical staff. The purpose of workshop is to increase A/V usage in classrooms at IPDR.

a) see table one for training program

b) see annex 13 for consultant job description and duties.

2) An experimental, practical workshop training program be established during this same period in which the TDY consultant will work in collaboration with the extension trainer and A/V trainer in the development of practical village level extension techniques and materials for students who will be in the 1986 village operation program. The intention of this workshop is to develop a series of non-formal education audio-visual prototypes that can be tested and evaluated in the 1986 village operation program (Annex 11). This workshop should collaborate with the Department of Stages Pratiques for technical inputs. (See Table II).

3) A follow-up evaluation of the above two workshop programs be made in March and in August, 1986 to review their appropriateness and adaptability for a permanent curriculum reform of audio-visual program at IPDR for 1986-1987 school year.

Table I: Audio-visual training workshops for IPDR Development Trainers
(January-March 1986)

Place	audio-visual Room (formerly Meeting Room for teachers)
Time	8 a.m. - 12 a.m. (Monday through Friday) same session (5x one week)
Class size	Limited to total of 12 trainers per session divided into 3 groups of 4 trainers Total : 60 trainers
Total	Trainer workshop hours: 48 hours (4h week x 12 weeks)
Total facilitator hours:	240 hours.

<u>Programs</u>	<u>Themes</u>
Week One (Jan 6-10)	Introduction to Audio-visuals (2h) communications theory (2h)
Week Two (Jan 13-17)	Group Dynamics (2h) Classroom applications of A/V
Week Three (Jan 20-24)	Creative image and sound (2h) Perception and conception (2h)
Week Four (Jan 27-31)	Graphic design/Photography (2h) Sequential image theory (2h)
Week Five (Feb 3-7)	Sequential image (4h) Film strips Color slides Film (16 mm)
Week six (Feb 10-14,	Sequential image/projection Systems (4 h) Film strips Color slides Film (16 mm)

Week seven (Feb 17-21)	Sound theory (2h) Cassette system (2h)
Week Eight (Feb 24-28)	Video (4h)
Week nine-eleven (March 3-21)	Non formal education materials (12h) Preparation of materials for flannelgraph, flip charts, charts, posters, models, displays, bulletin boards, specimen, blackboards
Week twelve (March 24-28)	Evaluation of trainer projects (4h) Program review

Total estimated cost of materials for workshop: \$2,000.

Table II - Audio-visual training workshops for village level extension programs for AT"2 students (January-March 1986)

Time	3.30 (Tuesdays and thursdays)
Place	Audio-visual training room
Class size	25 students divided into groups of five
Total student workshop hours	24 hours
Total trainer facilitator hours	48 hours

<u>Program</u>	<u>Themes</u>
Week One (Jan 6-10)	Introduction to Audio-Visuals (1h) Communication theory (1h)
Week Two (Jan 13-17)	Group Dynamics (1h) Village applications of A/V (1h)
Week Three (Jan 20-24)	Creative image and sound (1h) Perception and conception (1h)
Week Four (Jan 27-31)	Graphic design/photography (1h) Sequential image theory (1h)
Week Five (Feb 3-7)	Flannelboard (2h) Flip charts Blackboards
Week six (Feb 10-14)	Demonstrations (1h) Models, displays (1h)
Week seven (Feb 17-21)	Printed materials (2h) Bulletins, leaflets, booklets, Handouts, etc.
Week Eight (Feb 24-28)	Audio cassette (2h) Radio programming (radio clubs)

Week Nine (March 3-7)	Video
Week Ten (March 10-14)	Film, film strip, and slide projections systems (2h)
Week Eleven (March 17-21)	Mobile Unit/Programming for O.V. (2h)
Week Twelve (March 24-28)	Evaluation of student projects Village operation Planning (2h)

Total estimated cost of materials: \$1,500.

Audio-visual equipment

The purpose of this section is to clearly list the equipment needs of the IPDR audio-visual program. It is a reinforcement of the current IPDR programs and a list of the necessary equipment for the proposed recommendations of this report. It is not part of the commodities lists that were submitted to USAID in July 1985 by each department at IPDR. These lists need to be reevaluated by each department and justified with proforma invoices.

The following was compiled with the consensus of the departments heads, trainers, administrators, and in consultation with the UPMP staff.

<u>Classroom equipment and usage*</u>	<u>Total number required</u>
Overhead projectors	6
Film strip projectors	7
Color slide projectors	6
Projection screens	10
Projection tables	8
Portable blackboards	2

It was decided that:

1. Each department should have at least one overhead and slide projection systems.
2. Trainers should develop their own overhead projection acetates and store them in departmental offices.
3. Each department should maintain their duplicated slide series.
4. The original color slides should be stored and catalogued at UPMP, departments could have duplicates made at UPMP as needed.
5. The proposed audiotape machines should be made available to each department on a loan basis. Duplication of cassettes and maintenance and storage of equipment should be done by UPMP.

* The specifications for the equipment are not listed in this report but they are available at Human Resources Office files upon request.

Total estimated of U.S. costs \$10,500.

UPMP Equipment (OFFSET)

To compliment the present FAO and FED equipment list (See Annex 12) upgrade the deteriorating equipment, the following equipment list was decided to be compatible with the present UPMP equipment.

- a) 1 Photocopier Gestetner 2130
- b) 1 Electronic Stencil Cutter
- c) 6 Electric Typewriters (one for each department to prepare documents)
- d) Spare parts for offset Gestetner 211

NOTE: No supply materials are being provided under this list and it is not the task of the consultant to devise a list of materials (paper, ink, etc...) required for the printing operation at UPMP. Management should submit a monthly budget to IPDR administration for these materials.

Recommendation: Maintenance contracts for new machines are available at local suppliers and are included in price of equipment.

Approximate local costs..... Total: \$18,367.00

Salle Polyvalent: (Conference Hall Auditorium)

The present main hall has neither sound nor projection systems available. It was decided that because of its potential use as a conference center and school auditorium and given its distance from the other classrooms and UPMP that a fully equiped sound and projection system is necessary. This equipment will be permanently stored in dust proof lockers and used only by a scheduled and trained UPMP technician. It consists of:

- a) 1 amplifier
- b) 2 fixed loudspeakers
- c) 3 microphones with stands
- d) 1 16mm film projector
- e) 1 film strip projector
- f) 1 overhead projector
- g) 1 record player
- h) 1 portable projection table

Approximate U.S. Cost.....

\$3,550.

A/V Training Room/Demonstrations/Projections

To date this has been an underutilized empty room which needs only minor modifications to become the Audio/visual Training Center for its workshops. It was used during the Introduction to Audio Visuals. The consultant requested this room be allocated for teaching and training and the idea was favorably received although it is officially listed as a meeting room and will need the following:

- a) 2 overhead fans
- b) 1 fixed projector screen
- c) 1 projection table
- d) 3 work tables
- e) Window coverings for obscurity/projection systems

Approximate local cost \$2,000.

