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The Use of Audio-Visual Mobile Units for Village Level Communication
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HUMAN RESOURCES PROJECT
USAID (683-0226)

THE USE OF AUDIO-VISUAL MOBILE UNITS
FOR VILLAGE LEVEL COMMUNICATION

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SUMMARY

Audio visual mobile units were introduced at the Institut Pratique du Développement Rural (I.P.D.R.) as a means to improve village level communication by students participating in the practical training program "L'opération villageoise". Students animated evening slide projections, gave daytime demonstrations on topics in their areas of interest, and assisted in audio visual and photographic documentation of village activities.

The major problems encountered during this three month pilot phase resulted from lack of sufficient long term planning for, and preparation of, the newly introduced audio-visual activities. Schedules must be discussed in advance with village chiefs to assure their approval and departments must work in collaboration to provide a more harmonious and appropriate program for village needs. However, it is evident that appropriate audio visual media can only enhance communications and the learning process.

Several recommendations which result from experience gained during the pilot phase should assure more carefully planned and appropriate presentations for use in the villages:

1. Interdepatartmental colloboration.
2. Advance planning of an annual calendar.
3. Introduction of an interdepartmental communication course.

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1. INTRODUCTION

The use of audio-visual mobile units as a means of communicating ideas and gaining practical information at the village level has already been introduced and used as an extension tool in west African countries. In Niger the IPDR (Institute Pratique du Developpment Rural) trains mid-level extension agents and has recently undergone an intensive program initiating students and teachers alike in the use of audio-visual communication media. One emphasis of the program focused on audio-visual communication for village use during the practical training period "L'opération villageoise" (OV), when students put to use what they learned during the school year. Mobile units aided the the students by giving them audio-visual support for communicating techniques and ideas

IPDR already recognized the importance of explaining to villagers the "whys" of actions and technical improvements brought to the village. IPDR also provided a necessary structure for the mobile units to operate within "L'opération villageoise". The pilot phase of the audio-visual component set out not only to test the viability of certain audio-visual communication media, but to develop a system to coordinate the mobil units within the already existing structure of IPDR and "L'opération villageoise".

Given the short period set aside to launch the mobile unit program and the desire to see tangible results an empirical approach was adopted. Although four weeks of the total three month period was spent interviewing members of the 11 participating villages and members of the IPDR departments in preparation for audio-visual activities, the real basis for developing a more effective and long range plan was found while executing the program.

The purpose of this report is to present the activities, situations, and difficulties the mobile units experienced to show why and how an improved long range plan evolved. A separate handbook has been developed for use by IPDR students and teachers and is more detailed in the preparation of audio-visuals for village communication. The plan and recommendations, presented here represent the collaboration of all the participants in this pilot program including students, villagers, teachers and other IPDR staff. However, the goals of the mobile unit program would never have been achieved without the active interest of Alio Hamey, Chef UPMP, Albert Favre, Instructor of Socio-Economie, and Djimaraou Aboubacar, Dept. Stages Pratiques. Alhassane Aka and Oumarou Issa the UPMP audio-visual technicians assigned to the mobile units should also be commended for their tireless participation.

2. AUDIO VISUAL ACTIVITIES OF PILOT PHASE

To determine the themes to be emphasized during the trial phase, visits were programmed in the villages to introduce ourselves and to familiarize ourselves with the villages, as well as to ask the villagers themselves what they wanted to know more about and what IPDR project they found most important to them.

Annex 1 gives details of this survey. Again, it must be emphasized that the survey was by no means an in-depth account of village needs for information. However, by asking the question "what are you most interested in seeing and hearing about?" we found that 10 of the 11 villages had an interest in "techniques culturales du mil" and that 8 of the villages were interested in "reboisement and desertification". We also took into account the Tele-Sahel broadcast schedule.

At the department level at IPDR, meetings were also organized to determine theme priorities. Annex 2 gives results of this survey.

2.1 Evening Projections

Because of its relevance to the season and because of its priority status at the village and department levels we launched the first evening slide projection with "Techniques culturelles du mil" an already existing slide series. Annex 4 gives the subjects and the dates of the projections. The theme of "Si la Terre Meurt" was chosen as a second projection for similar reasons, using an already existing slide series.

Once subject matter was determined and the villages chosen to receive the presentations the need arose to select a person to animate. Because of the subject matter of our first projection we turned to the Agronomy Department to designate students to animate the series. Since few of the villages have students capable of narrating the subject, speaking the local language of Zarma and at the same time leading a discussion on the subject we found it necessary to transport a student from one village to animate the series in another village. To compound the problem the appropriate "animateur" might be located in a village too distant to make it possible to transport the person to the village where we wanted to show the slides. Using the same "animateur" over and over again also did not really benefit all the students by giving each of them experience.

For the second projection we turned to the Department of "Eaux and Fôrets" to designate the animaters. Since "Eaux et Fôrets" students acted as a team, moving from village to village, an attempt was made to schedule the projections close to those villages where the students were assigned. The students were able to prepare their presentation from a brochure that accompanied the slides. Because we received a request from one of the villages to project "Techniques culturelles du nib" this theme was chosen for our third and final series. All of the projections were scheduled for approximately 20:00 because of the need for sufficient darkness, however, due to variations in village schedules, projections sometimes did not begin until 20:30 or 20:45.

Results

- * The first evening of projections, two slides series were selected to be shown. It quickly became evident that the subject "Mirage de la Ville" was inappropriate for the season, and also that two slide projections on unrelated subjects followed by discussions, was too demanding of the villagers for one night.

- * The slide projections would often continue for an hour or more and were followed by a question and answer period. Because of the length of time many of the villagers lost attention and distracted others by talking or walking about.

- * In some cases students were not sufficiently prepared to animate a series.

* Tele-Sahel broadcast every night during the month of June which gave us some distracting competition. Normally broadcasts are scheduled for only Tuesdays, Thursdays, Saturdays, and Sundays.

