

UNITED STATES OF AMERICA
AGENCY FOR INTERNATIONAL DEVELOPMENT

REGIONAL ECONOMIC DEVELOPMENT SERVICES OFFICE
FOR EAST AND SOUTHERN AFRICA (REDSO/ESA)

United States Postal Address
U.S.A.I.D./REDSO/ESA
UNIT 64102
APO AE 09831-4102

International Postal Address

POST OFFICE BOX 30261
NAIROBI, KENYA

December 22, 1992

Mr. Robert Lamb, Director
Television Trust For the Environment (TVE)
46 Charlotte Street
London, W1P 1LX
United Kingdom

Subject: Grant No. 623-0251-G-00-3030-00

Dear Mr. Lamb:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, the Agency for International Development (hereinafter referred to as "A.I.D." or "Grantor") hereby grants to the **Television Trust For the Environment**, (hereinafter referred to as "TVE" or "Grantee") the sum set forth in Section 1C.2 of Attachment 1 of this Grant. This sum is to provide support for TVE's proposal entitled "A Multi-Media Education and Training Package to Support the Implementation of Botswana's National Conservation Strategy". This multi-donor funded program is fully described in Attachment 1 of this Grant with TVE entitled "Schedule" and Attachment 2 entitled "Program Description."

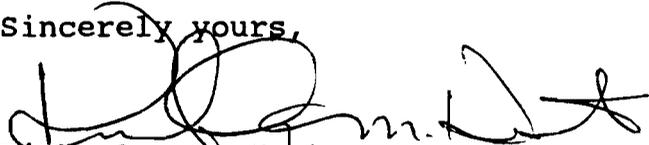
This Grant is effective and obligation is made as of the date set forth in Section 1B of this Grant and shall apply to commitments made by the Grantee in furtherance of program objectives for the indicated period set forth in Section 1B of Attachment 1 of this Grant. Commitments made by the Grantee shall not extend beyond the indicated period.

This Grant is made between USAID and TVE on condition that the funds will be administered in accordance with the terms and conditions as set forth in this Cover Letter, Attachment 1 entitled "Schedule", Attachment 2 entitled "Program Description", and Attachment 3 entitled "Standard Provisions", which together constitute the complete Grant document and have been agreed to by your organization.

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Please sign the original and eight (8) copies of this letter to acknowledge your acceptance of this Grant, retain one copy for your records, and return the original and seven (7) copies to the undersigned.

Sincerely yours,



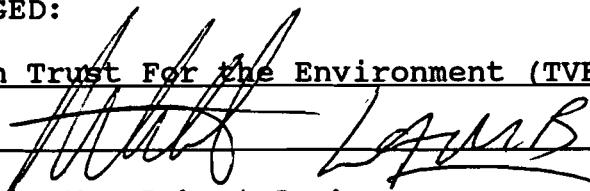
Kimberley M. Kester
Regional Grant Officer
REDSO/ESA

Attachments:

1. Schedule
2. Program Description
3. Standard Provisions
4. Certifications

ACKNOWLEDGED:

Television Trust For the Environment (TVE)

BY:  _____

TYPED NAME: Mr. Robert Lamb

TITLE: Director, TVE

DATE: 5/1/93

FISCAL DATA

A. General

A.1. Total Estimated Amount: \$ 100,000
A.2. Total Obligated Amount: \$ 100,000
A.3. Project No. : 690-0251.33
A.4. Project Office : USAID/Botswana
A.5. Funding Source : USAID/Botswana, NRMP 690-0251.33
A.6. Paying Office : USAID/Botswana, Controller
A.7. DUNS Number : N/A
A.8. Tax I.D. Number : N/A
A.9. Letter of Credit No. : N/A

B. Specific

B.1.(a) PIO/T No. : 690-0251-3-00128 - \$100,000
B.1.(b) Appropriation : 72-1101014
B.1.(c) BPC : GSSA-90-21633-GG12
B.1.(d) RCN : N/A
B.1.(e) ECN : BO25108

ATTACHMENT 1

SCHEDULE

1A. PURPOSE OF GRANT

The purpose of this Grant with TVE is to provide support for TVE's proposal entitled "A Multi-Media Education and Training Package to Support the Implementation of Botswana's National Conservation Strategy". This multi-donor funded program is more fully described in Attachment 2 of this Grant entitled "Program Description".

1B. PERIOD OF GRANT

The effective date of this Grant is the date of the Cover Letter and the estimated completion date is April 30, 1994. Funds obligated hereunder are authorized for program expenditures beginning with the effective date and are anticipated to be sufficient through the estimated completion date.

1C. AMOUNT OF GRANT AND PAYMENT

1C.1. The total estimated amount of this Grant for its full period, as set forth in Section 1B above, is \$100,000.

1C.2. A.I.D. hereby obligates the amount of \$100,000 for program expenditures during the indicated period set forth in Section 1B. above. A.I.D. shall not be liable for reimbursing the Grantee for any costs in excess of the obligated amount.

1C.3. Payment shall be made to the Grantee in accordance with procedures set forth in the Standard Provision of this Grant entitled "Payment - Periodic Advance", as shown in Attachment 3.

1C.4. Documentation required by the payment provision noted above shall be submitted to:

USAID/Botswana
Financial Office, Controller
P.O. Box 2427
Gaborone, Botswana

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1D. GRANT BUDGET

1D.1. The following is the Budget for this Grant. The Grantee may not exceed the total estimated amount or the obligated amount, whichever is less (see Section 1C. above). Except as specified in the Standard Provision of this Grant entitled "Revision of Grant Budget", as shown in Attachment 3, the Grantee may adjust costs among line items by +/- 15% as may be reasonably necessary for the attainment of program objectives. Any adjustment greater than this requires the prior approval of the Grant Officer. In no case shall the total obligated amount shown in 1C.2. above be exceeded. Revisions to the budget shall be in accordance with Section 1C. above and the Standard Provision entitled "Revision of Grant Budget".

1D.2. Total Program Budget (In U.S. Dollars)

<u>Cost Element</u>	<u>Total</u>
Phase One	53,670
Phase Two	21,770
Phase Three	33,788
Phase Four	39,950
Phase Five	49,960
Insurance	2,800
Video Production	21,400
Radio Public Service Announcement	1,250
Radio Series for Schools	6,660
Production Fees (10%)	<u>18,978</u>
Grand Total	250,226

Breakdown of Contributions By Donor:

USAID	100,000
SIDA	57,571
MOE	41,470
NORAD	25,000
Australia	25,000
Other	<u>1,185</u>
Total	250,226

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1D.3. Inclusion of any cost in the budget of this Grant does not obviate the requirement for prior approval by the Grant Officer of cost items designated as requiring prior approval by the applicable cost principles (see the Standard Provision of this Grant set forth in Attachment 3 entitled "Allowable Costs") and other terms and conditions of this Grant unless specifically stated in Section 1I. below.

1D.4. In accordance with the Standard Provision of this Grant entitled "Local Cost Financing", local cost financing is hereby authorized.

1E. REPORTING

1E.1. Financial Reporting

1E.1.(a) Financial reporting requirements shall be in accordance with the Standard Provision of this Grant entitled "Payment - Periodic Advance", as shown in Attachment 3. **Note: The amount of cash advance available (Federal Cash Advance Report line item B-8) must be supported with a bank statement and a reconciliation statement if required.**

1E.1.(b) All financial reports shall be submitted to Controller, USAID/Botswana, P.O. Box 2427, Gaborone, Botswana. In addition, three copies of all financial reports shall be submitted to the A.I.D. Project Office specified in the Cover Letter of this Grant.

1E.1.(c) The frequency of financial reporting and the due dates of reports shall be as specified in the Standard Provision of this Grant referred to in Section 1E.1.(a) above.

1E.1.(d) The Grantee's financial reports shall include expenditures of AID Grant funds provided hereunder, as well as non-federal matching funds in accordance with Section 1L. below.

1E.2. Technical Reporting

1E.2.(a) Quarterly Reports

The Grantee shall submit three copies of quarterly program performance (progress) reports, which coincide with the financial reporting periods described in Section 1E.1. above. These reports shall be submitted to the A.I.D. Project Office specified in the Cover Letter of this Grant. These reports shall be submitted within 30 days following the end of the reporting period, and shall briefly present the following information:

1E.2.(a)(1) A comparison of actual accomplishments with the goals established for the period, the findings of the investigator, or both. If the output of programs can be readily quantified, such quantitative data should be related to cost data for computation of unit costs;

1E.2.(a)(2) Reasons why established goals were not met, if applicable;

1E.2.(a)(3) Other pertinent information including the status of finances and expenditures and, when appropriate, analysis and explanation of cost overruns or high unit costs;

1E.2.(b) Special Reports

Between the required program performance reporting dates, events may occur that have significant impact upon the program. In such instances, the Grantee shall inform A.I.D. as soon as the following types of conditions become known:

1E.2.(b)(1) Problems, delays, or adverse conditions that will materially affect the ability to attain program objectives, prevent the meeting of time schedules and goals, or preclude the attainment of work units by established time periods. This disclosure shall be accompanied by a statement of the action taken, or contemplated, and any A.I.D. assistance needed to resolve the situation.