The Audioteque program will be comprised of the following.

- a) 1 cassette duplicator
- b) 15 portable cassette machines with built in record capabilities
- c) 5 pairs of headphones for independent listening
- d) 100 Master cassette tape stock
- e) 250 cassettes for stock/duplication
- f) cleaning (Miscellaneous)

To compliment the existing sound recording studio at UPMP this program will be stored at the A/V section and will be under the supervision and direction of proposed audio technician (See Annex 6)

Approximate total U.S. Cost \$4,240.

MOBILE UNITS

- a) 2 vehicles - Susuki SJ410 because of its compact size 4 wheel drive, storage, space and dust control and airconditioning
- b) 2 16mm film projectors
- c) 2 slide projectors
- d) 2 portable projection screens
- e) 2 projection tables
- f) 2 audio cassette players
- g) 2 cardioid microphones
- h) 2 portable generators
- i) 2 amplifiers and fixed loudspeakers
- j) 2 bull horns
- h) 15 replacement lamps - slide projector
- i) 20 replacement lamps - slide projector
- j) 10 slide carousels (80 slides)
- k) carrying cases for the above equipment
- l) 100 audio cassettes for recording
- m) cleaning equipment for films, slides, cassettes.

Approximate local cost \$31,075.00

VIDEOTEQUE: To compliment the FAO (Annex 5) list and to expand video services the following compatible equipment:

- a) 2 video-cassette recorders (JVC HR 76005) (1/2" VHS) multistandard (NTSC-Pal-Secam)
- b) 2 monitors (Thompson) - Multistandard 70 cm
- c) Stock and original cassette tapes:
 - 50-30 min/VHS 1/2" - E - 30
 - 25-60 min/VHS 1/2" - E - 60
 - 25-120 min/VHS 1/2" - E - 120

Approximate local costs: \$5,779.00

VIDEOTEQUE

Video is an audio-visual medium that offers particular advantages in multi-media approaches to education. There is little doubt that video can both assist the teaching process and inculcate the teaching message. With the advent of 1/2" VHS format invasion to both developed and developing nations, video, like audio cassette technology is quickly becoming a promising educational resource material in its cost, effectiveness and flexibility. Through research of video and television projects in developing nations it is noted that the best and most successful methods and materials include:

- 1) Group listening, group viewing, and discussions.
- 2) Professional training of personnel in video delivery and documentation techniques
- 3) Practical participation and the use of dramatic sketches and multimedia audio-visual techniques
- 4) Appropriateness and adaptability, i.e. relating materials to local every day life
- 5) Programs well coordinated with national campaigns as a whole.

Some pitfalls to avoid include:

- 1) Starting projects without preliminary research or planning
- 2) The use of untrained or inadequately trained personnel
- 3) Using over-theoretical materials or those only remotely relevant to viewers's interest
- 4) The development and use of programs in isolation
- 5) Too many organizations sharing responsibilities for project materials.

IPDR has recognized the importance and usefulness of video technology by initiating a \$7,500 equipment order in June 1985 (See annex 5) scheduled to arrive in December 1985. This equipment is intended to be used in "Autoscopie", as an analytical tool in teacher training (documentation of trainer classroom techniques). This video approach albeit, interesting in pedagogical sensitivity training, is problematic in its "culturally" and "professionally" laden information gathering process. In "freezing" the classroom event, video supposedly objectifies the trainer and the classroom for subjective scrutiny in "applied" research in the development and extension of various pedagogical communication systems.

IPDR's video technology can probably be used more fruitfully as an instructional aid in promoting communicational exchange for change by using video's unique immediacy and feedback potential. Through field documentation and technical material instruction video can provide IPDR with a remarkable resource and documentation material.

RECOMMENDATION

IPDR should establish a pilot video production capability at UPMP for the purpose of viewing and producing agriculturally relevant instructional tape information for the classroom and village operation program. This information, gathered from both worldwide and Nigerien research centers, IPDR department technical programs, and the village operations, should be produced and made available to trainers, students, and villages (transferred through national television broadcast systems or through the mobil unit program). It is recommended that IPDR establish a videotape viewing program (Videoteque) for both classroom and student use in the documentation center at IPDR. With the purchase of additional equipment IPDR should consider hiring an additional technician at UPMP. In order to assure the training and program planning. See attached sections for additional equipment, technicians's job description and the consultant's duties (Annex 8).

AUDIOTHEQUE

While video and television have been the "high fashion" of the past two decades in educational development technology, radio and audio cassette recording media can be proven in cost, effectiveness, and flexibility to be one of the most promising resources that most countries have for the development of their rural areas. In terms of cost, it is estimated that television costs four to five times more than radio. In terms of effectiveness a number of studies confirm that radio/cassette can teach as well as traditional instruction (Constantin, 1964, Japan NHK, 1956, schramm 1973) and it is fair to conclude that students learn as well from radio/cassette as from conventional instruction and that most people would agree that the most universal medium of communications is radio (cassette). From 1968-1978, the number of radio sets in Africa tripled and with the advent of minaturized cassette technology in the last ten years, one has only to travel to the most remote outposts of the Sahel to find both radios and cassette recorders.

Audio cassettes are a potentially powerful means of communication and have been used effectively in training and extension programs in West Africa. Audio cassettes are inexpensive and readily available, portable, durable, literacy free, convenient, little or no information distorsion, time flexible, potentially excellent feedback system. Cassettes can be combined with other specially prepared visual materials in media combinations such as with slide shows and film strips presentations. Cassettes can be used in training as prerecorded lessons of technical materials and field documentation and can be transferred to be used, as appropriate, for national radio-broadcast information and diffusion.

RECOMMENDATION

IPDR should establish a pilot audio cassette library and production center for the purpose of producing instructional cassette tape information for both the classroom and village operation program. This information should be stored on original cassette tapes and duplicated when necessary for both trainers and students. (UPMP has sound studio capability and has both reel to reel and cassette recording capabilities, but it lacks means of duplication, distribution and diffusion). It is recommended that IPDR consider hiring an additional technician in the A/V section to develop and organize these production and library programs. In order to assure the training and organization of this production center and audio library, it is recommended that a consultant be employed during the initial stages of technicians training and program planning. See attached annexes for both equipment list, technician's job description, and consultancy duties. (Annex 9).

MOBILE UNITS

In order to support IPDR's Operation Villageoise students at their work sites (10 villages) during the 1986 campaign, pilot mobile media vans should be programmed to make regular visits for on-site observation, documentation, and collection of feedback materials. The presence of a mobile team of extension/trainer and audio-visual technician should enhance the students ability to function effectively.

The A/V training that the students received during the second semester, (January-March) could be usefully put into practice on the village level and monitored by the extension trainer.