* Use of 16mm film for village level communication is problematic because of the small number of films available in local languages. One solution would be to lower the sound and let the "animateur" narrate, or re-record a new soundtrack. Recording a new sound track would probably be more costly and time consuming than the use of 16mm film warrants in this context. In addition, the results would be much less effective. Although 16mm films have been produced in local languages at ORTN, current production now occurs in video. Slowly, the 16mm films are becoming outdated and copies of films are normally made on video cassette.

* Use of video for village level communication also has drawbacks. Besides not having received the monitors ordered for the video studio, the small screen (in comparison to film and slide projections) is more suitable for smaller specialized groups. Use of more than one monitor might improve communication to a large group, but, at the expense of greater time and energy in set up time. Also, most villages in Niger have a television set and already are inundated with many educational programs.

Conclusions

* Much more time needs to be allocated to preparing the presentations of the students. Because of time constraints for the pilot phase and the lengthy process of image selection, subject narrowing, and public speaking critiques, which would involve collaboration of several IPDR departments, as well as transport of a student from the village to IPDR, sufficient time was not allowed for preparation.

* The use of slides seems the most appropriate projection media in the context and in addition does not replace the students, but requires their involvement, aiding the learning process.

2.2 Daytime Documentation and Production

Production and documentation of village activities was planned in collaboration with the Departments of "Eaux et Forets", "Genie Rural", and "Socio-Economie". The decision to use audio and video recordings was planned to provide experience for UPMP audio-visual specialists being trained concurrently in those media.

* In order to obtain feedback and reactions of villagers to tree planting we proposed to the Department of "Eaux et Fôrets" to interview a few members in each of 6 villages using audio-cassette. The department chief himself chose the villages to visit. See Annex 4 for list of villages and dates. Our sessions were planned for mornings, and although that time is not appropriate during the growing season to organize large groups, we nevertheless had no trouble finding at least a few participants, even if it meant going into the fields. We found many people leaving the villages on Friday mornings to attend the nearby market at Kolo Hausa.

* Felt board demonstrations using cutout cardboard figures, as well as demonstrations on advantages of "foyers ameliores" in comparison to the traditional stove, were documented on videotape in 6 villages. See Annex 4 for villages. The Department of "Socio-Economie", besides taping the "foyer ameliore" demonstration began video taping a comparison of activities and

lifestyles in two villages. One village represented an "O.V." village, the other village did not benefit from "O.V." activities. In each case a typical day is depicted following the actions of a family chosen by the village chief.

* The Department of "Genie Rural" planned and scheduled a video tape documentation of traditional well construction and materials in comparison to modern well construction and materials. The taping was cancelled and rescheduled several times, but in the end was never begun because of time constraints and schedule conflicts.

Results

* The audio interview in the villages on "La Plantation" provided some humorous and informative reactions and reasons for resistance to tree planting.

* Besides providing self-critique for the socio-economic "animation" students, the video taped demonstrations exist as examples that future "animation" students or "paysan pilots" can view to evaluate presentations.

* Because of lack of time and the many demands placed on the one UPMP camera, not enough planning was given to the "Comparison of Two Villages". Our initial contact with the two villages was to inform them of our interests and to ask the village chief to designate a family that we could video tape. Our second visit was set up to begin taping. Consequently, there was not time to

discuss, with those involved in the production, what their activities would be and when they would occur. Another problem preventing good planning was the unavailability of the Socio-Economic representative, during the taping, to indicate the most relevant activities and their significance, since he was busy in the last week of village training evaluating his students.

Conclusions

* It is evident that contact with the villages provides a rich source of information, that can not only be used to improve strategies for introducing new technical advances at the village level, but if recorded can be used as instructional aids by students during the school year.

* The planning process should allow for more time than was available during the pilot phase of the mobile unit program.

2.3 Daytime Demonstrations

The theme of the daytime demonstrations was already determined in advance of the mobile unit program. The "Eaux et Fôret" student team of three chose to demonstrate "Changement dans notre environnement" using felt board and cut out figures. As a second theme, the Eaux et Foret team chose "La plantation". In this case a commentary was recorded by the students and supervised by their department chief. After the felt board demonstration on "La plantation" the students planned to playback the interviews on "La plantation" recorded earlier in the villages.

The Socio-Economic students chose to introduce and illustrate "desertification" and "reboisement" concepts using the felt board techniques. The felt board demonstration was followed by a real demonstration of a traditional stove compared to a "foyer ameloire". The socio-economic students also acted as a team, in this case with each taking a turn with the felt board demonstration, followed by the women students who, in addition, were given responsibility for preparing a meal on the two stoves.

Students had already prepared cut-out figures for felt board application while taking one of the audio-visual courses offered at the school. In both cases, students had also practiced in advance their felt board demonstrations.

Results

* The "Eaux et Fôret" students encountered several difficulties. First, the demonstration was scheduled for the village of Moli where they were posted. Two other IPDR departments had also scheduled audio-visual activities in Moli for the same week. Second, "Changement dans notre enviroment" was scheduled for a succession of three afternoons. It is asking too much of villages to free themselves for three afternoons, but four afternoons and one evening of audio-visual activities resulted in the village chief canceling two of the afternoon sessions. Another difficulty with the demonstration was that the audience was scattered over a very wide area. It was difficult for individuals at one end of the group to see and hear what was being demonstrated to individuals at the other end.

* The recorded commentary for "La plantation" supervised by a responsible member of the department assures a thorough and correct treatment of the subject, while still allowing for student intervention before, during, and after the playback. Nevertheless, the "La plantation" session was canceled because of rain, so it remains to be demonstrated how effective a recorded commentary can be.

* The "socio-economie" demonstrations seemed better organized in relationship to village schedules, in part because the stove demonstration occurred just before meal time.

Conculusions

In addition to studying the subject to be communicated, the context of the presentation needs to be studied. The effect of a presentation requires not only knowledge of the subject to be communicated, but knowledge of the people and life-styles of the people to receive the communication.