1E.2.(b)(2) Favorable developments or events that enable time schedules to be met sooner than anticipated or more work units to be produced than originally projected.

1E.2.(b)(3) If any performance review conducted by the Grantee discloses the need for change in the budget estimates in accordance with the criteria established in the Standard Provision of this Grant entitled "Revision of Grant Budget", the Grantee shall submit a request for budget revision to the Grant Officer and the A.I.D. Project Officer specified in the Cover Letter of this Grant.

1E.2.(c) Final Report

A final report covering an evaluation of all activities will be presented no later than 90 days following the estimated completion date shown in 1.B. above. The Grantee shall submit three copies of the final report to the A.I.D. Project Office specified in the Cover Letter of this Grant. It will cover the entire period of the Grant and include all information shown in Sections 1E.2.(a)(1) through 1E.2.(a)(3) above.

1E.3. Participant Training

If the Standard Provision entitled "Participant Training" applies to this Grant (see Section 1K. below), the Grantee shall comply with reporting and information requirements of said Standard Provision, as well as Chapter 5 of A.I.D. Handbook 10.

1F. TITLE TO PROPERTY

Title to property acquired or produced hereunder shall vest in the Grantee in accordance with the Standard Provision of this Grant entitled "Title To and Care of Property (Grantee Title)". The Grantee shall retain the right to rent and or sell the print and/or audiovisual materials produced with funds provided hereunder, for use outside of Botswana. All such materials produced hereunder shall be provided free of charge to entities for use within Botswana.

1G. AUTHORIZED GEOGRAPHIC CODE

In addition to other applicable provisions of this Grant, the Grantee shall comply with paragraph (b)(1) of the Standard Provision of this Grant entitled "AID Eligibility Rules for Goods and Services", concerning total procurement value of less than \$250,000 under this Grant, except that said paragraph does not apply to the restricted goods listed in paragraph (a)(3) of said Standard Provision, which must be specifically approved by the Grant Officer in all cases. Paragraph (b)(2) of said Standard Provision does not apply. The Authorized Geographic Code for this Grant is the Special Free World (935) and the Cooperating Country (690 - Botswana).

1H. INDIRECT COST RATES

1H.1. An overhead expense (production fee) of 10% of the program costs funded hereunder, excluding contributions by the Botswana Ministry of Education (MOE) may be reimbursed to the Grantee. The Grantee must provide financial statements supporting all overhead expenditures to the Controller along with each invoice for payment of such expenses. Overhead costs determined not to be allowable, allocable, and reasonable shall not be reimbursed. The Grantee is responsible for maintaining an accounting system sufficient to document and segregate indirect costs (overhead expenses) from direct costs.

1I. SPECIAL PROVISIONS

1I.1. Cost Principles

For the purposes of this Grant, references to the cost principles of OMB Circular A-110, OMB Circular A-21, or OMB Circular A-122 include the A.I.D. implementation of such cost principles, as set forth in Subparts 731.3 or 731.7, respectively, of the A.I.D. Acquisition Regulation (48 CFR Chapter 7).

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1I.2. Equipment and Other Capital Expenditures

Pursuant to Section 1D.3. above and the Standard Provisions of this Grant entitled "Allowable Costs," and "Revision of Grant Budget", and by extension, Section 13 of Attachment B to OMB Circular A-122, whereby the Grantee must obtain A.I.D. Grant Officer approval for the purchase of general purpose equipment (i.e., an article of nonexpendable tangible personal property which is usable for other than research, medical, scientific or technical activities, whether or not special modifications are needed to make them suitable for a particular purpose [e.g., office equipment and furnishings, air conditioning equipment, reproduction and printing equipment, motor vehicles, and automatic data processing equipment], having a useful life of more than two years and an acquisition cost of \$500 or more per unit); purchase of special purpose equipment (i.e., an article of nonexpendable tangible personal property, which is used only for research, medical, scientific, or technical activities [e.g., microscopes, x-ray machines, surgical instruments, and spectrometers], and which has a useful life of more than two years and an acquisition cost of \$1,000 or more per unit), the Grant Officer does hereby provide no such approval.

This does not obviate the requirements of the Standard Provisions of this Grant entitled "Procurement of Goods and Services", "AID Eligibility Rules for Goods and Services", "Local Cost Financing", and any other provisions, rules, regulations, and policies which may apply.

1.I.3. Closeout Procedures

1. The following definitions shall apply for the purpose of this section:

- a. Closeout. The closeout of a Grant is the process by which AID determines that all applicable administrative actions and all required work of the Grant have been completed by the Grantee and AID.
- b. Date of Completion. The date of completion is the date on which the work under the Grant is completed or the date on the award document, or any supplement or amendment thereto, on which AID sponsorship ends.
- c. Disallowed Costs. Disallowed costs are those charges to a Grant that AID or its representative determines to be unallowable in accordance with the applicable Federal cost principles or other conditions contained in the Grant.

2. AID closeout procedures include the following requirements:

- a. Upon request, AID shall make prompt payments to a Grantee for allowable reimbursable costs under the Grant being closed out.
- b. The Grantee shall immediately refund any balance or unobligated (unencumbered) cash that AID has advanced or paid and that is not authorized to be retained by the Grantee for use in other grants or agreements.
- c. AID shall obtain from the Grantee within 90 calendar days after the date of completion of the Grantee all financial, performance, and other reports required as a condition of the Grant. AID may grant extensions when requested by the Grantee.

- d. When authorized by the Grant, AID shall make a settlement for any upward or downward adjustments to AID's share of costs after these reports are received.
- e. The Grantee shall account for any property acquired with AID funds, or received from the Government, in accordance with the provisions of of Chapter 1, paragraph T, of AID Handbook 13.
- f. In the event a final audit has not been performed prior to the closeout of the Grant, AID shall retain the right to recover an appropriate amount after fully considering the recommendations on questioned costs resulting from the final audit.

1J. RESOLUTION OF CONFLICTS

Conflicts between any of the Attachments of this Grant shall be resolved by applying the following descending order of precedence:

Attachment 1 - Schedule
Attachment 3 - Standard Provisions
Attachment 2 - Program Description

1K. STANDARD PROVISIONS

The Standard Provisions set forth as Attachment 3 of this Grant consist of the Mandatory Standard Provisions, and the Optional Standard Provisions, denoted by an "X" if applicable, which are attached hereto and made a part of this Grant.

1L. COST SHARING

1L.1. The project funded hereunder is funded by multiple donors as shown in the Grant Budget in Section 1D. above.

1L.2. The Standard Provision of this Grant entitled "Cost Sharing (Matching)" makes reference to project costs. "Project Costs" are defined in Attachment E of OMB Circular A-110 as all allowable costs (as set forth in the applicable cost principles [see the Standard Provision of this Grant entitled "Allowable Costs"]) incurred by a Grantee and the value of in-kind contributions made by the Grantee or third parties in accomplishing the objectives of this Grant during the program period.

ATTACHMENT 2

PROGRAM DESCRIPTION

K

Head Office:
Television Trust for the Environment
46 Charlotte Street
London W1P 1LX
United Kingdom

Telephone (44-71) 637 4602
Fax (44-71) 580 7780
Telex 291721
E-mail: Geo Net TVE-UK



TVE
International

TELEVISION TRUST FOR THE ENVIRONMENT

Other TVE Addresses:
TVE Distribution and
Training Centre
Postbus 7
3700 AA Zeist
The Netherlands

Telephone (31-3404) 20499
Fax (31-3404) 22484
Telex 0402 6105950 TVE LU
E-mail: Geo Net TVE-NL

TVE USA
10 Shattuck Park Road
Norwood, MA 02062
USA

Telephone (617) 769-5488

A PROPOSAL
FOR A MULTI-MEDIA EDUCATION AND TRAINING PACKAGE
TO SUPPORT THE IMPLEMENTATION OF
BOTSWANA'S NATIONAL CONSERVATION STRATEGY

TVE is an editorially independent Trust co-sponsored by the United Nations Environment Programme, Central Independent Television plc, and the World Wide Fund for Nature
TVE is a member of the International Union for Conservation of Nature and Natural Resources (IUCN)
Registered Charity No. 326539

International Advisory Council

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Director

Robert Lamb

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People seen in feasibility survey

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Results of the survey of Botswana's Video Production
and Distribution capability

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EXECUTIVE SUMMARY

Botswana is a country which leads the way in terms of protecting and developing its environment. Its National Conservation Strategy (NCS), supported at parliamentary level, is a comprehensive action plan designed to take Botswana into the 21st century as a pioneer in the conservation field.