As a combined training and extension program, the mobile units could have four principal objectives:

1) Documentation - recording of daily village activities in each of the 10 villages in coordination with each of IPDR department's village activities (See Annex 11 for list of 1986 prioritized activities by department).

This documentation could be of the following:

- 1) 1/2 video cassette tape recording
- 2) audio-cassette tape recording
- 3) BXW photography/color slide documentation

2) Diffusion - night time projection of relevant extension messages:

1) Video feedback: (a) playback of village activities of same village that was recorded that day, (b) playback of village activities in the 9 other villages previously recorded.

2) Projection of: (a) color slide series of agricultural and development themes animated by the V.O. student entertainment (b) 16mm films - technical themes and (c) film strips - technical themes animated by student (d) audio-cassette recordings of village operations themes.

3) Coordination - Students and trainers are in 10 separate villages, the mobile unit concept has the potential of bringing training and materials directly to the work site for testing and evaluation. There are two coordinate goals: problem solving and a learning situation. Example: the interactive feedback potential of closed circuit 1/2" video systems (CCVTR) - villagers see themselves in the development processes of daily situation and observe and discuss this with the O.V. team. Villagers in one village can observe the activities and problems and other villages and evaluate their own situation in the process and context of entire O.V. programs "communication for exchange" has been virtually untapped by development professionals and has potential for being a powerful tool. The development and utilization of a feedback situation by a village individual or group for the articulation of problem that needs solving constitutes a major condition of positive change. Closed circuit images of visual perspective and a village based life situation, thus constituting a condition for change. In the village operation programs it is noted that all too often the villagers never understood why these changes were being brought to them, this feedback process could address itself to this problematic issue.

In addition, the mobile unit could support village operation team of students and trainers with A/V technical materials development through a documentation program to collect materials for technical package learning kits for future classroom instruction and village level activities:

- 1) Installation of village grinding machines and its operation and effectiveness: (15mm video tape)
- 2) Villagers building chicken coop (serie of 24 color slides)
- 3) Villagers talk about their cutting of the village wood lot and use of firewood (20mm audio cassette)

4) To date most of the RESEARCH DATA GATHERING has been in students final reports and has so far been untapped. TDR4, Abdou Ibrahim proposed a 1986 O.V. thesis theme: "Necessite d'introduire les moyens audio-visuels comme supports pedagogiques pour les operations en milieu rural". (Necessity to introduce audio-visuals as tracking tools for village operations). This should be encouraged and followed up.

RECOMMENDATIONS

The multi-media, multifunctionality of a pilot mobile unit in coordination with village operation offers IPDR an immediate and functional extension/development tool and should be initiated in the V.O. activities. It would require the purchase of equipment, materials and vehicles. A TDY consultant should coordinate and execute the pilot program (See Annex 12). USAID could assume the financing under the TDY Technical Assistance and the liason unit line items.

Bulletin

Objective: Develop an information bulletin which will permit two-way communications between trainees, villagers, and trainers concerning agricultural innovations, traditional practices which might prove useful to the overall program like nutritional information, storage and pest management, etc.

Actions taken

- October 9 - Pedagogical Committee Meeting - consultant requested that the subject of the bulletin be put on October 16 Pedagogical Committee meetings agenda.
- October 16 - Pedagogical Committee Meeting - consultant gave a brief exposé of the purpose and possible format samples of a bulletin, requested that steering committee be set up.
- October 21 - Steering Committee Meeting - discussion to establish the objectives, the dates of publications, format, cost, and create an editorial staff.
- October 23 - Authorization requested from Minister of Interior for publication of bulletin.
- October 24 - Consultant requested price estimates from National Printing
- October 30 - Pedagogical Committee Meeting - Director of Studies and heads of departments name editorial staff.
- November 7 - First meeting of editorial staff.
- November 9 - Consultant returned to National Printing Office for second estimate.
- November 12 - Minister of Interior authorizes bulletin.
- November 14 - Third meeting of editorial staff and final collection of articles.
- November 25 - Consultant submitted final documents to Director of Studies to be reviewed by Pedagogical Committee.
- November 29 - Articles are reviewed by FAO education expert and consultant.
- December 15 - Scheduled publication.

Results and Recommendations

The bulletin is collaborative effort of the IPDR administration, the departments, the students, and the foreign donors. The bulletin will be trimestrial, it will be printed at UPMP offset production at IPDR with an estimated cost of 700,000 CFA per edition of 2000 copies of 32 pages including cover. The bulletin will have the following format:

1. History of IPDR with photographs
2. Objectives of bulletin
3. Editorial by Director of IPDR
4. Article about Minister of Agriculture's visit
5. Article - Visit of Cape Verde Trainers to IPDR (Oct. 16-25)
6. Departmental articles:
 - a) Agricultural: Technical articles on three off-season market garden activities: potatoes, sweet potatoes, and manioc - with photographs and technical drawings.
 - b) Enseignement general: Village Operation Program and overview of photographs.
 - c) Sociology: Dissemination of an Innovation in the Field.
 - d) Documentation Center: Bibliography on publications of Market gardening.
 - e) Genie Rural - Appropriate Technology in Villages.
 - f) Eaux et Forets - La Secheresse (drought) overview.
8. Student articles, poems, drawings and activities, with photographs.
9. Interview in Djerma with Integrated Project of TARA about poultry project and women in development, with photographs.
10. Entertainment section - Jokes, drawings and games.
11. Bulletin cover - Inside cover to be a technical poster to pullout from bulletin.
12. Survey of former students at IPDR enclosed in bulletin.

Recommendations: Financing should be approved once final production model is completed and ready for publication. This activity should be encouraged on a participatory basis from students and trainers. The objectives of the bulletin should be better understood once the first publication is produced. More time should be allotted authors to write current relevant articles and, hopefully, the success of the bulletin will generate interest and articles from other government institutions, research, and more importantly, from field agents who were former IPDR students. Schedule second publication for April, 1986 and third publication for August 1986.

DOCUMENTATION

There are very few documents at IPDR concerning either extension training, non-formal education materials or audio-visuals techniques. The following telex was sent on October 24, 1985 to USAID Sahel to procure prototype materials, manuals, and documentation:

To: USAID/Sahel
Senegal
Mali
Burkina
Chad
Ivory Coast
Cameroon

To: Health
Agriculture
Coops
Rural Development Institutions

IPDR (Institut Pratique du Developpement Rural) in Kolo, Niger, requests samples of non-formal education audio-visual techniques used in extension services in the field. Techniques such as flannelgraphs, bulletins, booklets, filipcharts, posters, etc. These models to be used as examples, prototypes to develop similar in Niger extension/training. Please send to IPDR/Kolo, c/o David Van Dyk, Human Resources Project. immediately.

