

Report of FAO Consultant to
The National Dairy Development Board
Anand, India

on

The Use of Electronic Media, Specifically Television Production,
to Assist in Achieving the Goals of the Cooperative Education Program
of the National Dairy Development Board

by

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SUMMARY:

Based on the consultant's observations and discussions during this field visit as well as his prior visit in 1994 and relevant experience in camcorder use for video production, it appears that video may be a very viable and cost effective way of substantially enhancing the work of the Field Extension Teams in educational programs and efforts.

The consultant was able, in a very brief period of time, to both observe and discuss various Cooperative Development (CD) efforts in a small variety of village settings; discuss the CD program with both management teams inside and outside (groups with related efforts) the National Dairy Development Board (NDDDB) ; and both plan and enact a brief training session for five groups of Field Extension Teams in addition to several National Dairy Development Board staff to evaluate the potential they see and their ability to assimilate the skills required for this kind of effort.

It should be mentioned , that because of the initial discussions with officers of the Cooperative Services Group of the NDDDB at the start of the consultancy, it was evident that video use was to be the primary focus of this effort. Although audio and audio in the form of radio was discussed in the terms of reference, and brief discussion was had regarding this medium, it was determined that in this brief period of time the client, NDDDB, would best be served through concentration of the consultant in the video arena. Due to time constraints of the current consultation, these other areas mentioned, audio and audio in the form of radio, could be addressed in some additional consultancy.

The recommendations that follow detail a variety of uses and means to use a very simple and fairly inexpensive means of communication, camcorder video production, to substantially enhance the educational benefits of the CD programs at the village level as well as enhance the interest level of the village milk producers.

INTRODUCTION:

This consultancy commenced on February 17, 1996 concluding on March 2, 1996 with one day the following week spent finalizing this report.

The Terms of Reference were as follows:

The consultant, in close collaboration with the project authorities will:

1. Keeping in view the NDDDB's mission and the overall objective of the Cooperative Development Programme, recommend ways in which NDDDB can utilize existing or potentially available mass media to create higher levels of awareness and interest in the target audience groups.
2. Work out a cost effective model for achieving the goals of cooperative education, using a package of audio and audio visual aids in conjunction with the present interpersonal mode of communication. This would involve studying the present cooperative education efforts in an area, the effectiveness of these efforts, determining the possibilities of developing locally audio and audio-visual materials including videos and a radio project involving audience participation.
3. After studying the working of Field Extension Teams, identify in consultation with teams, certain important issues to be focused during the process of member education and the women education and the management committee member's training programme. Develop a step-by-step approach for production of visual, audio and audio visual aids focusing on such issues identified by the consultant in order to enhance the effectiveness of CD programme. The approach could involve training of the Field Extension Teams and developing their capabilities to produce a need-based and cost effective audio-video visual material including videos.
4. Identify important issues related to Cooperative Development which need to be focused/resolved through media intervention. Recommend methodologies for producing a set of videos focusing on various aspects of Cooperative Development such as leadership, women's role, role of Board of Directors vis-a-vis that of professionals, etc., which could be made use of as effective training/teaching aids by NDDDB for training of trainers. The suggested methodologies should involve use of locally available skills and the application of the consultant's relevant experience.
5. Submit a typed mission report according to attached FAO's guidelines.

Background: In late June of 1994, the consultant, Chris Schueler, traveled to Anand, India to observe the work of the NDDDB, specifically the Cooperative Development teams. At that time, he discussed potential use of video and other electronic media in the advancement of the CD efforts of the NDDDB.

With the current seven year success of the consultant's efforts in the United States to use media as an empowering tool for various disenfranchised groups, more discussions were held via mail and fax regarding the potential use in India.

Due to the need for advanced methods of communication and the potential for visually oriented materials in training, education and other areas important to the Cooperative Development efforts, a consultancy was discussed and undertaken.

It should be mentioned that the use of the medium of video production within the Indian culture is certainly perceived as strictly reserved to professional work or very low quality home use, predominately in the form of documentation of marriages. Thus, the idea of using a rather low end production quality and camera to do serious, important and beneficial work in the arena discussed herein, must be forwarded in a context of demystification of the art itself. This consultancy is based on using video in the hands of common people to create communication that is effective in a wide range of situations and uses. It is, in many ways, a projection of what the National Dairy Development Board itself is based on; giving power to common people and allowing them to benefit as a result.

MAIN FINDINGS:

As detailed in the terms of reference and after verbal discussion with the Cooperative Services group of officials at the National Dairy Development Board in Anand, India, the consultant undertook to spend approximately half of the available days studying, in a variety of settings, the workings of the cooperative development program. Time was spent in several village settings (Gunthli, Ashi, Mafalipur, and Varna) observing and discussing with CD training teams; men's CD training, women's CD training, as well as regular milk collection at the village site. Also included during the first half of the consultation were meetings with officials at varying levels and locations to more fully understand the CD needs and operations including the Ahmedabad Dairy and the Amul Dairy. Finally, discussions were held with others outside the realm of the NDDDB but who had information or agendas that would have bearing on the consultant's work. These included the Video SEWA (Self Employed Women's Association) program in Ahmedabad where poor, illiterate women, like many of the target group for this consultancy's efforts, are being empowered through the production of videos that describe their plight, and the AWAG (Ahmedabad Women's Action Group) program which seeks to establish women's equal status in society through education, training, and other means.