Botswana is no less serious about its education. Schools all over the country have been equipped with the latest in video technology. Yet video screens remain largely empty and school children are in danger of growing up unaware of key development and environmental issues.

Why? Because there is a shortage of suitable educational material, especially environmental subject matter, and not enough trained people to produce it.

The aims of this project are to remedy this situation by:

1. Supporting and helping to effect the implementation of Botswana's National Conservation Strategy by raising awareness through multi media;
2. Providing high quality, locally produced programmes for schools and other organisations on environment and development issues in co-operation with the Ministry of Education in Botswana;
3. Training up Botswanan programme makers so that they become self-sufficient in programme production and can rely on their own expertise and knowledge of environment and development issues to make further programmes;
4. Training teachers how best to use the programming in schools in order to achieve the maximum educational benefit, and training non governmental organisations (NGOs) on the distribution of audio-visual materials outside the educational system.

Through TVE's **Moving Pictures** distribution service, the programmes will be distributed to other countries, and in particular to Sub-Saharan Africa, where the project can serve as a model for their own conservation strategies and video training programmes.

1.1) BACKGROUND TO THE PROPOSAL

Botswana leads the way in Africa and perhaps worldwide in the realisation of a National Conservation Strategy (NCS). No other African nation has gone so far as to produce a comprehensive environmental action plan that has been accepted and agreed upon at Parliamentary level. The document will form the basis of action to protect and develop Botswana's environment for many years to come.

In November and December 1991, the International Television Trust for the Environment was invited to carry out a survey of the potential of the audio-visual media to assist in the implementation of the National Conservation Strategy in Botswana. (See Appendix II)

Initial findings pointed to great potential for increasing the use of the audio visual media in environmental education. Video recorders are - for Africa - relatively widely available in the country, especially in secondary schools, guaranteeing an effective distribution of materials. However, this equipment is currently under-utilised. There is at present a great shortage of suitable materials, particularly in Setswana, and virtually no capacity within Botswana to produce them. In addition, radio, which now reaches 90% of the population, is broadcasting little on environmental issues.

1.2) THE PROJECT

This project aims, in the short term, to produce a range of audio-visual materials designed to extend awareness of the National Conservation Strategy (NCS) and, in the longer term, to help establish an effective indigenous production system and distribution network for audio-visual materials on environment and development issues in Botswana.

The project will offer extensive on-the-job training in a series of five phases over two years in the areas of production, distribution and commissioning of videos.

1.2.1) Training through Production

The team of consultants who will execute the project has considerable experience in the area of on-the-job media training in the developing world. The techniques proposed have already been tested extensively and proved highly successful in Uganda, where a similar, smaller project led to the establishment of an indigenous independent production company dedicated to producing educational films on environment and development issues for local consumption.

A series of five x 15 to 20 minute videos, illustrating the main themes of the NCS and designed for use in Secondary Schools, will be produced in conjunction with the Ministry of Education. Through 'on-the-job' training and a series of workshops, Ministry and teaching staff will be trained in aspects of video commissioning, production and classroom use. The project team will also work with the Ministry on producing a series of teacher notes to accompany the videos.

1.3) DISTRIBUTION AND TRAINING FOR TEACHERS

In order to ensure the most effective use of the schools video package, the project will include a two-week training course for teacher trainers, held in Botswana's in-service teacher training centres.

1.3.1) National Distribution

NGOs in Botswana such as the Kalahari Conservation Society and the Chobe Wildlife Trust, as well as Government Extension and Education Departments like the Department of Wildlife and the National Parks Conservation Education Unit will also be able to make good use of the materials for non-formal education projects. With their own video libraries and mobile video vans, these organisations regularly organise conferences and other events where audio-visual materials can be used.

The project includes one x 15-30 minute video, in English and Setswana, for these organisations, together with an accompanying information leaflet on the National Conservation Strategy. The project will also help to develop the capacity of NGOs to distribute other environmental audio-visual materials. This is an on-going priority for TVE's Moving Pictures cassette distribution service, already widely known and used in Botswana and other southern African countries.

1.3.2) Consultation

While the project will be implemented in close co-operation with the Ministry of Education, the aim will also be to replicate, as far as possible, the consultative process that went in to the writing of the NCS. To help achieve this, the project will include a Review and Monitoring Committee which will consult all the relevant bodies. In particular, the NCS Implementation Board, the Ministries of Agriculture, Mineral Resources and Water Affairs, Commerce and Local Government Lands and Housing, and the principal NGOs such as IUCN and the Kalahari Conservation Society (KCS) will all be fully involved.

A group of technical consultants will also advise on the content and script for the films. These consultants will be specialists in the main environmental issues of the NCS, principally water resources, rangeland management, wood resources, use of veld products and industrial and urban pollution.

1.3.3) Appraisal

On completion of the project, the experience of all the participants involved will form the basis of a report recommending how best to support the production of educational audio-visual materials in Botswana in the future. While it is hoped that support for the later stages of the project will continue, the aim is to gradually phase out support from outside agencies as the capability to commission, produce and distribute audio-visual materials in Botswana is strengthened. However TVE, through the Moving Pictures distribution service, would continue to play a supporting role in the distribution of indigenously produced environmental programmes.

1.3.4) International Distribution

TVE also plans to use the package in other countries, particularly in Sub-Saharan African nations embarking on national plans to promote environmentally-sound development. TVE is currently developing a network of Video Resource Centres (VRCs) designed to increase the effectiveness of its **Moving Pictures** distribution service in developing countries. The VRC network presents a unique opportunity for offering the Botswana project as a model for other countries to follow in creating their own conservation training materials.

2) TARGET GROUPS FOR THE PROJECT

The target groups for the project divide into two categories. First, the groups who will receive training through the project. Second, the audience for the finished materials.

Training in video production, distribution and commissioning is of primary importance to the project.

2.1) TARGET GROUPS FOR TRAINING

Training will be offered to three groups who will participate in different aspects of the project:

- 1) the research and treatment of subjects for videos, suitable for use in the classroom;*
- 2) video production;*
- 3) video screenings, distribution, audience discussion, using accompanying notes.*

Each monitoring group will be chosen in consultation with the Review and Monitoring Committee.

2.1.1) Group 1 - research and treatment of video subjects for use in the classroom:

This group will be sub-divided into five project groups, one for each of the proposed video productions. Each group will be concerned with the initial design or 'treatment' for one video and, at a later stage, with the writing and production of the accompanying tutor notes. Each sub-group will, therefore, be concerned with the project throughout, but particularly in the opening research stage, and in the closing stages.

Each sub-group should consist of no more than three people: the whole of Group 1 should consist of 15 people in all. The group could be drawn from staff from the Curriculum Development Unit and teacher training college staff from the areas of Botswana targetted as subjects of the videos (see Section 5 for subject areas).

2.1.2) Group 2 - video production

This group will be concerned with the technical aspects of video production, shooting, editing and language versioning. The group could consist of existing film-makers in Botswana; and/or staff from the Ministry of Education Media Unit, and ideally should include an NGO representative. The group of up to five trainees will 'shadow' the expert production team during the first two to three productions and will then take over production of the remaining tapes under the supervision of the Production Director.

2.1.3) Group 3 - Video distribution

This group will concern itself with aspects of broadcast and non-broadcast distribution of video both in Botswana and in the Southern African region, including language versioning. The group should be made up of NGO representatives, extension agents and possibly member(s) of the

Ministry's Adult Education Unit and teacher trainers. It will be concerned with both the mechanics of distribution and the use of teacher notes and conduct of classroom discussion.

It is suggested that groups should have no more than 15 participants in order to facilitate practical application and discussion-based training. Group 2 should be smaller, comprising a maximum of five people.

2.2) TARGET AUDIENCES FOR THE VIDEOS

Four key groups have been identified as target audiences for the outputs of the project:

2.2.1) School children, particularly Junior Secondary and last year Primary students.

If Botswana is to achieve the long term changes needed to protect its environment, there needs to be a substantial change in the attitudes of individuals towards their environment. School children - tomorrow's decision-makers in Botswana - will be the most receptive audience to these new ideas.

The fact that every secondary school in Botswana has an electricity supply means that video can be an effective teaching tool. All Botswana's secondary schools will receive the five x 15-20 minute video education pack.

2.2.2) Local Authorities and administrators, including Counsellors, Chiefs, Teachers, Village Development Committees, Parent/Teacher Association Members and local politicians.