3. Equipment

Equipment ordered for the mobile unit program included:

- a) 2 vehicles - Suzuki SJ410 (because of it's compact four wheel drive, storage and dust control and air-conditioning).
- b) 2 16mm film projectors
- c) 2 slide projectors
- d) 2 portable projection screens
- e) 2 audio-cassette players
- f) 2 projection tables
- g) 2 cardioid microphones
- h) 2 portable generators
- i) 2 bull horns
- j) 2 amplifiers and fixed loudspeakers
- k) carrying cases for the above equipment
- l) 100 audio cassettes for recording
- m) cleaning equipment for films, slides, cassettes

Results

* Because of reasons mentioned previously in this report, the 16mm projectors are less appropriate for village use than they would be for classroom use.

* A chauffeur, an audio-visual technician and an animateur are required for each projection. Experience has shown that often a student posted in one village will have to be transported specifically to animate a projection in another village, because of either language or technical competence. Since the equipment, used during the pilot phase, required the entire back of the vehicle (for a slide projection), there was only room for two individuals. As a result both vehicles and both chauffeurs were required for one projection.

* Compounding the space difficulties of the Suzuki were the space requirements and weight of the borrowed generator that we used while waiting for the generator on order for the mobile units. The borrowed generator required both of the audio-visual technicians for lifting.

Conclusion

The space difficulty of the Suzuki is closely related to the size and weight of the generator used. It is conceivable that if the generator on order is small enough, easily carried by one person, and requiring only half the space of the borrowed generator, the space difficulty of the Suzuki would be resolved.

Recommendations

A small portable generator would not only solve the generator weight and size problem, but possibly the Suzuki space problem as well. (The project

director has indicated that since my departure from Niger that the small, portable generators have arrived. The USAID project director also suggested the possibility of training the chauffeurs to set up the audio-visual equipment if the space problem persists.)

4. EVALUATION OF PILOT PHASE

An assessment of the effectiveness of the mobile unit program during it's pilot phase should take into consideration the following factors.

- * The effect of audio-visual communication aids at the village level
- * The coordination of the program with the existing structure of IPDR and "Operation villageoise"
- * The future of the audio-visual mobile units at IPDR

No attempt is made here to present a scientific evaluation, but rather a summary of conclusions drawn from eclectic sources, including previous pages of this report, a daily journal kept during the pilot phase, (see Annex 5) personal opinion, and observations and remarks made by those participating in the activities.

It is not necessary to defend the use of audio-visual materials as an aid to communication. Audio visual materials, if used properly, can only help the learning process. What is important is their appropriateness to a specific situation and the ability of each individual who uses them. Specific cases are discussed earlier in this report and point out that two different people using the same audio-visual aids can have two different effects. The importance of each individual, their understanding of the context within which they are working and their ability to relate to their audience cannot be over stressed. Also, just as two

people might have different experiences using the same audio-visual aids, two villages might have different responses to the same presentation, given by the same person.

The number of participants is not the best method of evaluating the effectiveness of an audio-visual session. For example, at Kolo Zarma, the first village to schedule a slide projection, we attracted one of our largest audiences, estimated at over 300 participants. Nevertheless, it was not among the most successful presentations because of the numbers of people who attended who were not interested in the subject and only distracted others. In general, however, most villages gained something from the exchange of information during the question and answer period, at the end of each demonstration or projection and many expressed their interest and approval. Students also benefited from the opportunity to communicate, which gave them additional experience in organizing their ideas. Even if the presentations were not always successful, much was learned from them, which is the objective of the O.V. What is difficult to assess within the scope of this report is "what is the quality of information that was exchanged and retained" because the department professors were not always present to supervise the presentations and discussions.

The "Eaux et Forêts" department head mentioned that because of the demonstrations given by his students two of three villages would like to start a tree nursery. The third village would like to start individual tree plantings, but not the common nursery

proposed. One of the chauffeurs who was required to work 16 hour days, 5 days a week commented that it was very hard work but that he saw it was very good. Many of the faculty members present during the trial phase did their best to help prepare audio-visual materials and students on very short notice, and, in spite of the demanding schedule, few administrative problems were encountered. All this points to a general acceptance and motivation to see the mobile unit program work.

One of the greatest problems of the mobile units was their awkward integration into village activities, again, because of the lack of time. Nevertheless, much experience was gained that during the following year can be integrated into a more thoughtful plan.

The departments of "Stages Pratiques" and "Socio-Economie" plan an evaluation of village operations at the end of the season. Because of the departments ability to make comparisons to previous seasons, the greater amount of time and thoroughness of their evaluation, and because of their advantage in being able to place audio-visual use in the larger context of village operations this evaluation should be used as a source of information to improve mobile unit effectiveness.

The recommendations which follow will hopefully serve to improve mobile unit operations and more successfully integrate them as an effective teaching tool.

5. RECOMMENDATIONS

Based on experience gained during the pilot phase of initiating audio-visual use in village training, we found that often students and trainers who have concentrated on technical areas within rural development extension do not necessarily have an understanding of the people to whom they are bringing these improvements, or how to integrate their demonstrations into village activities. Rather than simply taking audio-visual courses in isolation from the context in which they will be presented, or preparing audio-visual presentations with only a technical focus, collaboration with the other departments is necessary to achieve an effective result. In addition, planning the actual training session of audio-visual materials needs to occur well in advance of the use to allow for appropriate scheduling of production and presentation preparation in accordance with the season. For these reasons the following three plans have been developed as recommendations for the audio-visual mobile units.

- 1) A schema representing the process at IPDR for developing appropriate audio-visual messages.
- 2) A calendar of annual planning to be agreed upon by the various IPDR departments that will provide a unified approach for developing audio-visual materials.
- 3) A practical interdisciplinary training project that will develop more than technical skills.