In addition, the consultant met with Mr. Souleymane FRANTAO, representative of Institut du Sahel during his mission to Niger and requested more information (in their collection) from international organizations which are using audio-visual materials. Other sources were contacted: Academy for Educational Development, Washington, D.C.; Non-Formal Education Department, Michigan state

University, East Lansing, Michigan; National Audio-visual Center, National Archives and Record services, Washington, D.C., etc.

Materials have since been received from the following sources:

- 1) Technical Information Officer, USDA, Washington, D.C. (extension documents)
- 2) Non-formal Education Department, East Lansing.
- 3) USAID, Senegal (Health training, non-formal education)
- 4) USAID, Mauritania (Pesticide Users guide)
Manuals, theater, group dynamics, role playing.

They include: Posters, flip charts, games, booklets, technical print outs, hand-outs, models, comic strips,

These materials will be kept by the Audio visual section for review and then classified in the Documentation Center.

RECOMMENDATION

The list above is not exhausted nor completed. The consultant will continue to contact organizations on his return to the U.S. It is recommended that this information related to both audio-visual techniques and non-formal education prototypes be continued through the Documentation Center at IPDR in an attempt to upgrade the present information.

Hopefully, other donors at IPDR could also request information from their headquarters and other services in the Sahel. As a training organization, it is necessary that IPDR remain in contact through this exchange of relevant materials with other training organizations and that once received these documents and prototypes be made available to all. As these materials are received at USAID, the Human Resources Coordinator will pass them on to IPDR

DOCUMENTATION

a) Photo Card Library

Presently there are over 2,000 unclassified black and white 35mm negatives in the audio-visual section at IPDR. This collection of negatives (1978-1985) has yet to be exploited as visuals at IPDR. The negatives cover a wide variety of agriculturally related subjects in Niger.

Recommendations

A photo card library should be set up at UPMP to be used as visual aid materials for both trainers and student projects. This library should consist of a classification system of printed photographs mounted on material mat board material, preferably 8x10 photo size. These photo cards can provide a flexible system of visual aids. The user is not limited by the sequence of a flipchart or a film strip. During a lesson or a village training session, the photocards can be easily passed around or put up on display. They can be used to provoke discussion or to monitor learner's understanding of the illustrated subject. Also, flip cards can easily be made of these photocards by punching holes in the top and adding a light string.

Once established this photocard library can be transferred to the documentation center at IPDR and used as reference material by students and trainers alike.

b) Film Library

IPDR has 16mm film projectors at UPMP. Presently films are borrowed from the following centers:

- : Centre France Nigerien
- : P.A.M.
- : F.A.O.
- : F.E.D.
- : and other cultural centers in Niamey.

RECOMMENDATION

IPDR should consider the possibility of requesting films from other development organisations. Often copies of films are provided free of charge and in some cases films are given to training institutions on a permanent basis. IPDR could establish a collection of films that could be stored at UPMP and used on an annual basis both in classrooms and in field activities. The sous-prefect at Kolo expressed a keen interest in "animating" the village of Kolo at night and both entertainment films and development films could provide this need. Students should be trained in the use of films and extension work and this would provide an ideal occasion to present and project films as a training method during the school year. Cine club could be established at the school so that students could organize and plan such activities. Practical training could be given in the handling and used of the projectors by UPMP staff. IPDR might also consider the incorporation of slide and film strip projections at night to be included with this film programing.

Activities Report

Major activities

I. Bulletin de liaison (IPDR - TERRAIN) (Oct 10 - Oct 30)

Four meetings have been held to establish the objectives and framework of this bulletin. On October 23rd, Pedagogical Unit agreed on the objectives (to establish a feedback link between the field agents - field organizations and IPDR and other training institutions). The editorial staff will be nominated on Oct 30th. The first trimestrial edition of 2,000 copies of 8 to 16 pages will come out Dec 13th. Content has been outlined and approved.

II. Training (Oct 23 - Nov 15)

In-service training workshops on communication techniques have been set up through the Socio-Economic Unit. In collaboration with the A/V and extension trainers - 4 classes/86 students (AT₂A Agronomy, AT₂B Agronomy, AT₂ Anicoop, TDR₄ Eaux et Forêts) have scheduled a total of 20 hours of instruction on the different A/V techniques available at IPDR and field (OV) extension techniques. The purpose of this training is to develop a training format through a "trial and error" basis in order to "work out the bugs" for a permanent training format in A/V extension usage. Active participation by consultant in both training and daily evaluation meetings with 4 other A/V trainers.

III. Equipment (Commodities) (Oct 10 - Nov 30)

Daily meetings have been held relating to the usage and utility of different A/V equipment at IPDR. Each department has submitted both requirement and suggestions for purchase. The A/V unit commodity requirements for updating present equipment has been submitted to FED for approval. IPDR expects approval before Oct 30. Initial recommendations to IPDR Director, and Director of Studies of A/V equipment for field activities and documentation center have had favorable response but need more study and evaluation. Consultant suggests that USAID wait for FED commodity approval before initiating such commodity orders. IPDR intends to use the total USAID ('85'86) (\$80,000) commodity line item with either updated FED list (if not approved by FED) or with consultant recommendations for field activities equipment (i.e., unité mobile, audio cassette systems) and non-formal education materials (felt boards, etc.) and for documentation center (video library system).

IV. Field activities (Oct 4 - Nov 15)

(Oct 31 - Nov 1) Field visits to OV (Operation Villages) to discuss adaptability of IPDR students.

(Nov 08 - Nov 9) Niamey and Dosso Departments to discuss A/V training requirements of IPDR students.

(Nov 11 - Nov 15) Meetings to be set up with INRAN
Services de Vulgarisation
Projet de Niamey
Projet de Maradi
ORTN/TV/Radio
etc.

V. Work Plan

Nov 08	6th weeks report - Recommendations
Nov 18 - 24	Meetings with IPDR - Synthesis of information evaluation
Nov 25 - 30	Write report
Dec 02 - 09	Typing and Translation
Dec 11	Presentation of report to USAID/IPDR
Dec 13	Departure to U.S.

LES OBJECTIFS DE L'UPMP

- Production des moyens pédagogiques:

- Imprimés**
- manuels
 - polycopés
 - fiches
 - diplômes
 -

- Non-imprimés**
- ← - photo
 - diapos
 - film. fixes
 - audio
 - ← - graphisme
 - rétrogramme

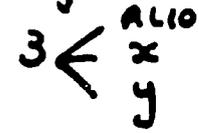
- Formation ↙ formateurs
 ↘ élèves

- Maintenance.
- Production documents administratifs
- Travaux extérieurs
- Information
- Documentation

A/V

- manque de formation
- relève (nigérisation)
- insuffisance personnel

- formation formateurs programmée 2^e tr



- consultants USAID
- form. formateurs
- unité mobile
- vidéothèque
- audiothèque
- O.V.