The second half of the consultation consisted of the planning and enacting of a four day workshop for Field Extension Team members from four milk unions, the Gujarat Milk Marketing Federation as well as some staff members from NDDDB(see Appendix C and D). This workshop focused on identifying the issues important to member education and CD goals (see TOR 3.0), identifying which of these issues can be resolved through media intervention (see TOR 4.0), and then going through a step by step approach in developing media aids to achieve this goal.

It should be noted that after initial discussions with the officers and manager's of NDDDB, the focus to the consultancy was toward the use of video (audio/visual) as the tool they wanted to concentrate on. Thus, the findings, interviews, and the like are primarily addressing this communication medium and not audio in the form of radio except in a brief way.

The following conclusions are forwarded based on the above programme and observations:

- 1) According to the various Field Extension Teams that were interviewed, the villagers who attend the training sessions understand what is asked of them, but it is sometimes difficult to change their behavior due to longtime, habitual behavior that is not appropriate for clean milk production.
- 2) During the training itself, the women sing dairy cooperative songs which appear to be one of the highlights of the session. This seems to be due to the interaction and participation of the audience of women. Thus, involving them in a video portion, either through preshooting and using the video in the session or through shooting parts of the session during their questions, would seem to enhance the program for the audience of milk producers.
- 3) The interpersonal mode of communication regarding the Field Extension Team efforts is very effective, and the use of other tools, such as video, should only be used to augment these efforts, as human interaction is essential to generate the required response.
- 4) The print material currently sent to some village cooperatives in certain areas is certainly helpful and is, in many instances, the main follow up to the Field Extension Team work after their initial

programme. Although the illiteracy rate is tremendously high in villages, this form of communication is very effective since members who can read share the information with the others. This kind of information dissemination which leads to greater awareness among the grassroots members should be strengthened.

5) The idea of using radio or other audio aids such as cassette tapes to enhance and assist Field Extension Team goals is a possibility, however, there were various contradictory responses to this idea depending upon the questioned party. For instance, the SEWA team thought radio was not a good method since the men in the family take the radio to the field and the women were left without. If the goal was to empower and educate women, then this method would not work according to their observations. However, others in the Cooperative Services Group of NDDDB and with experience in communication with NDDDB felt that this tool could prove effective if used in conjunction with other media venues (print and video).

6) The use of mass media in the form of national or regional television or radio, seems to be of little use at this point since production values of Field Extension Team video segments would not be of broadcast quality and "broad"-casting essentially eliminates the advantage of showing local villages their local faces.

7) Low end, local video production is a logical and effective choice as one tool to enhance CD efforts since regional language differences and high illiteracy make radio and print difficult and target selective. Video offers visual reinforcement to the interpersonal mode of communication that not only enhances the effectiveness of the communication but can also entertain and thus hold the villagers interest more fully.

8) Due to the increased viewing of various international media (ie. ZTV and Star Television), the use of video must emphasize local origination (ie. showing local people), as many villagers will not be interested in viewing a lesser quality than is shown by the international media unless there is a sufficient "hook" to hold their interest. Since the monetary aspects of television production prohibit competition with the international media in terms of production value, the only alternative is to emphasize that which the international media can not accomplish (showing local people).

9) All of the Field Extension Teams that were interviewed indicated that the use of video could enhance their presentation and were very interested, if not enthusiastic, in their response to that possibility; however, it was observed that many villages had unreliable power supplies, televisions that could not connect to VCR's or camcorders properly, and televisions that were not functional for other reasons, all of which could pose problems in the use of self generated video. While many villages appear to have televisions, and apparently AMUL milk union has purchased several televisions for their cooperative societies as has been the case in some other milk sheds as well, the power issues for the televisions will need to be addressed in addition to the issue of proper connections for the attachment of camcorders and maintaining functionality of the set itself.

10) With the tremendous amount of dust in the villages where the video taping will take place, upkeep on the cameras will be of great importance. Video teams will have to be extremely careful with their equipment and a routine maintenance program will need to be administered.