DEVELOPPEMENT DU MESSAGE

EVALUATION

EXPLOITATION

CONCEPTION

REALISATION

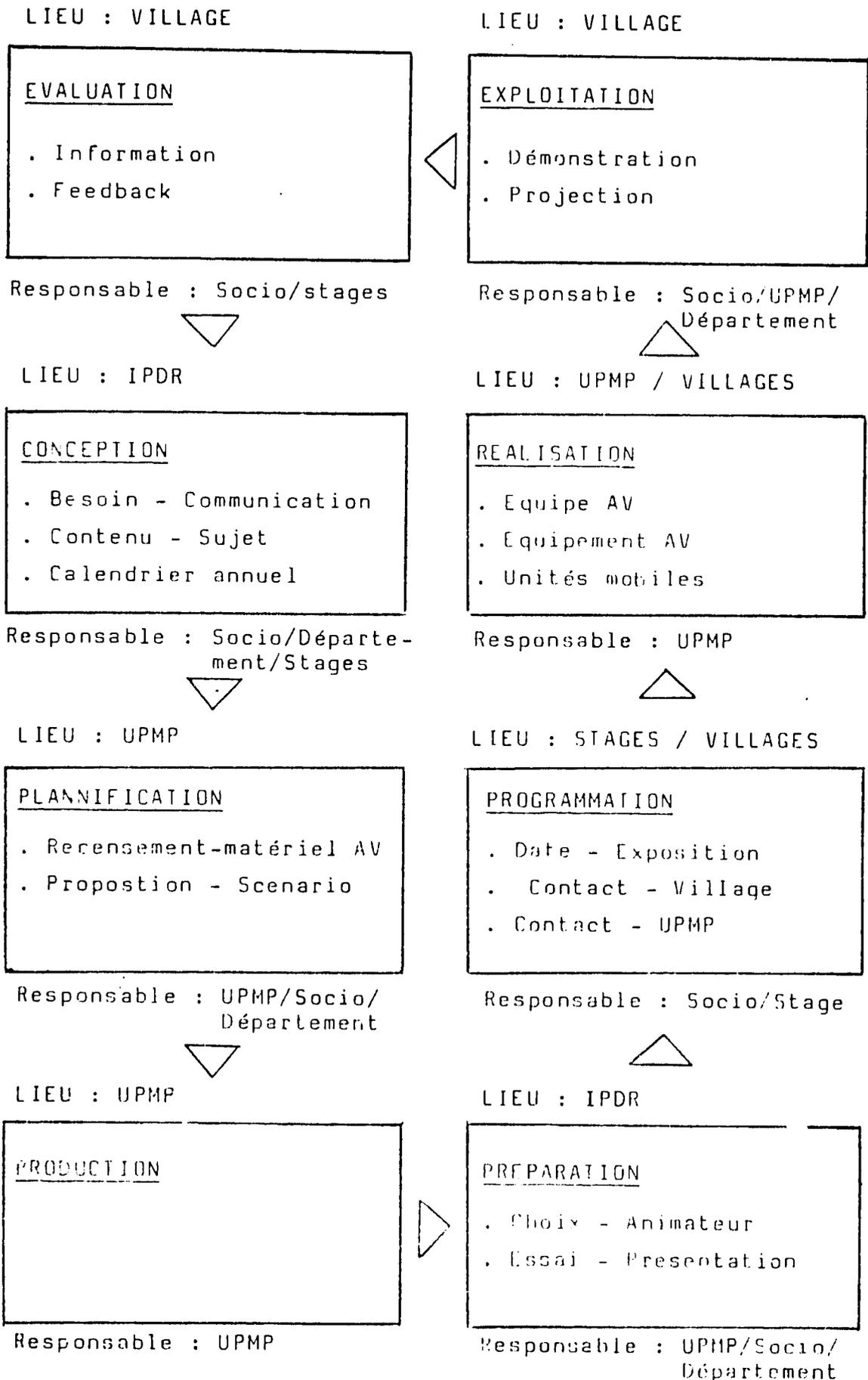
PLANNIFICATION

PROGRAMMATION

PRODUCTION

PREPARATION

DEVELOPPEMENT DU MESSAGE



THEME PAR SEMAINE

LEPARTEMENT

	SEMAINE 1	SEMAINE 2	SEMAINE 3	SEMAINE 4	SEMAINE 5
ADMINISTRATION					
PRODUCTION					
PRESENTATION					
AGRONOMIE					
PRODUCTION					
PRESENTATION					
EAUX ET FORETS					
PRODUCTION					
PRESENTATION					
ENS. GEN.					
PRODUCTION					
PRESENTATION					
GENIE RURAL					
PRODUCTION					
PRESENTATION					
SOCIO. ECON.					
PRODUCTION					
PRESENTATION					
STAGES PRATIQUES					
PRODUCTION					
PRESENTATION					

5.3 Interdisciplinary AV Project

The primary goal of an interdisciplinary course would be to improve student communication at the village level. In addition, the student would learn the importance of a team approach to resolving problems. Another beneficial effect of an interdisciplinary communication project, resulting in an audio-visual product, would be the development, by the students, of an audio-visual library which could be used to instruct future students in the classroom as well as instruct "paysan pilots" in the neighboring villages.

The multidisciplinary course should be offered to advanced students who have already gained some experience in audio-visual material preparation, and who are able to focus on a specific subject of interest. Emphasis should be placed on simplicity of preparation of the materials that do not rely on sophisticated equipment. However, in certain circumstances, the student could work hand in hand with the UPMP staff when, for example, photography or video is required.

Although such a course would be very individualized, allowing students to interact independently with various faculty members and UPMP staff, a typical course might be planned as follows:

	<u>Subject</u>	<u>Responsible Department</u>
Week 1	- "A Look a Village Life"	Socio-economie
Week 2	- "Determining a Communication Need and Choice of Theme"	Socio-economie/Tech Department
Week 3	- Narrowing Subject and Research	Technical Department
Week 4	- "Choosing the Appropriate Media" and "Who is the Audience?"	UPMP
Week 5	- Proposal preparation and review, Scriptwriting	Socio/Tech. Dept./UPMP
Week 6	- Production	UPMP
Week 7	- Production	UPMP
Week 8	- Production	UPMP
Week 9	- Production	UPMP
Week 10	- "How to Prepare Your Audience" and "What You Need to Know before you Schedule Your Presentation in the Village"	Socio/Stages
Week 11	- "How to Involve Your Audience"	Socio-economie
Week 12	- Trial Rehearsal at IPDR; Revision	Socio/Tech. Dept./UPMP

The preceding three recommendations are presented to improve the integration of audio-visual communication by students in their village level activities. Two additional recommendations, although less directly crucial to "L'opération villegoise", also grow out of the pilot audio-visual program and are presented here for consideration:

5.4 Uses of ORTN

* Students should keep informed of ORTN Radio and Television broadcast schedules in their areas of concentration, so that they can take advantage of the broadcasts to open discussions in the villages.