- manque d'entente

- programmation réunions journalières → empl du temps

manque fournisseurs

- FED / FAO / USAID - IPD

manque responsabilisation

- organigramme
- profil de poste

à faire

GESTION

- manque fournitures
- programmation au niveau demandeurs (étude en cours)
- amélioration gestion UPM → affectation gestionnaire
- répartition des dépenses dans l'année
- ligne crédit UPRP
- financement ?
- programmation progressive ES9.
- négligence de l'admin.
 - suivi des demandes d'approvisionnement
- manque d'informations
- panne machines
 - renouvellement
 - pièces rechange
- en absence du chef
- manque personnel
- rôle expatriés
- diff. salaires - frustration
- manque d'encadrement
- gestionnaire UPR + direction + ligne crédits
- participation UMP - C.P
- FE3/USA19/FAO → IPJR ?
- contrat d'entretien
- profil de poste
- organigramme à faire
- 2 A/V + 1 gestionnaire
- insoluble au niveau UPM à voir avec adm.
- exode
- prime technicité ?

IMPRIMERIE

- panne - temps à réparer
- manque d'organisation
- manque d'attente
- programmation
- manque d'info
- manque form. personnel
- panne → formation
- manque pièces rechange
- avancement personnel
- gestion / organisation
- + enregistrement 2 jours
- + réception 7h30 → 10h
- répartition travaux
- Amadou : chef atelier
- ↓
- emploi de la
- ↓
- non-respect
- ↓
- écrit DR.
- étude en cours → gestion
- contrat enticition

DACTYLO

- travaux de l'extérieur
- non respect consignes
- manque d'attente
- panne machine
- disparition dactylo
- gestion
- chaque dép. à son propre secrétariat
- réunion mensuelle
- usage traitement texte
- FAO.

ANNEXE 3

NER77/003 Phase I
 NER81/015 Phase II

OFFSET

DESCRIPTION	IDENTIFICATION	FIN	ÉTAT
1 Machine à écrire OLIVETTI Texicon94c	E187729806	FAO	X
1 Machine à écrire HERMES Ambassador	1313898	FAO	
1 Agrapheuse manuelle		FAO	X
1 Agrapheuse sur pied MULTINAK	6249/1	FAO	X
1 Duplicateur REX ROTARY 450	14300735578	FAO	X
1 Kit petit outillage		FAO	X
1 Appareil à insoler GESTEPLATE		FAO	X
1 Photocopieur Gestetner 2003		USAID	X
1 Graveur de stencil électronique REX	102624612	FAO	X
1 Préparateur de plaques électros- tatique GESTETNER OE 1	43950	FAO	X
1 Housse de protection pour OE 1		FAO	X
1 Four pour plaques g GESTETNER	41535		
1 Machine à écrire électronique JAPY 808	08632513	FAO	X
1 Lampe de bureau		FAO	X
1 Duplicateur REX ROTARY 1050 S	101949847	FAO	X
1 Assembleuse GESTETNER COLLATOR 16	231610089	FAO	
1 Taquese PLANAX	01205	FAO	X
1 Massicot manuel IDEAL FORTE 45		FAO	X
2 Statif avec lampe infrarouge FLANAX		FAO	X
2 Dispositif de reliure PLANAX		FAO	X
1 Duplicateur offset GESTETNER 211	22B061	FAO	X
1 Pompe à graisser		FAO	-
6 Armoires de classement stencil EBA		FAO	X
2 Socles pour armoire EBA		FAO	X
2 Tiroirs pour armoire EBA		FAO	X

DESCRIPTION	IDENTIFICATION	FIN.	ETAT
1 Nettoyeur de blanchet GESTETNER		FAO	X
1 Préparateur pour plaques OE 1	51126/11686	FAO	X
1 Aspirateur PHILIPS MINIPRO	150024010	FAO	X
1 Assembleuse GESTETNER G7	394698	FAO	X
1 Massicot électrique GESTETNER 136/E	816176441982	FAO	X
1 Duplicateur Offset GESTETNER 211		USAID	X

MICROFICHE/AUDIO-VISUEL

DESCRIPTION	IDENTIFICATION	FIN.	ETAT
1 lecteur-reproducteur de microfiches REGMA Modèle LR 6	253621	FAO	X
1 Reproducteur diazo pour microfiches ADRESSOGRAPH Type OP 10	1200	FAO	X
1 Fichier à deux tiroirs STRAFOR Modèle 722	FAO	FAO	X
1 Thermocopieur O-FAX	13830	FAO	X
5 Retroprojecteurs LARA 1074 A	199961	FAO	X
1 Pupitre 731 pour préparation transpar.		FAO	X
1 Opiscope LARA PRIMOPAQUE	213528	FAO	X
1 Appareil photo MINOLTA SRT 101 B	4438393	FAO	X
1 Appareil photo MINOLTA SRT 101	2873635	FAO	X
1 Objectif 50 mm Macrorokkor	2215121	FAO	X
1 Objectif 50 mm	3228714	FAO	X
1 Objectif 135 mm	1281321	FAO	X
1 Objectif 35 mm	1048385	FAO	X
11 Filtre 055 mm		FAO	X
1 Cable déclencheur		FAO	X
1 Kit bagues rallonge		FAO	X
1 Adaptateur microscope		FAO	X
1 Malette de transport		FAO	X
1 Malette pour macrophoto		FAO	X
1 Flash électronique MECABLITZ METZ 402	146319	FAO	X
1 Trépied VELBON KING ACTION		FAO	X
1 Projecteur KODAK Caroussel SAV 2000	438831	FAO	X

DESCRIPTION	IDENTIFICATION	FIN	ETAT
1 Objectif pour SAV 2000 70-120 mm		FAO	X
1 Commande à distance pour SAV 2000		FAO	X
1 Malette de transport pour SAV 2000		FAO	X
2 Projecteurs portatifs TMC		FAO	X
2 Passe film 18 X 24 TMC		FAO	X
2 Malettes de Transport TMC		FAO	X
2 Passe-vue semi-automatique TMC		FAO	X
1 Trépied TMC		FAO	X
10 Classeurs MODUCLAS		FAO	X
1 Controleur universel VOG 20		FAO	X
1 Fer à souder électrique revolver		FAO	X
1 Ensemble de prise de vues KODAK EKTAGRAPH VISUALMAKER		FAO	X
2 Parapluies carrés 36" FOTOLITE		FAO	X
1 Rear projection screen 630 (62X47cm)		FAO	X
2 Lampes STATIF pour RICOH		FAO	X
2 Projecteurs de diapos SIMDA 2200	008868	FAO	X
2 Objectifs Zoom 70/120 mm SIMDA	008869	FAO	X
2 Commandes à distance pour SIMDA		FAO	X
7 Magasins circulaires KODAK		FAO	X
2 Malettes de transport pour SIMDA		FAO	X
1 Curseur SIMDA	541	FAO	X
1 Support de projecteurs 123/K		FAO	X
1 Ecran blanc mat sur pied PROCOLOR		FAO	X
1 Copieur de diapositives BOWENS		USAID	X
1 Glacière Camping Gaz		FAO	X
1 Table de projection LARA		FAO	X
1 Armoire à diapo ABODIA 5000 E		FAO	X
2 Flash électronique MECABLITZ CT45/1	505491	FAO	X