Close co-operation with local politicians and administrators is by far the most effective way to promote greater grassroots understanding of the need for change to protect Botswana's environment. But - particularly in the rural areas - information on topical issues is limited.

It is, therefore, crucial to make the greatest possible use of the existing mobile video vans to screen the videos produced for the project. In the same way, both the videos and the training courses must be freely available to extension agents, the Wildlife Clubs and NGOs for use at conferences and in the field.

2.2.3) Staff of relevant government departments.

Because decision makers in government departments are anticipated to play a major role in helping to implement the National Conservation Strategy, they must be regarded as a primary audience. In particular, it is vital that extension workers are aware of the aims of the NCS, which they can then promote - through their work - throughout the whole of Botswana.

2.2.4) Individuals, families or communities - ultimately the people who must practice more environmentally sound lifestyles and strategies.

The project plans to use a 30 minute video - produced to international broadcast standard in London - to promote the NCS message to the general public. The strategy will be to add to the appeal of the video for mass audiences by supplementing the footage shot for the training films with outstanding sequences from other films recently shot in Botswana.

2.2.5) Audiences outside Botswana

There is also a substantial audience for the programmes outside Botswana - particularly in the Anglophone Southern and East African region. In its eight year history of making and distributing programmes in the region, TVE has discovered an acute shortage of quality programmes on local environmental issues, as well as a demand for information about experiences in neighbouring countries. This indicates that there will probably be an enthusiastic response for the programmes from other users in the region. Both the 30 minute general awareness video and the five x 15-20 minute video education package will be made available for these markets.

3) TRAINING COMPONENT

3.1) TRAINING OBJECTIVES:

3.1.1) To build up the capacity of the Ministry of Education to commission and distribute appropriate videos at reasonable cost.

It is clear that the greatest potential for environment and development education within Botswana lies in the exploitation of the existing network established by the Ministry of Education. This is made up of both formal and informal education components, including Service Centres supplying schools and the Non-Formal Education Unit operating in the field. The project aims to build on this network, to increase the use and impact of video in education.

Working with Training Group 1, as defined above, the project will aim to develop the expertise of the group in the following three areas:-

3.1.2) The commissioning process

This will involve developing an understanding of the filming process and its cost; developing research and 'treatment' skills for video making, and linking the videos to the schools curriculum.

There will be a strong emphasis on working with the potential audience/s, to ensure the film meets their needs.

3.1.3) Training in the production of supporting teachers notes.

After research and group discussion on the various uses of video education packs in the classroom, the group will design their own materials.

3.1.4) Training production personnel in Botswana in the production of environmental audio-visual material and the maintenance of equipment (Group 2).

Audio-visual production is a highly specialist area, usually better undertaken by professional organisations than by Government Departments or NGOs. Consequently, it is vital for the long term future of the project to establish an independent production industry in Botswana.

Working with both the Ministry of Education Media Unit and independent video makers, the project would put considerable emphasis on the training of video production personnel in Botswana on how to produce environmental audio-visual materials and in the maintenance of equipment.

The project will aim to instruct the group on how to produce their own materials using the equipment available to them in Botswana.

3.1.5) Improving the use of non-formal educational distribution of audio-visual material through NGOs, extension agents and other non-school outlets in Botswana (Group 3).

The aim here is to stimulate a more effective network for distribution of videos outside the classroom. The project will work to develop an understanding of the different mechanisms for distribution; screening of programmes; the technical aspects of distribution including language versioning, and liaising with broadcasters.

3.1.6.) Instructing teacher trainers on how to incorporate the use of audio-visual materials into their training methodology, to run discussion based training sessions and to operate video equipment.

Training is essential if teachers and development workers are to make the most effective use of video as an extension tool. This must include an understanding of how best to present individual videos and to stimulate and steer discussion.

The purpose of the training is to develop in each district a core group of teacher trainers who can train teachers in the use of the NCS package; who have a clear understanding of the use of video for teaching; who are able to advise and instruct teachers in the use of other videos in the classroom and who are available in the future for further training and dissemination of follow-up materials produced by the Ministry of Education.

In principle, the staff trained here should acquire an expertise in the use of media to support discussion-based training in their districts.

3.2) TRAINING METHODOLOGY

The training elements of the project, which will be provided both on-the-job and through a series of workshops, will be carried out in conjunction with the three groups listed above. The activities with each of these groups is described below.

(Please also refer to the schedule for a clarification of the timing and interrelation of these different aspects of the project.)

3.2.1) Modalities

Once the members of the groups participating in the project have been selected, an initial workshop for all groups will take place to introduce the overall project and to raise general issues in environmental education. A variety of TVE films will be viewed and discussed, before the participants separate into groups. At this stage, the roles and schedule for each group throughout the project will be outlined in detail.

After this stage, each group will operate independently (though group 3 is likely to also include members of groups 1 and 2). They will reassemble only to review the project and decide the modalities for continuing the project.

3.2.2) Group 1 will be assigned three primary activities:-

3.2.2.1) Script research with secondary school students.

Five secondary school classes will be chosen in different districts of the country. Ideally filming will take place in each of the districts. Members of group 1 will then work with the students in conducting the research for the videos.

It is likely that the films will eventually be produced with the families of the children participating in this part of the project.

3.2.2.2) The preparation of the NCS tutor notes.

Once the videos reach a rough-cut or first assembly stage, work will start on the tutor notes. In this way, both content and format will be developed alongside the final video production and editing.

It is anticipated that the notes will contain the following types of support information for the trainers:

a) Simple guides to assist the teacher in the classroom in developing the discussions before and after the videos;

For example, the notes may include the following: preliminary discussion on particular subjects to identify key problem areas and traditional practices in the area; how to introduce the video; key points to look out for in the video for discussion; outline of the discussion areas raised in the video; developing a checklist with the class of the ways they can become involved; or drawing up a plan of action with the class.

b) Teaching skills background support materials;

This material will be designed to provide reference for the trainer on: the purpose of the NCS package; video and its use in the classroom; the value of discussion in training; how to conduct an effective discussion and assistance with developing a checklist and plan of action with the class. It should also cover the content of the initial training given to those who use the videos.

c) Teaching skills background support materials.

The users of the NCS videos will require some detailed technical information and guidance on the subjects that they are dealing with. This is especially important as the training will be discussion-based and could cover broad areas surrounding a particular subject. These notes would not need to be written completely from scratch, including for example existing articles and other published materials.

The NCS tutor notes will be designed primarily for teachers planning to use the videos in the classroom. However, the notes will also be made available to other groups such as extension workers and NGOs.

3.2.2.3) Testing the materials in the classroom (See 3.2.4.1 and .2)

3.2.3) Group 2 - Video Production.

Using the Ministry of Education's Video Production Van to produce the series would provide the ideal opportunity to make the programmes using local facilities.

Group 2 would concern itself with the different stages of video production - namely scripting, shooting, editing and handling the approval and completion of the videos.

The members of the group would be attached to the outside members of the production team as 'shadows', or assistants, learning about video production on the job. Group 2 should therefore consist of no more than 5 people.

Prior to beginning production on the video, the Project Director, camera and sound team would spend a week familiarising and training the assistant producer, assistant camera and assistant sound recordist. This would also serve to develop a smooth-running unit for the production of the educational videos.

3.2.4) Group 3 - Formal and Non-Formal educational distribution

This group, which should include selected members of groups 1 and 2 in addition to representatives of NGOs and extension departments, would concern itself with developing the distribution of video inside and outside of the school network.

3.2.4.1) Development of a format for a two week training course to train teachers how to use the video materials and notes.

Once designed, group 1 will pre-test the videos and support materials on a target group of teachers. The aim will be to ensure that they meet the needs of teachers; for example, that the presentation is in a practical and easily understood format.

This session will enable the group to finalise the tutor notes and course structure, as well as offering training in presentation to the core group.

3.2.4.2) The final activity for this group will be to run a training course for selected teacher trainers in the use of the project materials.

This could be held in the Maun Education Centre. The course would include principles behind the design of the package; conducting the course units in full to ensure adequate technical knowledge; using the lesson notes; why video is a useful teaching aid; using the videos as a teaching aid; the importance of discussion and participation in teaching; running effective discussions; and developing a checklist and plan of action with the class.

Video could be used at these sessions for performance training, with presenters being filmed and the results played back and assessed.

At the end of each training course, the teachers will be provided with the full set of tutor notes described above. These teacher trainers would in turn train other teachers in their own areas who will be using the materials.

The core group should aim to train up to three teachers in every school using the video education package. The staff, where possible, will be selected for their interest and enthusiasm for the environment and audio-visual materials.

Environmental issues are spread across the curriculum in various subject areas (Social Science, Science, Agriculture and English). The teachers responsible for teaching these subjects will be the first candidates to receive training.