5.5 Internal Priorities and Increased Student Involvement

* IPDR should give audio-visual production priority to its own departmental and student requirements. UPMP should not allow itself to become a general production facility for outside organizations. IPDR as an educational institution should encourage much more student involvement control, and experience in preparation of audio-visual communication materials.

5.6 Use of Mobile Units During School Year

During the school year students and teachers could go through existing audio-visual materials and discuss what modifications and additions should be made. (Evaluation forms have been prepared and can be obtained at UPMP). The school year can also be used beneficially to prepare audio-visual materials on dry season activities or subjects that have year round interest, such as vegetable gardens, health and literacy.

RECENSEMENT DES BESOINS
L'Opération Villageoise"

LE 21 MAI 1966 :

SAKEY KOIRA ZENO X

- Réalisations :

- . Poulailler (2)
- . Boutique villageoise
- . Bois de village
- . Etables bovine (4)
- . Foyer amélioré
- . Engrais et Fongicide. *

- Besoins de Sensibilisations et Projection A.V :

- . Techniques culturelles de mil
- . Santé
- . Samariya
- . Reboisement.

SAKEY KOIRA TESUI

- Réalisations :

- . Bois de village (3h)
- . Foyer amélioré *
- . Poulailler (2).

- Besoins de Sensibilisation et Projection A.V :

- . Techniques culturelles de mil
- . Alphabétisation
- . Santé
- . Embauche bovine
- . Reboisement (Exploitation)
- . Aviculture.

NOTA : * Indique : la réalisation la plus importante
suivant l'avis des paysans.

X Indique : TELE - SAHEL.

LE 22 MAI 1966 :

MDLI X

- Réalisations :

- Foyer amélioré
- Puit *

- Besoins de sensibilisation et Projection A.V :

- Reboisement
- Alphabétisation.

SIRIGNERE ZARMA X

- Réalisations :

- Pont *
- Etable bovine
- Foyer amélioré.

- Besoins de Sensibilisation et Projection A.V :

- Alphabétisation
- Techniques culturelles de mil, du niébé et de l'arachide.
- Lutte contre le paludisme
- Gestion d'un moulin
- Hygiène
- Foyer amélioré
- Reboisement.

KOKJARE X

- Réalisations :

- Bois de village
- Foyer amélioré
- Poulailleur (2)
- Paysans pilotes (démonstration) *

- Besoins de Sensibilisation et Projection A.V :

- Santé
- Techniques culturelles
- Reboisement
- Foyer amélioré
- Aviculture (entretien).

LE 22 MAI 1986:(suite)

GUESSELBODI X

- Réalisations :

- . Bois de village
- . Formation de forgerons
- . Foyer amélioré
- . Paysans pilotes (2)
- . Alphabétisation.

- Besoins de sensibilisation et Projection A.V :

- . Boutique villageoise (gestion)
- . Reboisement
- . Techniques culturelles
- . Santé.

BOGOL

Réalisations :

- . Bois de village
- . puits (2) *
- . Foyer amélioré.

- Besoins de sensibilisation et Projection A.V :

- . Boutique villageoise (gestion)
- . Techniques culturelles du mil
- . Santé
- . Arbres fruitiers.

WINDI BERI X

- Réalisations :

- . Boutique villageoise *
- . Foyer amélioré
- . Bois de village.

- Besoins de sensibilisation et Projection A.V :

- . Techniques culturelles du mil
- . Santé
- . Foyer amélioré.

LE 23 MAI 1966 :

KOIRA TEGUI

- Réalisations :

- . Sensibilisation *
- . Ponts (2) *
- . Poulailler *
- . Paysans pilotes (14) démonstrations *
- . Alphabétisation *

- Besoins de sensibilisation et Projection A.V :

- . Techniques culturelles du mil
- . Santé
- . Reboisement.

LE 26 MAI 1966 :

KOLLO HAUSSA X

- Réalisations :

- . Bois de village
- . L'aire de battage
- . Sensibilisation
- . Paysans pilotes

- Besoins de sensibilisation et Projection A.V :

- . Fourrage
- . Puit
- . Reboisement
- . Techniques culturelles
- . Santé.

KOLLO ZARMA X

- Réalisations :

- . Puits (2) *
- . Foyer amélioré

- Besoins de sensibilisation et Projection A.V :

- . Techniques culturelles
- . Culture de contre-saison
- . Santé.

RECENSEMENT DES BESOINS

Département I.P.D.R

1986

-:-:-:-:-

I. EAUX ET FORETS

- Activités

- . Arboretum
- . Plantation
- . Pépinière villageoise.

- Thèmes

- . L'importance de l'arbre
- . Désertification
- . Reboisement.

II. SOCIO-ECONOMIE

- Sensibilisation / Animation

- . Foyer amélioré
- . Moulin à mil
- . Boutique villageoise
- . Alphabétisation
- . Santé villageoise
- . Jeu de hasard
- . Feu de brousse
- . Gaspiillage
- . Réserve alimentaire.

III. GENIE RURAL

- Activité

- . Construction d'un puit technique

- Sensibilisation

- . L'utilisation d'un puit

- Projection

- . Irrigation de surface.

IV. ENSEIGNEMENT GENERAL

- . L'exode du village (YOUSSOUF)
Solution : Sports
- . Biogaz
Sensibilisation.