ANNEX 3

DESCRIPTION	IDENTIFICATION	FIN	ETAT
1 Appareil photo CANON T70		FAO	X
2 Machines à calculer SHARP EL 1611	41157436	FAO	X
1 Perceuse BOSCH 452	C0601/122/060	FAO	X
1 Boite de forêts pour perceuse		FAO	X
1 Fer à souder EXPRESS 20		FAO	X

PHOTO-LABO

DESCRIPTION	IDENTIFICATION	FIN	ETAT
1 Cuve à développer 35 mm KAISER		FAO	X
3 Lanternes de Laboratoire KODAK		FAO	X
1 Glaceuse RV 8 50X60 cm		FAO	X
4 Plaques pour glaceuse RV 8		FAO	X
2 Cuves 50X80 cm		FAO	X
2 Cuves 24X60 cm		FAO	X
2 Thermomètres de laboratoire		FAO	X
1 Agrandisseur BESELER 67	6732310	FAO	X
1 Objectif 50 mm:3.5 BESLAR	55672	FAO	X
1 Negatron pour BESELER 67		FAO	X
2 Porte négatif 126 et 135 mm		FAO	X
1 Housse de protection		FAO	X
1 Cuve de lavage pour papier photo KINDERMANN		FAO	X
1 Compte-pose BAUER	0374350	FAO	X
1 Cuve à développer PATTERSON System 4		FAO	X
1 Margeur 30x40 cm KINDERMANN		FAO	X
10 Pincés à film		FAO	X
10 Pincés à film lestées		FAO	X
1 Loupe compteur de trait		FAO	X
1 Thermomètre de laboratoire		FAO	X
1 Filtre à eau BURON		FAO	X
1 Bidon réservoir d'eau 200l		FAO	X
1 Jerrycan 5l		FAO	X
4 Jerrycans 2l		FAO	X
1 Fontaine réfrigérante GENERAL ELECTRIC	HRH0692	FAO	X
1 Rechaud à gaz CAMPING GAZ		FAO	X
1 Rechaud électrique		FAO	X
1 Banc de prise de vue GESTEPHOT	016835	FAO	X
1 Secheuse pour Film KAISER		FAO	X

DESSIN

DESCRIPTION	IDENTIFICATION	FIN	ETAT
Négatoscope VISIO 5000		FAO	X
Table à dessin 80x120 cm		FAO	X
Appareil à dessiner ZUCHOR MEDIUM		FAO	X
Meubles à plan BIEFFE		FAO	X
Petit massicot 30 cm		FAO	X
Encolleuse pour maquettes LECTROSTICK		FAO	X
Boîte à compas ROTRING		FAO	X
Boîte de plumes ROTRING		FAO	X
Table lumineuse GESTETNER		FAO	X
Table lumineuse sur pied métallique		FAO	X
Tabouret réglable BIEFFE		FAO	X

Demande de Financement à la Commission des Communautés Européennes Fonds Européen de Développement, FED

	<u>Prix H.T. CFA</u>
1 Photocopieur Rank Xeros	3.300.000
1 Clicheur électrostatique Gestetner OE-3	1.916.625
1 Projecteur Cine 16 mm Bealxhowell	200.000
1 Ecran de projection sur pied	100.000
4 Appareils photo 24 x 36 Minolta (pour les élèves)	500.000
1 Appareil photo Minolta (professionnel)	200.000
1 Télé objectif à focale variable 80-210 mm	150.000
1 Télé objectif à focale fixe 400 mm	150.000
2 Boites de plumes "Rotring"	100.000
1 Audio Mixer	300.000
1 Duplicateur Rex Rotary	750.000
1 Banc de reproduction OPC7	805.500
1 Perforateur relieur Gesterner Velobind 100	305.310
1 Assembleuse	400.000
1 Duplicateur 213 Format A3	3.597.750
1 Gesteplate (pour plaque format A3)	340.250
	<hr/>
TOTAL	13.115.435
	=====

Annex

Audio-visual software

Color slides series: Operation culturelles
 La culture de l'arachide
 La culture du mil
 La culture du Niebe
 Genie Rural
 Reboisement irrigue

Color slide categories: Production et Sante Animale
 Production Vegetale et production des Plantes
 Science et Agriculture
 Ecologie et conservation de l' environnement
 Maladies transmises par l'eau
 Mise en valeur et bonnification des terres
 Puits/forages
 Terres arides et seches
 Peches
 Agriculture
 Alimentation et Nutrition
 Commercialisation
 Developpement Rural.

Film strips: Total 49 series (see attached list)

Photographs: Total of 2,000 negatives

Audio tapes: 25 hours of recorded music and voice overs for slide series - reel to reel
 7 cassettes for film strip series

16 mm films: Available on loan basis from cultural centers and INDRAP

Models: Irrigation system, Agadez

Posters: World Food Day (1983-1985)
 Nutrition series

Samples of: Booklets
 Pamphlets
 Manuals
 Print outs
 Silk screen trials

LISTE DES FILMS FIXES DISPONIBLES

Les engrais et leurs applications
La commercialisation des alimentations jusqu'au consommateur
A propos de nourriture
Pourquoi mangeons-nous ?
Le mirage de la ville
Les enfants sont comme des fleurs
Le village est une grande famille
Notre peuple, nos familles
Vulgarisation et auxiliaires didactiques
Le vulgarisateur sur le terrain
Le vulgarisateur
Comment conserver sa terre
Protection des ravines par les seuils de pierres sèches
Comment promouvoir la consommation d'aliments nutritifs
Comment nourrir votre enfant
Entretien des pompes à eau
Irrigation par siphon
Irrigation par aspersion
Irrigation de surface
Transport de l'eau d'irrigation
L'eau d'irrigation
Légumineuses tropicales et graminées
Terrasser pour mieux cultiver : construction et entretien des terrasses
Du biogaz maison
Biogaz en Chine
Comment organiser des démonstrations d'engrais et des journées de vulgarisation
Compost
Si la terre meurt
The disc plough
Entretien journalier du tracteur agricole à roues
Entretien périodique du tracteur agricole à roues
Le tracteur

- Les charrettes à traction animale
- Les bovins : présentation des bovins de trait, le choix des bovins de trait,
le dressage des boeufs
- La traction animale
- Traction animale
- La pépinière maraichère sous tunnel plastique
le fanage
- La tomate : culture en saison
- Arbustes fourragers
- La culture du riz irrigué 1 et 2
- La cueillette des agrumes
- La culture de la pomme de terre
- Propagation artificielle de carpes chinoises
- Elevage des alevins de carpes chinoises
- La pisciculture du Tilapia Nilotica