This will be achieved through a series of workshops on the technical aspects of, and mechanisms for, distribution; language versioning; and the development of the 30 minute general awareness film and accompanying poster.

As part of a separate project to develop a Southern African educational distribution network, TVE is already helping the KCS to develop its capacity to use video in regional centres by providing master copies of programmes from the **Moving Pictures 3 and 4** distribution catalogues. KCS will then undertake to distribute the programmes itself, either for a small fee or free of charge.

TVE is also seeking to help the KCS to translate programmes into Setswana and other local languages by providing simple language versioning units or by building up contact with Radio Botswana.

The language versions of the videos produced to promote the NCS could form part of this project.

3.2.5) After the completion of the films, all three groups will meet to evaluate the impact and the methodology of the project.

The purpose will be to assess the lessons learned from the project. Independent of this project proposal, TVE may seek to have representatives from other African countries present with a view to using the project as a model for their own environmental conservation programmes.

3.3) TRAINING ACTIVITIES AND SCHEDULE

The project will be broken into five phases of six to eight weeks each. Each phase will have a defined set of training and production objectives and outputs with each of the three groups. These will be closely evaluated at the end of each phase. As the project progresses, each group will be encouraged to operate more independently.

3.3.1) PHASE 1

1. Rationale

1.1. to establish a working process with staff from the curriculum development unit and teacher training colleges;

1.2. to give practical on-the-job training to the Botswanan video production team using processes conducive to development and education;

2. Aims and Objectives

2.1. setting up the process by which the five videos will be produced;

2.2. setting up the two target groups for training who will be involved in;

a) research and treatment of subjects of videos, suitable for use in the classroom (Group 1);

b) the practical production of video tapes (Group 2);

2.3. taking one of the five project groups (Group 1. in the main proposal) through the research and treatment of video 1;

2.4. the production of tape 1. Water resources, using the whole process and producing the tape using an ex-pat crew giving on-the-job training to four Botswanan production trainees (Group 2).

3. Monitoring and Evaluation

3.1. Reviewing the tape and the process of production with Groups 1 and 2;

3.2. Classroom testing with Group 1.

3.3. Planning Phase 2 with production manager, Group 1. (research and treatment group from area 2. see page 6 of main proposal) and Group 2.

4. Duration and timing of Phase 1.

4.1. 2 months: January - February 1993 or July - August 1993, depending on availability of budget.

3.3.2) PHASE 2.

1. Rationale

1.1. to give Botswanan crew the opportunity to test out the production processes learnt in phase 1.

2. Aims and Objectives

2.1. the Botwanan video team will produce tape 2. Rangeland Management, using the production processes and skills learnt in Phase 1.

2.2. the production manager will co-ordinate the project and liaise between Group 1 and Group 2.

2.3. the tape will be taken to rough-edit stage, allowing for critical viewing and evaluation in Phase 3.

3. Duration and timing of Phase 2.

3.1. 2 months: March -April 1993 or September - October 1993

3.3.3) PHASE 3.

1. Rationale

1.1. the production consultant will participate in monitoring and evaluation of Phase 2 in which the Botswanan production trainees have worked with the production manager to produce tape 2. - Rangeland Management in consultation with Group 1 project team;

1.2. appraisal of the process and of additional training needs.

2. Aims and Objectives

2.1. additional training where necessary;

2.2. editorial adjustments to tape 2;

2.3. supervision of research for programmes 3, 4 and 5, with project teams from Group 1;

2.4. scripting of programmes 3, 4 and 5;

2.5 establishment of group 3 from groups 1 and 2, and to include NGO representatives;

2.6 Distribution strategy for tapes 1 and 2 outlined with group 3 and initial distribution undertaken.

3. Duration and timing of Phase 3.

3.1. 6 weeks: April - May 1993 or December - January 1993 - 94.

3.3.4) PHASE 4.

1. Rationale

1.1. the production of tapes 3,4 and 5;

1.2. the continued building of production confidence in the Botswanan production trainee team (Group 2);

1.3. the development of an autonomous process for the research and treatment of video material within the curriculum development and teacher training spheres of the Botswanan Ministry of Education, including the commissioning of the radio PSA and schools series;

1.4 Evaluation of distribution strategy with group 3;

1.5 Development of distribution marketing and facility requirements with Group 3.

2. Aims and Objectives

2.1. the production of tapes 3, 4 and 5. - "Sustainable Utilisation of Veld Products", "Wood Resources" and "Urban Pollution and Migration" - by the Botswanan team with the assistance of the production manager.

3. Monitoring and Evaluation

3.1. the consultant producer will participate in the monitoring and evaluation of this final production phase of the project with Groups 1 and 2.

4. Duration and Timing

4.1. 2 months - June - July 1993 or February - March 1994

3.3.5) PHASE 5.

1. Rationale

1.1. the production of teacher training notes with group 3;

1.2. the training of teacher presentation of the tapes;

1.3. the establishment of self-sustaining distribution networks - both in Botswana and in the Southern African region.

2. Aims and Objectives

- 2.1. the development of distribution networks;
- 2.2. a sustainable presenter training system for teachers using videos in the classroom;
- 2.3. the production of appropriate teacher notes to accompany the five videos produced in previous phases;
- 2.4. the identification and implementation of functioning distribution mechanisms for Group 3.

3. Monitoring and Evaluation of the whole project.

- 3.1. classroom testing tapes;
- 3.2. evaluation conference with project participants from Groups 1,2 and 3., together with funders and the Ministry of Education curriculum development team;
- 3.3. a written report of the project to be prepared.

4. Duration and timing

- 4.1 2 months August - September 1993 or April - May 1994.

4) OUTPUTS OF THE PROJECT

4.1) VIDEOS AND SUPPORTING WRITTEN MATERIALS

4.1.1) 5 x 20 Minute videos on the main issues presented in the National Conservation Strategy with accompanying teacher notes.

These videos will be designed to fit with the Secondary School Curricula in Science, Social Science, Agriculture and English. The videos will be designed to generate discussion, guided by the accompanying teacher notes. The videos will be divided into two parts of 10 minutes each. Each half of the video, and the accompanying discussion, would fill one school period.

Each video will, through dramatised example, illustrate the main pressures on one or more of Botswana's natural resources.

The first 10 minutes of the video will focus on one case study, and in particular on the way environmental degradation narrows options for resource use.

The second part will show possible strategies for tackling the problem, both at individual and national level. In each case, the relevant authorities will be brought into contact with the individual(s) concerned and their opinions contrasted.

The videos would be produced in English and Setswana. In addition to the schools use, they will also be designed to work as 'stand-alone' videos for use outside of the classroom by NGOs, Government Departments and other users.

As a second phase, the same videos could be used with adapted notes for use in primary schools once an effective distribution mechanism is established.

4.1.2) 1 x 30 minute video produced from the above material.

This video will give a short overview of the issues raised in the NCS and will be produced in English only from the material generated by the schools videos.

The production of the longer video will not take place within the production period indicated in this proposal. Production may be completed in the UK with the aim of making a programme to international broadcast standard. TVE may consider using outstanding sequences from other films shot in Botswana.

This will be targeted at a global viewing public. TVE will use its best endeavours to place the programme with OECD country broadcasters and will undertake to distribute the programme free through its **Moving Pictures** service to broadcasters and NGOs in developing countries, particularly Southern Africa. A targetted mailshot will be sent to broadcasters and NGOs dealing with environmental issues, inviting them to order the programmes. The video will also be promoted through TVE's **Moving Pictures** Bulletin and Catalogue.

4.1.3) A simple handout in English and Setswana to accompany the short video, summarising the issues presented and detailing further reading and ways of 'getting involved'.

This will be in the form of an A4 leaflet giving essential written information on the NCS. The leaflet will fold out to form an A2 size map of Botswana and its natural resources.

4.2) RADIO MATERIALS

In common with many Sub-Saharan African countries, radio can reach many more people than video. In Botswana up to 90% of the population have access to radio broadcasts. All radio materials will be produced in Setswana, using the Ministry of Education radio production facilities.

4.2.1) 1 x 2 minute Public Service Announcement (PSA) on the NCS.

Using traditional music, this short PSA will concentrate on emphasising the national significance of the NCS and the need for a national effort involving all levels of society to deal with the issues of conservation-based development.

Using the MoE's facilities the PSA would be produced in Setswana and at least two other indigenous languages.

4.2.2) The production of radio materials involving the Department of Wildlife and National Parks' Conservation Education Division.

These items will be produced in Setswana. The bulk of the material will be drawn from the video shoot, and copied from the original video tapes to audio tape with the aim of producing a series of 15 minute radio pieces.

The budget allows for a professional radio producer to be added to the project to assist with production. However, TVE would prefer to make use of indigenous producers if feasible.