.../

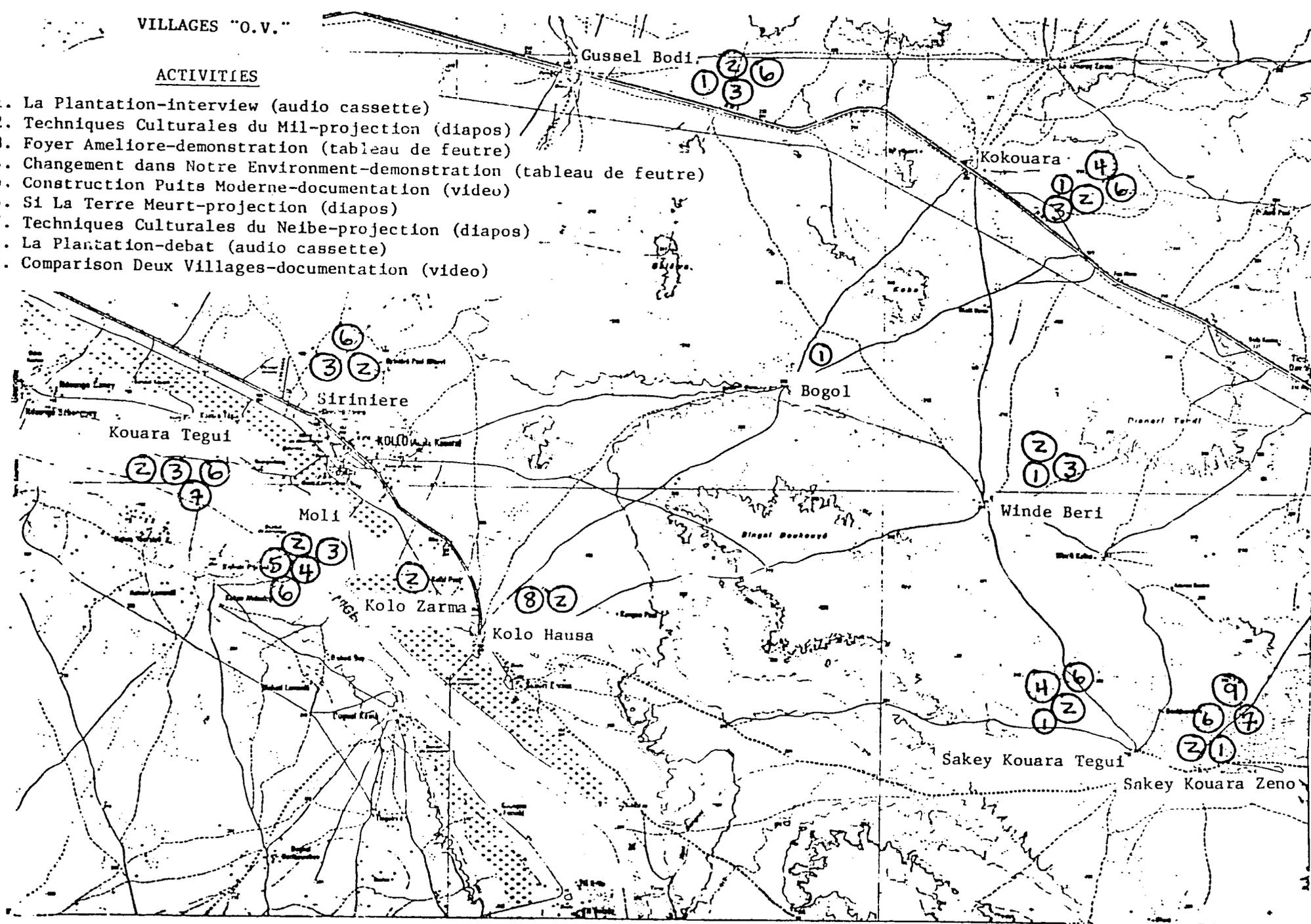
32

V. AGRONOMIE

- Préparation du sol
- Semences
- Entretien de la récolte
- Traitement sanitaire.

ACTIVITIES

1. La Plantation-interview (audio cassette)
2. Techniques Culturelles du Mil-projection (diapos)
3. Foyer Ameliore-demonstration (tableau de feutre)
4. Changement dans Notre Environnement-demonstration (tableau de feutre)
5. Construction Puits Moderne-documentation (video)
6. Si La Terre Meurt-projection (diapos)
7. Techniques Culturelles du Neibe-projection (diapos)
8. La Plantation-debat (audio cassette)
9. Comparison Deux Villages-documentation (video)



RESEAU DE LA COMMUNICATION
" L'OPERATION VILLAGEOISE "

SUJET : 1) "La Plantation"

DEPT : Eaux et Forets

MEDIA : Audio Cassette (interview)

<u>VILLAGE</u> :	<u>ANIMATEUR</u>	<u>DATE</u>
<u>Sakey Kouara Zeno</u>	<u>Wata</u>	<u>6 Juin</u>
<u>Sakey Kouara Tegui</u>	<u>"</u>	<u>12 Juin</u>
<u>Winde Beri</u>	<u>"</u>	<u>12 Juin</u>
<u>Gussel Bodi</u>	<u>"</u>	<u>13 Juin</u>
<u>Kokouara</u>	<u>"</u>	<u>13 Juin</u>
<u>Bogol</u>	<u>"</u>	<u>13 Juin</u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>

PROJECTION

SUJET : 2) "Techniques Culturelles du Mil"

DEPT : Agro

MEDIA : Diapos (projection)

<u>VILLAGE</u> :	<u>ANIMATEUR</u>	<u>DATE</u>
<u>Kolo Zarma</u>	<u>Brah</u>	<u>10 Juin</u>
<u>Sakey Kouara Tegui</u>	<u>Eleve</u>	<u>11 Juin</u>
<u>Winde Beri</u>	<u>Zako</u>	<u>12 Juin</u>
<u>Gussel-Bodi ANNULE</u>	<u>Eleve</u>	<u>13-Juin</u>
<u>Kouara Tegui</u>	<u>Tinni</u>	<u>14 Juin</u>
<u>Moli ANNULE</u>	<u>Ramatou</u>	<u>16-Juin</u>
<u>Moli</u>	<u>Ramatou</u>	<u>17 Juin</u>
<u>Sakey Kouara Zeno</u>	<u>Youcouba Sanda</u>	<u>18 Juin</u>
<u>Gussel Bodi</u>	<u>"</u>	<u>19 Juin</u>
<u>Kolo Haussa</u>	<u>Boube Chayaya</u>	<u>20 Juin</u>
<u>Koukouara</u>	<u>Youcaba Sanda</u>	<u>23 Juin</u>
<u>Siriniere</u>		<u>24 Juin</u>