FAO VIDEO EQUIPMENT:

- 1) Portable video recorder - JVC SIOS - (VHS)
- 2) Portable camera - JVC GXM7
- 3) Portable Video monitor - JVC - TM PZE 3"
- 4) Carrying case for above - JVC SPP3U
- 5) 20 VHS cassettes - 30 minutes
- 6) 10 VHS cassettes - 120 minutes
- 7) 2 cassette adaptors - JVC CP - ZU
- 8) 6 Rechargeable batteries - JVC MB - P40
- 9) 1 A/C adaptor - JVC - BB - P.36 charger
- 10) 1 camera carry case (S10S)
- 11) 1 filter system JVC - FK - 58 pour 9x -47
- 12) 1 VCR Tape recorder/Playback
JVC - 7600 MS - (Multistandard)
- 13) 2 connecting cables JVC P
(Titler)
- 14) 1 character generator JVC CG P50E
- 15) 1 Tripod for GXM7 Camera
- 16) 1 Monitor - Thomson 70 Cm - C71 FMCA Multistandard
- 17) 1 Tuner and cables
- 18) 1 Console
- 19) 1 Microphone
- 20) 2 Electric tension regul:

JOB DESCRIPTI

Sound Technician

Duties and responsibilities

- Organize, plan and maintain audioteche operation
- Determine equipment and material needs of "audioteche" program
- Keep records and reports of materials and equipment
- Select new materials for purchase as needed
- Assure planning, coordination and production of studio, classroom, and field documentation
- Organize and maintain archives and duplication services
- Assure maintenance, repair, storage, handling of equipment
- Promote "audioteche" and sound production services
- Organize and maintain production scheduling
- Produce training and technical materials as programmed
- Coordinate activities with film, video, and slide production.

2. Requirements:

- (a) Thorough knowledge of systems of recording (mechanical) and accoustical:
- Studio and field recording techniques
 - Editing
 - Mixing
 - Maintenance
 - Microphones
 - Choice of tapes
 - Studio controls/operati

57

ANNEX 6

- (b) Experience in interviewing, techniques, program development and format, slide and film commentaries and instructional tape production and duplication
- (c) Minimum 3 years technical experience or equivalent
- (d) Field experience with rural audience and their needs

JOB DESCRIPTION

Video/Film Technician

1. Duties and responsibilities

- (a) Organize, plan, and maintain video/film program
- (b) Determine equipment and material needs of program
- (c) Keep records and reports of materials and equipment
- (d) Select new materials for purchase as needed
- (e) Assure planning, coordination and production of studio, classroom and field documentation
- (f) Organize and maintain video/film archives and document duplication
- (g) Assure maintenance and repair of equipment and storage and handling of materials
- (h) Promote video/film production services
- (i) Organize and maintain production scheduling
- (j) Assure production of video/film technical materials as programmed
- (k) Coordinate activities with graphic/slide/photo/sound production needs

2. Requirements:

- (a) Thorough knowledge of video/film systems
 - Production techniques
 - Editing/splicing
 - Sound mixing
 - Scripting images and sound

- Video/film formats
 - Nature of camera work and camera movements
 - Storyboarding
 - Lighting
- (b) Minimum 2 years technical experience and formal training

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ANNEX 8

JOB DESCRIPTION

TDY CONSULTANT

Video teque/Film Library
Video Technician

Duties and responsibilities

Under the supervision of the Director of Studies at IPDR, the consultant is to design, organize, and implement the training of UPMP video specialist and establish an on-going practical workshop training program at IPDR'S UPMP (Unite de Production des Moyens Pedagogiques) for trainers and agricultural students in video and film technology.

Practical "hands on" workshops have as their objectives to:

- 1) immediately train video and film technician in how to organize, plan, and maintain video and film programs for classroom and village extension use, 2) determine needs and materials of program, 3) production of software adapted to both classroom and village extension, 4) utilisation and maintenance of equipment, 5) develop documentation and feedback systems, 6) coordinate video/film technology with slide film-strip, and photography documentation programs at UPMP.

Consultant is to produce training manuals and technical booklets to be used by trainers in classrooms and students in village level extension work to include:

- 1) Film/video theory, message planning and communications context
- 2) Film/video equipment, utilisation, and maintenance

- 3) Program design, effective formats adapted to audience characteristics
- 4) Program material and scope
- 5) Broadcast and recording techniques
- 6) Strategies in documentation and collecting feedback
- 7) Pretesting and evaluation
- 8) Archival procedures and distribution.

Duration: Three months.

Qualifications

- 1) Five years training experience in West Africa
- 2) thorough knowledge of educational video and film technology
- 3) French level 3+-4
- 4) University degree or equivalent in audio-visual, communications, or video/television technology.

JOB DESCRIPTIONTDY CONSULTANTSOUND TECHNICIANDuties and responsibilities

Under the supervision of the Director of Studies at IPDR, the consultant is to design, organize and implement the training of IPDR sound specialist, and establish an "on-going" practical workshop training program at IPDR'S UPMP (Unite de Production des Moyens Pedagogique) for trainers and agricultural students in audio cassette technology.

Practical "hands-on" workshops have as their objectives to immediately train audio technician in how (1) to organize, plan and maintain audio-cassette program for classroom and village use (2) determine needs and materials of program (3) production of software adapted to both classroom and village extension use (4) utilization and maintenance of equipment (5) develop documentation and feedback systems (6) Coordinate audiotechnology with slide, video, and film strip documentation programs at UPMP.

Consultant is to publish training manuals and technical booklets to be used by trainers in classrooms and students in village level extension work to include

- 1) Audio theory, message planning, and communications context
- 2) Audio cassette equipment, utilisation, and maintenance
- 3) Program design, effective formats adapted to audience characteristics
- 4) Program material examples
- 5) Broadcast and recording techniques
- 6) Strategies for collecting feedback
- 7) Pretesting and formative evaluation
- 8) Archival procedures and distribution

Duration

Two months

Qualifications

- 1) Five years training experience in West Africa
- 2) Thorough knowledge of educational radio and cassette technology
- 3) French level 3-4
- 4) University degree or equivalent in A/V, communications, or audio technology.

JOB DESCRIPTIONManagement (UPMP)(1) Administrative duties and responsibilities

- (a) Organize and maintain the audio-visual and reproduction center at IPDR.
- (b) Supervise the organization and operation of the A/V materials program for IPDR.
- (c) Administer this program under the Director of Studies
- (d) Determine the equipment and materials needs of IPDR and determine what it will cost to fill these needs.
- (e) Keep reports and records of materials, equipments and their use.
- (f) Select and purchase new materials and equipments with the help of the production staff.
- (g) Organize and administer an efficient circulation system.
- (h) Promote public relations leading to an understanding of and support of the A/V production program.
- (i) Make reports to IPDR concerning the operation and needs of the program.