4.2.3) A series of radio programmes on the main themes of the NCS for use in schools.

Again, using copies of the material produced on the video shoot dubbed on to audio tape, TVE - in co-operation with the Ministry of Education - will assist in the production of programmes designed to be relevant to the Primary School Curricula.

5) OUTLINE OF CONTENTS OF THE FIVE VIDEOS

Final treatments for the video and radio materials will be developed over the research periods, and approved through the monitoring and technical committees. However, an indication of the suggested content and issues to be covered for the five educational videos is given below.

5.1) WATER RESOURCES

Botswana's surface and groundwater are in short supply and demand is growing. This film will examine the options for ensuring a stable water supply, and will include:-

- * Current demand for water in Botswana;
- * National distribution of water supply and demand;
- * Small scale and large scale water-harvesting;
- * Water conservation;
- * Economic incentives and disincentives

5.2) RANGELAND MANAGEMENT

Parts of Botswana's rangelands are seriously over-grazed. This section will ask if destocking is the only option or whether there are alternative options. Topics examined will include:-

- * Extent and causes of over-grazing;
- * Dual grazing rights;
- * Zoning and gazetting;
- * Diversification and new investment opportunities;
- * Control and management of water points;
- * Incentives and disincentives;
- * The concept of carrying capacity.

5.3) SUSTAINABLE UTILISATION OF VELD PRODUCTS

Veld products provide a major source of income for the poorer sections of the population. These sources of income could be developed commercially, but they must also be utilised on a sustainable basis. Topics covered would include:-

- * Useful veld products and the threat to them;
- * Sustainable harvesting;
- * Licensing and legislation;
- * Potential for economic exploitation;
- * Economic incentives and disincentives.

5.4) WOOD RESOURCES

Wood is a crucial resource for energy and building purposes, but is in increasingly short supply in Botswana. This video will cover:-

- * The price of wood and the time involved collecting it;
- * The environmental and socio-economic impact of wood depletion;
- * The lack of management of wood resources and of replanting schemes;
- * Fuel substitutes;
- * Community woodlots and woodland management.

5.5) URBAN POLLUTION AND MIGRATION

More and more young people are leaving the countryside for the city, without knowing what they will find. This video will weave a story that pulls together all the problems of urban pollution and development, including:-

- * Urban employment;
- * Groundwater and air pollution;
- * Sanitation and waste;
- * Industrial development;
- * The 'polluter pays' principle.

6) COLLABORATING AGENCIES

The project will be designed to reflect the high level of consultation at all levels that has gone into the preparation of the NCS document itself.

6.1) A Review and Monitoring Committee will be established to facilitate full consultation with the relevant bodies, particularly the NCS implementation board, in the production of the videos.

The members of the committee will reflect the broad range of organisations in both the government and the NGO sectors involved with the NCS.

6.2) A small informal group of technical consultants will also be established to advise on the production process.

These consultants will mainly be contacted individually in the research stage and during the finalisation of the materials for their technical expertise.

6.3) International Collaboration

Once formal approval has been given, TVE, in collaboration with the Chief of Party will approach relevant agencies. TVE will seek counterpart funding to complete the budget. Interest has already been shown by SIDA, IUCN, WWF, the ODA (UK), UNSO, UNDP and the European Commission.

7) PROPOSED FUTURE INITIATIVES

The NCS awareness project will in itself initiate an effective distribution system for audio-visual materials on environment, development and health issues in Botswana. TVE intends to use the project as a blueprint for similar initiatives in Botswana and elsewhere in Sub-Saharan Africa.

During the course of the feasibility study it became clear that a wide range of Government Departments and NGOs in Botswana would be interested in using video as an educational tool. An effective local production and distribution system would enable more materials to be produced at lower cost and in local languages.

After the completion of the project, TVE will produce a report recommending ways in which the awareness of environment and development issues can be further enhanced in Botswana. This report would concentrate on three areas:-

7.1) PRODUCTION

Identifying and producing further materials for use by the established network.

The Review and Monitoring Committee should be maintained after the completion of the first stage of the project. The committee would then act as a forum for discussion between Ministries and NGOs on which future productions would be the most useful to the network.

The committee should also concern itself with the production of suitable films for an international audience that accurately portray the state of the environment in Botswana and the difficult decisions that must be taken to ensure resources conservation reinforces Botswana's development goals.

7.2) TRAINING

Providing continuing training support will enable a growing number of educational materials to be produced locally. This training could take the following forms:-

*** Overseas training**

Key participants in the first stage of the project could be found places on overseas production training courses.

*** In-country training**

Further training courses available to a wider range of participants could be run in Botswana itself. For this purpose, it would seem appropriate to build on the training courses already established through the project.

*** Round the World Crews**

If foreign film crews used local production personnel when filming in Botswana, on-the-job training opportunities would be greatly increased.

TVE is in the process of establishing a database of film-makers in the developing world which will be offered as an advisory service to producers filming overseas, encouraging them to use local crews.

Botswana could benefit from this service by referring all requests for filming permission in Botswana to TVE, which would then encourage the producers to utilise local expertise as far as possible. In Kenya, for example, following on-the-job involvement of the film team attached to the Agricultural Information Centre, foreign film crews now have access to a professional outfit.

7.3) DISTRIBUTION

Effective distribution of the programmes will largely depend on smooth co-operation between all the organisations with video equipment or interested in screening videos.

The Review and Monitoring Committee should therefore continue after the completion of the project, keeping a check on how well the materials are being distributed and where the limitations lie.

TVE could also return to Botswana approximately three months after the completion of the first stage of the project to monitor the distribution of the films and the implementation of the training courses.

8) ABOUT THE PROPOSERS

Television Trust for the Environment (TVE)

An independent organisation, registered as a UK charity, and with non-profit status in the USA and the Netherlands, TVE acts as a bridge between non-broadcast agencies (United Nations agencies, bilateral aid agencies and organisations such as Oxfam, Panos, and the WorldWide Fund for Nature (WWF)) and the broadcast community. In eight years, TVE has helped to catalyse over 90 environmental productions to international broadcast standards - winning at one time or another all the major broadcast prizes, including two EMMYs, two Prix Italias, Royal Television Society and BAFTA. In 1991 TVE co-productions took both the top prizes at the prestigious One World Broadcasting Trust Awards for the best coverage of development issues.

TVE retains the rights to re-edit outstanding footage from its co-productions for news pieces, conference, campaigning and educational videos. In eight years, the Trust has built up considerable expertise producing compilation videos, and an extensive footage library. These enable TVE to offer a cost-effective service which supplies videos for specific needs.

TVE's **Moving Pictures** information clearinghouse project was launched in 1987. It was designed to exploit the new opportunities opened up by the revolution in audio-visual technology by encouraging the broadcast and non-broadcast use of outstanding programmes on environment and development issues; to make information available on films from around the world and to help build up the capacity of Southern producers to make their own programmes on environment and development issues.

Supported by a wide range of international donor agencies, the **Moving Pictures** service has four main components. The **Moving Pictures Bulletin** is a critical review of new films and videos, providing a unique information service to subscribers in both developing and developed countries on what are the most outstanding recent programmes on environment and sustainable development issues, who made them, and who distributes them. It is published quarterly in English, French, Spanish and an Italian-language version, Tam Tam Video News.

All the films reviewed in the Bulletin are also stored in the **Moving Pictures** database, together with further titles identified by visits to film festivals, seminars, through networking with distributors around the world and through exchanges with other databank operators. Intended to act as a referral service or Yellow Pages of programmes on environment, development and health issues, the database contains details of over 1500 productions accessible by the Geo-Net computer link-up network, or by print.

The distribution service, which is the engine room of the whole **Moving Pictures** project, provides a wide range of quality programmes, free-of-charge, for broadcast and non-broadcast use in developing countries and, recently, Central and Eastern Europe. To date, TVE has published four distribution catalogues, and has supplied over 14,000 cassettes to 99 broadcast stations and over 25000 NGOs. Broadcasters and NGOs using the service agree to return a detailed report form within a year of receiving their orders. This helps **Moving Pictures** staff monitor the effectiveness of the selection of programmes in the **Moving Pictures** catalogues, and assess how future distribution catalogues can be adapted to reflect the needs of users in developing countries.

The fourth component of the **Moving Pictures Service** is **OUTREACH**, which supplies bi-monthly information packs in English, French, Spanish and Portuguese to 1000 subscribers in the developing world. Two special editions of **OUTREACH**, looking at indigenous peoples, will be produced in 1993.

From its modest start in 1987, the **Moving Pictures** service has expanded at a phenomenal rate, culminating in the distribution of over 2000 programmes included in the *One World '92* season before the UN Earth Summit in June 1992. To ensure that the service continues to grow and operate in the most cost-effective way, while at the same time satisfying the mushrooming demand for videos from NGOs and maximising their use, TVE is now decentralising its distribution by setting up a network of **Video Resource Centres (VRCs)** with partner organisations in the South.