DEMONSTRATION

SUJET : 3) "Foyer Amelioré"

DEPT : Socio

MEDIA : Tableau de Feutre

VILLAGE :

ANIMATEUR

DATE

Moli

Ramautou

17 Juin

Kouara Tegui

Djibrilla Tinni

23 Juin

Siriniere

Bibata Youcouba

25 Juin

Kokouara ANNULE

Eleves Socio

27 Juin

Cussel Bodi

Eleves Socio

30 Juin

Winde-Beri ANNULE

Eleves Socio

2 Juillet

Kokouara

Eleves Socio

9 Juillet

Winde Beri

Eleves Socio

10 Juillet

DEMONSTRATION

SUJET : 4) "Changement dans Notre Environnement"

DEPT : Eaux et Forets

MEDIA : Tableau de Feutre

<u>VILLAGE</u> :	<u>ANIMATEUR</u>	<u>DATE</u>
Moli	3 Eleves	18 Juin
_____	_____	_____
Moli	3 Eleves	19 Juin
_____	_____	_____
Moli	3 Eleves	20 Juin
_____	_____	_____
Sibirie ANNULE	"	23 Juin
_____	_____	_____
" ANNULE	"	24 Juin
_____	_____	_____
" ANNULE	"	25 Juin
_____	_____	_____
Sakey Kouara Tegui	"	26 Juin
_____	_____	_____
Sakey Kouara Tegui	"	27 Juin
_____	_____	_____
Kokouara	"	28 Juin
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

RESEAU DE LA COMMUNICATION
" L'OPERATION VILLAGEOISE "

SUJET : 5) "Construction D un Puits Moderne"

DEPT : Genie Rural

MEDIA : Video

VILLAGE :

ANIMATEUR

DATE

Moli . ANNULE

Panonou/Ramatou

25 Juin

Moli ANNULE

..

26 Juin

Moli ANNULE

..

27 Juin

RESEAU DE LA COMMUNICATION
" L'OPERATION VILLAGEOISE "

SUJET : 8) "La Plantation"

DEPT : Eaux et Forets

MEDIA : Audio Cassette (debat)

<u>VILLAGE</u> :	<u>ANIMATEUR</u>	<u>DATE</u>
<u>Kolo Haussa ANNULE</u>	<u>Eleves</u>	<u>2 Juillet</u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>
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RESEAU DE LA COMMUNICATION
" L'OPERATION VILLAGEOISE "

SUJET : 9) "Comparison Deux Villages"

DEPT : Socio

MEDIA : Video

<u>VILLAGE</u> :	<u>ANIMATEUR</u>	<u>DATE</u>
Karbedji	Moumey Allasane Moumouni Mossi	9 Juillet
Sakey Kouara Zeno		10 Juillet
Karbedji		11 Juillet
Sakey Kouara Zeno		12 Juillet

Journal Audio-Visuel
"L'Opération Villageoise"

Village: *SAKSY Kouara Zano*

Date: *LE 6 juin (motinas)*

1. Action du jour (documentation)

*Reportage - audio
"La Plantation" Eau et Forêts - Ubla*

2. Projection/démonstration Audio-Visuelle

3. Discussion résultante

*Bois du Village - l'entretien difficile (6)
Plantation individuelle - l'entretien plus facile
l'ombrage - Bois de construction*

4. nombre de participants

4. Formation/Evaluation Audio-Visuelle

5. Equipement

magnétophone, moi

6. Unités mobiles

: Matin : véhicule *2913 MY1A*
Km de *656* A *700*

litres de
carburant
versés _____

Soir : véhicule
Km de _____ A _____

litres de
carburant
versés _____

Journal Audio-Visuel
 "L'Opération Villageoise"

Village: Kolo Zarma

Date: Le 10 Juin (soirée)

1 Action du jour (documentation)

2. Projection/démonstration Audio-Visuelle

"Techniques Culturales" - BRAH - Agronomie
 "Le Mirage de la Ville" - Youssef - Ens. Gen.
 diapos

3. Discussion résultante

Questions: 1) Comment augmenter
 1/2 récolte sans préparation du sol? (300+)

4. nombre de participants

4. Formation/Evaluation Audio-Visuelle

5. Equipement

table, groupe élec., écran, projecteur,
 mégaphone, transformateur.

6. Unités mobiles

Soir			
Matin	: véhicule	2913 NY1A	litres de carburant
	(2x) Km de	722.7 à 728.9	versés _____
Soir	: véhicule	2914 NY1A	litres de carburant
	(5x) Km de	511.2 à 564	versés _____

2) tech. Culturales

Beaucoup de repousses dans les champs
 n'arrivent pas à identifier le bon et
 le mauvais -
 faut-il recommencer un autre
 semis? Comment?

3) LE Mirage de la Ville

Le public déclare satisfait de la
 conversion et comme tout est compris
 ils n'ont pas envie de poser
 des questions.

Journal Audio-Visuel
"L'Opération Villageoise"

Nom chef de village = Yacouba Tchaou

Village: Kaoua Tegu

Date: 1^{er} 14 juin

1. Action du jour (documentation)

2. Projection/démonstration Audio-Visuelle

"TECHNIQUES CULTURALES"
diapos

3. Discussion résultante

l'ancien paysan-pilote a résumé
le film après la séance, cela prouve
l'importance de l'auto-encadrement.