(2) Supervisory Duties

- (a) Supervise the Audio-visual program in each department and in the village operation program.
- (b) Plan and carry on in-service IPDR training A/V programs through:
 - . training sessions
 - . meetings, conferences
 - . demonstrations, previews
 - . UPMP trainers regarding utilization of materials
- (c) Confer with trainers regarding utilization of materials.
- (d) Visit training centers and study on-going A/V programs in both Niger and West Africa.
- (e) Issue bulletins giving information on availability and use of materials and equipment
- (f) Organize and make available a handbook-catalogue giving information on the A/V resources available for training.
- (g) Train trainers to produce certain A/V teaching aids.

(3) Advisory duties and responsibilities

- (a) Assist in curriculum planning and A/V support
- (b) Advise administrators in the selection and use of equipment and materials.
- (c) Act as a communicator between research and production.

(4) Technical duties and responsibilities

- (a) Organize and maintain archives of materials (books, records, photos, film, slide, film strips video, audio cassettes, and exhibition materials)
- (b) Assure repair and maintenance of materials
- (c) Supervise production of materials
- (d) Train trainers in the operation of equipment.

(5) Requirements

- (a) University degree (communications, A/V, multi media or equivalent)
- (b) Agricultural extension service - 5 years
- (c) Former supervisory administration - 4 years experience
- (d) Technical experience in all areas of A/V supports and their conception

PROGRAMME OPERATIONS VILLAGEOISES 1986

THEMES GLOBAUX

Nutrition/Santé
Utilité du bois
Désertification
Dégradation du sol
Coopératives
Préparation du sol
Traitement .semences.

AGRICULTURE

Arbres fruitiers
Maraichage
.....
Niébé
Insecticides
Sorgho
Grenier

EAUX ET FORETS

Etangs piscicoles
Foyers améliorés

GENIE RURAL

Poulaillers
Puits
.....
Centre médical

ANIMATION

Santé villageoise
Boutiques villages
Coopératives

TDY CONSULTANT

Mobil Unit Coordinator/Technician (May through August 1986)

Duties and Responsibilities

Under the supervision of the Director of Studies at IPDR and in coordination with the Department des Stages Pratiques, the Consultant is to design, organize and implement the mobile unit/media van program in the 1986 Village Operation program.

This program will require five days a week in ten villages of the Village Operation, often working into the nights. Working in collaboration with IPDR student/trainer multidisciplinary extension teams the consultant will be required to:

- 1) Supervise the organization and operation of media van transportation and scheduling
- 2) Assure planning, coordination, and production of field documentation:
35mm photography
1/2" video VHS systems
audio-cassette
- 3) Assure planning, coordination, and production of non-formal education materials used in village extension work.
- 4) Assure planning, coordination, and implementation of nightly projection of: video, film, slide projections, film strip
- 5) Train technicians and students in the proper use and handling of A/V equipment and media van operation.
- 6) Train technicians and assist in production of village level non-formal education methods and materials.
- 7) Assist in the collection of data and research materials for the technical departments of IPDR.
- 8) Keep records and write weekly activity reports.
- 9) Evaluate and revise program as needed in collaboration with Stage Pratique Department.
- 10) Assure maintenance of equipment and media van.
- 11) Write final evaluation and technical report: Media vans in extension
Village operations

Requirements

Thorough knowledge of A/V equipment and usage, non-formal education techniques and village application.

Adaptability, flexibility, and creativity in village situations in Niger.

Preferably proficient in local languages of Niger, French 3

Experience in practical applications of media/van for village extension work.
Ability to fit product to purpose.

Minimum of 5 years experience in Africa.

Minimum of 2 years in similar training Institute in West Africa.

63

TDY ConsultantAudio-visual techniques - Facilitator: Trainer of TrainersDuties and responsibilities

1. Under the supervision of the Director of Studies and in conjunction with the Department of Sociology
These practical workshops have as their objectives: trainers and students should:

- 1) understand basic communication systems relevant to Niger in both theory and practice.
- 2) understand conceptualisation and use of either basic classroom A/V techniques or non-formal village audio-visual techniques.
- 3) understand basic handling and maintenance of equipment and materials.

II. Consultant is to produce training manuals and technical booklets to be used by both trainers and extension students in the field to include the following workshop materials:

- 1) Communication theory and practice.
- 2) Group Dynamics.
- 3) Creative perception and conception of image and sound.
- 4) Photography/Design
- 5) Films, slides, and film strips
- 6) Projection systems:
 - : 16 mm film
 - : slide
 - : overhead projector
- 7) Audio systems (cassette)
- 8) Video
- 9) Non formal educational village use systems:
 - : Demonstrations
 - : Specimens, models
 - : dust and mud sketching
 - : chalkboards
 - : flannelgrams
 - : flipboards
 - : posters, exhibits,
 - : displays
 - : folders, leaflets,
 - : pamphlets, bulletins

III. Duration three months (January - March 1986)

IV. Qualifications

- 1) Five years training experience in Francophone Africa
- 2) Thorough knowledge of extension training in Niger.
- 3) French level SR 3-4
- 4) University degree or equivalent in Audio-Visual communication systems, extension training.

V. Consultant is to submit a monthly activities report to the Director of Studies at IPDR and copies to USAID.

Final report and evaluation, to include copies of training manual and technical booklets.

65

TDY Recommendations - Audio-visuel - IPDR

Phase I - Janvier - Mars 1986

	<u>Date</u>	<u>Coût \$</u>
1) Bulletin - 1ère édition achevée	Janvier	\$ 1,750
2) Formation - <u>Stage de Formation Audio-visuel</u> (Workshops) Ateliers pratiques	Janvier-Mars	\$ 4,000
60 Formateurs IPDR - 48 heures	Janvier-Mars	
50 Elèves AT2 - 24 heures	" "	
1 TDY - Formateur-Facilitateur Audio-visuel	" "	
3) Equipment - UPMP	Janvier	\$ 18,000
Salle de Formation - A/V	Janvier	2,000
Salle Polyvalente	Janvier-Septembre	3,500
Salles des classes-Depts	Janvier-Septembre	10,500
Videoteche	Janvier-Mars	5,800
Audiotече	Janvier-Mars	4,000
Unité Mobile	Mars-Mai	31,000
		<hr/>
		\$ 74,800
4) Programme Audio-Visuelle		
1 Gestion-Encadrement	Janvier	
1 Technicien Audio	Jan-Mars	
1 Technicien Video	Jan-Mars	
1 TDY - Audio	Jan-Mars	
1 TDY - Video	Jan-Mars	

Phase II Mars - Août 1986

1) Bulletin - 2ème Edition achevée	Avril	\$ 1,750
2) Opération Villageoise		
1 TDY Unité Mobile	Mai-Juillet	

Phase III Août-Septembre 1986

1) Evaluation des Programmes Audio-visuelles	Septembre	
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