The VRCs will help to open up TVE's distribution network still further. They will act as sub-distributors of TVE programmes to local NGOs and other educational organisations; liaise with their national broadcasters to encourage them to screen TVE programmes; produce vernacular language versions; and network with film-makers in the region to provide new titles for future **Moving Pictures** distribution. In return, TVE will supply the VRCs with master tapes of the programmes; with training in how to present and produce their own videos; and with assistance and advice on fundraising. TVE has already established two resource centres in India, and one each in Colombia and Costa Rica.

A further 20 VRCs are planned with a major expansion for the Southern African countries underway. Existing NGOs and video production units in South Africa (4), Namibia, Zimbabwe (2), Mozambique and Lesotho have applied to be VRCs. In Botswana, the Kalahari Conservation Society (KCS) and the Botswana Video Makers Association are also likely to be formally designated VRCs.

From the beginning the Trust has placed particular emphasis on involving producers and institutions from the South. In its sponsored productions it has involved film-makers and institutions from Brazil, Chile, China, Colombia, Ecuador, Egypt, India, Jordan, Kenya, Pakistan, Philippines, Thailand and Zimbabwe. The Trust also runs projects to produce films designed specifically for developing countries as well as training for local producers. Projects are currently running in Uganda, Pakistan and the Solomon Islands. Currently, TVE's most ambitious undertaking is the catalysis of a 4-5 year US\$5 million audio-visual environmental education project for India to be supported as an innovative project by the Global Environmental Facility.

TVE's experience of television production in the South enabled it to launch **DEVELOPING STORIES**, a series of six films by outstanding directors from the South, presenting key environment and development issues to a world audience from an authentic Southern perspective. The series was broadcast worldwide in May - June 1992 by 98 TV stations to coincide with the UN Earth Summit (the United Nations Conference on Environment and Development). It will be followed in October 1993 by the broadcast of **GROWING UP** in which Southern film-makers record the rights of passage of up to nine children born in the year of the Earth Summit. The aim is to continue filming throughout the decade.

9) PROJECT PERSONNEL

Project Supervisor: Robert P. Lamb

Founder and current Director of TVE, Robert Lamb started his career in programme production with the BBC and, later, ATV. In 1978, he started Earthscan/IIED's features service, the first environment and development service of its kind. Lamb joined IUCN as Information Director where he contributed to the World Conservation Strategy. Subsequently he became UNEP's science writer and later editorial adviser, a post he still holds in a consultancy capacity. Lamb is also a consultant to the Global Environmental Facility and is on the roster of approved USAID experts for the Winrock commission. In 1988, he received a UN Award for outstanding environmental achievement and in 1991 was appointed an Officer of the Order of the Golden Ark.

Executive Producer: Jamie Hartzell

A graduate of film school, Hartzell started his television career as a researcher with the BBC. Since 1985, Hartzell, inter alia, has directed for TVE: **PROFITS FROM POISON**, **JUNGLE PHARMACY** and **SOUTH AFRICA-THE WASTED LAND**. These films have won numerous awards and have proved to be among TVE's most popular titles with broadcasts in close to 70 countries. He moved to the Netherlands in early 1991 to set up TVE's new Distribution Centre. Hartzell has now resumed his career as a freelance producer while continuing to work as a consultant to TVE on the development of its VRC network.

Consultant Producer: Susan Braden

Sue Braden is course director of King Alfred's College Postgraduate Diploma/MA course, 'Television for Development'. The course at the Winchester College (affiliated to Southampton University) is the first of its kind in Europe to offer expert units on contemporary development issues alongside the theories and practices of video and television production. Sue Braden designed the course to offer students from developing countries practical experience in television production. Sue Braden has produced both drama and documentary films for Channel 4 UK, and has published widely on the subject of the role of the media in community education.

In 1991, she worked as Producer/Trainer with TVE, overseeing the production of a series of three videos with a team from Uganda Television. The project resulted in the formation of a small unit specialising in television production for environment and development issues.

Distribution Consultant: David Campbell

Since 1979, David Campbell has been based in Nairobi as a Technical Cooperation Officer with the UK's ODA. In the 1970s he held three posts as AV consultant to the Royal Agricultural Society and as consultant to UNICEF and the Agricultural Extension and Rural Development Centre at the University of Reading in the UK. In Kenya, Campbell has overseen the development of the Agricultural Information Centre's video/print output for training Kenyans in government and in rural areas. He has produced a series of well-received films and videos on conservation and development, including, variously, adviser and executive producer of a BBC Open University series and three TVE productions.

Production Manager: Hilary Fairbrother

The production manager will be responsible for the detailed organisational aspects for the project in Botswana, including scheduling, location arrangements and bookings and liaison between Botswana and London.

Hilary graduated from Film College with a First Class Honours Degree. She specialised in first world television coverage of the Third World in her thesis. She has travelled extensively, produced her own films and in 1989 was responsible for organising the New Zealand Film Commission's submissions to the prestigious Cannes Film Festival.

Consultant Film Crew: Nick Turner and Jill Ranford

Nick and Jill worked as camera operators for 12 years on studio, single camera and outside broadcast with the BBC before leaving to go freelance. Since then they have filmed and travelled extensively overseas in Asia and Africa. They have since both filmed and produced a range of documentaries that have been screened internationally. They also have considerable experience in maintaining video equipment in difficult conditions.

The consultant film and editing crew will work alongside the seconded Botswanan crew to enable them to develop their production skills. In phase 1 of the project the Botswanan crew will 'shadow' the consultant film crew. In later stages of the project the roles will be reversed.

10) SCHEDULE

The project breaks into five phases as described in section 3.3, page 14. The proposed timetable for these phases is as follows:

Phase 1	13th February 1993 to 10th April 1993
Phase 2	12th April 1993 to 7th June 1993
Phase 3	1st August 1993 to 12th September 1993
Phase 4	12th September 1993 to 9th November 1993
Phase 5	Commencing December 1993 or April 1994

APPENDIX I

People consulted during feasibility study

USAID/ NRMP/ DWNP

- Nicholas Winer, Chief of Party, NRMP
- Howard Handler, Director, USAID
- Nkawana, Acting Senior Game Warden, Conservation Education
- Gabriel Seletso, DWNP
- Bob McCulloch, USAID
- Mr Rex Mokandla, Wildlife Clubs

NGOs

- Alec Campbell, Deputy Chairman, Botswana Society
- Rychner, IUCN,
- Peter Hancock, IUCN
- Nigel Hunter, Assistant Director, DWNP
- Deborah Lenard, Kalahari Conservation Society
- Karen Ross, Conservation International
- Ester Moepi, Kalahari Conservation Society
- Spears, Chobe Wildlife Trust
- Gavin Anderson, CORDE

MINISTRY OF EDUCATION

- Felicity Leburu, Ministry of Education
- Jack Read, Ministry of Education
- Sandy Shaw, Curriculum Development Unit, Ministry of Education
- Chris Busang, Media Unit, Ministry of Education
- Kopong, Dept. of Teacher Education
- Mokweetsi Masisi, Curriculum Development Officer, Social Studies
- Susan Mokgothi, Curriculum development Officer, Science
- Marty Legwaila, Non-Formal Education
- Stephen Sekobo, Environment Officer, Non Formal Education

BROADCASTING AND PRODUCTION

- Ted Makgekgenene, Director, Ministry of Broadcasting
- Queen Pilane, Schools Broadcasting (Radio)
- Joan Keelin, Gabarone TV
- Golden Bafana, Golden Ali
- Tim Liversidge, film-maker, Maun

OTHER

- Liphuko, DPS Housing & Urban Dev., MLGL
- Gambini, European Commission
- Yvonne Merafe, Ministry of Agriculture

- (6) If the grantee has a mandatory, nonwaivable health and accident insurance program for participants, the costs of such insurance will be allowable under this grant. Any claims eligible under such insurance will not be payable under AID's HAC plan or under this grant. However, even though the participant is covered by the grantee's mandatory, nonwaivable health and accident insurance program, the participant must be enrolled in AID's HAC Program. In addition, a copy of the mandatory insurance policy must be forwarded to the grant officer, who will forward it to the HAC Claims Office.
- (7) Medical costs not covered by the grantee's health service program or mandatory, nonwaivable health and accident insurance program, or AID's HAC Program shall not be reimbursable under this grant unless specific written approval from the grant officer has been obtained.
- (g) **Participant Counseling For Training Within The U.S.:** Problems involving participants such as serious physical or emotional illness, accident or injury, arrest, death, the voluntary or involuntary early termination of a program, and the refusal of a participant to return to the home country upon completion of the program should be referred to the AID Participant Counselor at the Office of Int'l Training. The Counselor can be reached by calling the Office of International Training during workdays and the AID Duty Officer (202-647-1512) at other times. In referring cases, give the Counselor the name, country, and current location of the participant as well as a brief description of the problem with names and telephone numbers of hospitals, physicians, attorneys, etc. Following verbal referral, the participant's name, home address, and next of kin, and location of training should be sent to the grant officer, who will transmit the information to the S&T/IT Counselor.
- (h) **Orientation:** In addition to the above mandatory requirements for all participants, grantees are strongly encouraged to provide, in collaboration with the Mission training officer, predeparture orientation (see Chapter 13 of Handbook 10) and orientation in Washington at the Washington International Center (see Chapter 18D of HB 10). The latter orientation program also provides the opportunity to arrange for home hospitality in Washington and elsewhere in the U.S. through liaison with the National Council for International Visitors (NCIV). If the Washington orientation is determined not to be feasible, home hospitality can be arranged in most U.S. cities if a request for such is directed to the grant officer, who will transmit the request to NCIV through S&T/IT.