4. Formation/Evaluation Audio-Visuelle

4. nombre de participants

Trois cent cinquante
(350 -)

5. Equipement

6. Unités mobiles

: Matin : véhicule

Km de _____ A _____

Soir : véhicule 2913 NYIA

Km de 1036.5 A 1062.7

litres de
carburant
versés _____

litres de
carburant _____

Journal Audio-Visuel
"L'Opération Villageoise"

Village: *MOLI*

Date: *1^{er} 17 ju*

1 Action du jour (documentation)

2. Projection/démonstration Audio-Visuelle

"TECHNIQUES CULTURALES"

3. Discussion résultante

*Il y a plus de femmes que d'hommes
les hommes ne sont pas intéressés car
ils sont dans la matière*

4. nombre de participants

75-100

4. Formation/Evaluation Audio-Visuelle

5. Equipement

6. Unités mobiles

: Matin : véhicule

Km de _____ A _____

litres de
carburant

Soir : véhicule

versés _____

Km de _____ A _____

litres de
carburant
versés _____

*Et puis la séance a coïncidé avec le moment
de la dernière prière du soir. Et ils sont fatigués
avec les travaux champêtres et la séance de démon-
stration sur le foyer amélioré qui avait eu lieu
également dans l'après-midi.*

Journal Audio-Visuel
"L'Opération Villageoise"

Village: *SAKEY KAOUKA ZENO* Date: *1E 18 juin*

1 Action du jour (documentation)

2. Projection/démonstration Audio-Visuelle

"felicitações culturais"
Jourosis Sonda - uniueteuk

3. Discussion resultante

4. nombre de participants

*Bien organisée, questions posées par
les paysans même, satisfaction de la population* *220*

4. Formation/Evaluation Audio-Visuelle

5. Equipement

6. Unités mobiles

: Matin : véhicule

Km de _____ A _____

litres de
carburant
versés _____

Soir : véhicule

Km de _____ A _____

litres de
carburant
versés _____

*Les paysans veulent très bien appliquer ces thèmes, même
le manque de moyens appropriés s'impose.
Au cours du débat, ils n'ont pas manqué d'apprécier la séance
et de donner leurs points de vue.*

Journal Audio-Visuel
"L'Opération Villageoise"

Village: Kolo Hausa

Date: le 20 juin

1. Action du jour (documentation)

"LES traits culturels du Mil" ^{diapos}
"VERS L'AUTO SUFFISANCE ALIMENTAIRE"

Animateur: Bouzei Cheyaya

2. Projection/démonstration Audio-Visuelle

3. Discussion résultante

Après la projection un débat a été ouvert entre les

4. nombre de participants

150

4. Formation/Evaluation Audio-Visuelle

5. Equipement

6. Unités mobiles

: Matin : véhicule

Km de _____ A _____

litres de
carburant
versés _____

Soir : véhicule

Km de _____ A _____

litres de
carburant
versés _____

Participants et délégués au cours
duquel les paysans se sont
intéressés, questions relatives

A la préparation du sol l'acquisition
des matériels agricoles. Au cours de la
projection les paysans n'ont pas manqué de
manifeste leur joie au passage des différentes
phases. On constate que le nombre et l'attention
par rapport aux autres séances compte tenu
des activités commerciales car, c'est le jour
du marché.

GUIDE D'EVALUATION
PROJECTIONS AUDIO - VISUELLES
"L'opération Villageoise"

. media _____ . Producteur _____
. titre _____ . date _____
. thème _____ . langue _____

. **Caractéristiques Techniques**

Durée _____ Vitesse _____ son _____
Couleur _____ Standard _____ Dimension _____

1. Consistance avec Programmes Pédagogiques _____

2. Contenu

Clarté _____

Actualisé _____

Traité à fond _____

3. Consistance au niveau villageois _____

4. Qualité Visuelle _____

5. Qualité Sonore _____

6. Contribution distincte à la media teque "villageois" _____

7. Recommandations et modifications exigées pour usage "villageois" _____

EVALUATEUR : _____

DEPT : _____

DATE : _____

DEMANDE DE PRODUCTION

"L'OPERATION VILLAGEOISE"

DEPARTEMENT : _____

NOM : _____

DATE : _____

1° QUEL EST LE PREMIER MESSAGE A TRANSMETTRE ?
(EX. LA CONSERVATION DU BOIS POURQUOI ?)

2° Y A T-IL UN MESSAGE SECONDAIRE ?
(EX. UN FOYER AMELIORE PEUT CONSERVER DU BOIS. COMMENT ?)

3. QUI SERA LE RECEPTEUR DU MESSAGE ?
(EX. PAYSAN ZARMA)

4. QUEL EST L'OBJECTIF
: FORMATION TECHNIQUE ?

: SENSIBILISATION ?

5. DATE DE PROJECTION.

6. LIEU DE PROJECTION.

TITRE

REALISATEUR

MEDIA

SCENARIO

(COLLABORATION AVEC U.P.M.F.)

STYLE : (X: REPORTAGE/DOCUMENTAIRE)

ORGANISATION :

POINTS ESSENTIELS

IMAGE (VIDEO/DIAPOS)

OPERATION VILLAGEOISE"
AUDIO-VISUELLE

62

Matin 7:30-12:30

L'après Midi: 3 : 30 - 6:30

Sois : 6 : 30 -11 : 00

Date :	Lundi	Mardi	Mercredi	Jeudi	Vendredi
Village : Activité: L'heure: Encadreur: L'équipe a.v. : Dept : Chsuffeur :					
Activité a.v. : L'équipe : L'équipement : Visionnement/ Réunion : Participants : L'équipement :					
Village : Thème : L'heure : animateur: Media : L'équipement: Dept: Chsuffeur:					

ANNEXE VIII

COPIES DE FILMS

Nous avons reçu de l'ORTN les copies de films et de films vidéos suivants :

<u>TITRES</u>	<u>DUREE</u>
1 - La désertification	14'34''
2 - La lutte contre la désertification	9'20''
3 - Les foyers améliorés	18'18''
4 - Les semences	
5 - Reboisement à Yaglalan (Bouza)	8'30''
6 - Le role des arbres	17'
7 - Utilité de l'arbre	21'
8 - Projet Ronneraie	15'
9 - Les intoxications alimentaires	21'
10 - Les vaccinations	24'50''

55