APPENDIX II

BACKGROUND AND SUMMARY OF FINDINGS OF FEASIBILITY SURVEY

Between late November and early December 1991, TVE carried out an extensive feasibility study in Botswana on the potential for the use of the media in extending awareness of the issues raised by the NCS.

Existing Distribution Mechanisms

We set out to document the existing distribution mechanisms for video and radio materials in Botswana.

Although radio reaches a larger percentage of the population, video can have a far greater impact on its audience. In general it was therefore felt that radio should be used to introduce the issues raised by the NCS to a wider audience, while video should be used for in-depth discussion. However, in certain cases, such as primary schools, radio is the only way to reach the target audience.

The distribution outlets identified for radio and video programmes were as follows:-

Video Cassette Distribution

Video players are to be found in all Secondary Schools, Teacher Training Colleges and Colleges of Education, some Primary Schools and Primary Teacher Training Centres and several NGO head and field offices. All of these institutions also have their own generator or a reliable electricity supply.

In total there are 250 Secondary schools in Botswana and 60% of Botswana's children now attend Secondary School. 85% of children attend Primary and Junior Secondary.

The 13 newly established In-Service and four Pre-Service Teacher Training Centres are presently using video in the course of their work, including some videos provided by TVE. However, the videos are not always appropriate, never in local languages and never accompanied by tutor notes.

A number of Non-Government Organisations are also using video as an educational tool. These include CORDE, the Chobe Wildlife Trust and the Kalahari Conservation Society (KCS).

The Kalahari Conservation Society is in the process of building up the capacity of its five regional centres in Maun, Francistown, Serowe, Palapi and Tsabong. These centres will organise screenings of videos and loan or sell them locally.

Mobile video units are the only way to reach the remoter rural areas. Several of these are already operated by the Ministry of Education In-Service Education Unit, the Ministry of Information and Broadcasting, the Wildlife Clubs, the Kalahari Conservation Society and the Chobe Wildlife Trust.

All these organisations have expressed great enthusiasm for distributing the videos. There is a consensus among these organisations that there is a dearth of appropriate material in local languages. The addition of the NCS videos was therefore widely welcomed.

The Non-Formal Education Unit, which reaches some 25,000 illiterate people in some of the remoter rural areas, was also extremely keen to receive materials in Setswana. Attendance in the literacy programme has been dropping and video was seen as a means to provide a way of attracting people to the classes.

Television Distribution

Botswana has no government broadcast station. Gabarone TV, a small, private station serves the Gabarone area only. The station transmits in English. The output of the station is erratic, and the maximum potential audience of 55,000 people small.

However, TVE has been supplying the station with environmental programmes free of charge for the last three years and has found that although the audience is restricted the station tends to reach an influential elite - the decision makers in Gabarone.

Gabarone TV is also considering starting a schools broadcasting service, which TVE is offering to help get going by supplying appropriate programmes.

Radio

The British Broadcasting Corporation Research Service estimates that one in ten of Botswana's population own a radio set.

A UNICEF/Government of Botswana study of radio listenership conducted in October 1988 estimated that 80% of Botswana have access to a radio. The total potential audience for radio is now thought to have risen to 90%.

The joint Government/UNICEF study also presented a number of other key findings:-

- *Radio Botswana is listened to more than any other station in the region;*
- *of the people surveyed speak Setswana as a mother tongue and 77.4% can read it, while 42.5% can understand spoken English and 45.6% can read it. (The sample was drawn from both rural and urban areas.)*
- *One of the main limiting factors on the popularity of radio programmes was the poor quality of presentation by radio announcers;*
- *Traditional Botswanan music, followed closely by contemporary African music, was the most popular item among Botswana.*

Radio Botswana dedicates an unusually large proportion of its airtime to educational programming. This is largely done either through the schools broadcasting unit or through giving access to airtime to outside organisations, usually government departments. Because these

government departments are not professionally involved in radio production, the quality of programmes is often lower than it might be if they were produced by professional radio producers.

Since very few of the primary schools in Botswana have video players, radio is the only way to reach a primary school audience. Radio Botswana Schools Broadcasting currently broadcasts 16 hours a week, but has been criticised for producing programmes that do not tie in to the school curriculum.

Distribution Outside Botswana

TVE already distributes to all broadcasters and 96 NGOs in the Southern and East African region through its Moving Pictures service. Several organisations based in the region are also involved in non-commercial distribution of educational videos. These include:-

→ *The Media Development Trust, Zimbabwe. This organisation, headed by John Riber, both produces educational films, particularly on health and family planning issues, and distributes them in-country. However, a fairly hefty, and in some cases prohibitive, fee is charged for copies.*

→ *Video News Services(VNS), Johannesburg. VNS traditionally produces programmes on behalf of the ANC and trade unions, but more recently are moving into distribution, and are currently looking to establish a Southern African network involving New Dawn Video in Namibia, IBANO in Mozambique and Capricorn Video in Zimbabwe.*

It is anticipated that the network of VRCs in southern Africa will prove an effective outlet for the video materials on the NCS.

BOTSWANA'S VIDEO PRODUCTION CAPABILITIES

The second aim of the feasibility study was to assess the current capacity within Botswana to produce and commission audio-visual materials relating to environment and development issues.

Although Botswana by the standards of other sub-Saharan African countries is unusually well set up to use audio-visual media in education, at present there is a great shortage of suitable materials and virtually no capacity within Botswana to produce them. Consequently video materials particularly are not being used to their maximum advantage.

The lack of a proper television service in Botswana means that video production capabilities are severely under-developed. The only TV station, Gabarone TV, does not produce its own programmes but instead buys in or even pirates material from abroad.

Crews from foreign television stations visit The Okavango Delta wildlife area on a fairly regular basis and make frequent use film-makers of international standard based in Maun. However, these are camera-people specialised in wildlife photography rather than producers of educational films.

Most of the capacity to produce programmes lies within Government Departments or NGOs and this is at a very basic level. There are only two independent production companies in Botswana.

The following organisations within Botswana can produce films:-

Independent Companies and Film-makers

Morabani Modise

Masisi is an independent film-maker and Chairman of the Botswanian Independent Film-makers Union, who spent several years in South Africa. He has now returned to his native country to produce and help to distribute programmes. He is currently distributing the South African feature film Mapansula in Botswana.

Golden Ali Productions

Golden Ali is an indigenous production company producing educational programmes for various government departments. They also produced a series for Gabarone TV called "Botswana Today", but this could not continue due to insufficient revenue from advertisers.

Golden Ali have their own broadcast quality Super VHS production equipment. They also ran a training course for people interested to know more about video production in August 1991.

The Jouberts

The Jouberts are a man and wife team based in Maun who have produced a number of wildlife documentaries for US, British and South African television.

Tim Liversidge

Tim Liversidge is also a wildlife film cameraman based in Maun who has worked for a number of foreign television stations. Editing of his material is done abroad.

NGOs

The only NGO to consider developing a video production capability is the Kalahari Conservation Society. However key staff changes that recently took place at the Society mean that the KCS is no longer pursuing this option, but will instead confine itself to the distribution of programmes.

Government Departments

A number of Government Departments have their own video equipment, including the Wildlife Clubs, the Ministry of Works and the Ministry of Education. However, this is currently only domestic VHS and not suitable for productions for wide scale distribution. Instead, many of the Government departments work together with Golden Ali to produce their films.

We understand that the Ministry of Education Media Unit recently received a Mobile Unit equipped with both broadcast quality Super VHS production equipment and projection facilities, donated by the Japanese Government. This, and the equipment owned by Golden Ali, will be the only broadcast quality video equipment in Botswana.