CONCLUSIONS:

Based on the four day training session with three Field Extension Teams the following conclusions are forwarded:

- 1) The video that is produced must be done in a very simple, yet effective, manner, as the expertise of Field Extension Teams to produce their own video is, at this point, fairly limited. So too is the equipment, especially in the editing area, to make this video potentially usable.
- 2) Field Extension Team members and others who have interest can be trained in basic television production in a relatively brief period of time (4 day training session, see Appendix D and E) to produce a variety of video aids ranging from in-camera edited segments to fully produced 30 second to 3 minute segments that are scripted and edited to augment their presentations.
- 3) There are tremendous possibilities in the use of very low end video production (ie, high eight camcorder use) to augment the work of Field Extension Teams in the field. This ranges from shooting video of local dairy farmers on the initial survey doing the "right things" to increase their good milk generation and then using that video in the CD training, to scripting and editing brief segments in the entertainment area that emphasize the various goals of the CD training, to using the video production skills in taping and viewing CD trainers being trained.
- 4) The Field Extension Teams who participated in the workshop on video production, possibly due to the influence of Indian movies and the entertainment industry at large, choose to do videos during the training session that employed actors as the mainstay of the video as opposed to a strictly documentary format. This, in fact, was a quite powerful tool both in the showing of the final version but also, and possibly more importantly, because the teams employed the use of villagers to act out the roles. This was exciting for the villagers and also, at the same time, taught them the lessons that the Field Extension Teams are attempting to teach. Whether or not the video is usable during the CD presentation, the villagers learn whatever lessons the video was going to teach because they are the actors enacting the lessons.
- 5) During the shooting of the video at the village, many villagers gathered to view what was occurring. This seems to be an ideal time to discuss with them in some fashion not only what is being videotaped, but why it is being video taped. This is an ideal time to say, "we are taping a segment on keeping your hands, the cow's udders, and your utensils clean so that the milk does not go sour." This is also an ideal time to convey to villagers that this tape will be used at the local village meeting, thus encouraging villagers to attend. So the taping serves many purposes outside the obvious one of creating a video tool. The process of production in the village is, in and of itself, a valuable tool for training purposes.
- 6) The showing of the video that was photographed at a local village, in that local village, as part of the CD program was met with a very excited and enthusiastic response by the villagers. Not only did the Secretary say that the villagers had been discussing the photographing of the segments for the two days following the photographing, but a large contingent of villagers showed up for the CD program based on the fact that they wanted to see the outcome of the videos. Thus, at least in this one instance, we were able to observe a definite, positive outcome to this use of video.

7) The use of video that is produced by local Field Extension Teams could be of great benefit to the current program of distance learning that is being developed. Not only by giving the program some "cover" footage and stories to use as examples, but again, by encouraging villagers to watch the program since their village may be on the program in the form of video tape.

RECOMMENDATIONS:

1. Due to the nature of the target audience, the rural poor, the use of visual images in the form of video would be a logical choice to enhance CD training programs. Thus, it is recommended that video production within the framework of camcorder use be taught to a group of Field Extension Team members who would act as video "trainers" in the initial and basic phases of video production in the following framework:

A) The Gujarat Milk Marketing Federation, due to its long history as a leader in innovative programs for its milk unions and its participant's excellent work in the consultant's seminar program of video production, would take on the task of training several people in each of its twelve Milk Unions.

B) The National Dairy Development Board would take on the task of training other Milk Union Field Extension Teams in a variety of places throughout the country as the desire of those areas and the needs of the NDDDB to enhance the CD program increases.

C) The video training would be integrated into the CD Orientation Course to make instructors effective users of this medium on a regular basis.

It should also be noted that the training session which occurred during the consultant's visit, while very good in establishing the possibilities of training Field Extension Teams, was by no means meant to train the participants so that they could train others. A much more thorough session would need to be conducted in order to enhance the skill levels of these participants to the point of being able to teach video production themselves.

2. It is also recommended that anyone who is taught this skill also be taught to understand and use the aspect of video production in the villages as a tool in and of itself. Thus, posters, flyers, circulars and the like should be used prior to and during the visit of the CD video crew to let villagers know what is being video taped (the local society wants to show examples of what the cooperative is trying to teach and these are the things...) , why it is being video taped (so everyone will be able to learn about ...clean milk production, etc.) , and when it will be shown (to encourage participation in the meeting where the video will be shown). Thus the group that will be using the camcorders should be taught to fully utilize the production time in the village as a time to teach the lessons that are being filmed.

3. It is recommended that the following, cost effective model, (see TOR #2) be enacted by each of the organizations listed in number 1 above (Gujarat, NDDDB, CD Orientation Program):

A) Purchasing High 8 Camcorders for each Field Extension Team that is trained.

B) Purchasing a High 8 editing system and that at least two people at that organizations main office be trained in its use so that Field Extension Team members who shoot and script brief segments can send this to the central location for editing.

C) Training the Field Extension Teams in basic video production including shooting video of various activities in villages that enhance member participation in cooperatives, milk production, and other activities related to milk production and milk cooperative issues during the initial survey visit to a village and then use that video when presenting the CD program. This would include video that is photographed and used "as is" with little or no

editing and could be used on the same day it is photographed and also scripted and produced segments that need editing that are between 30 seconds and 3 minutes in length. These video segments should be seen as "trigger" videos to generate discussion

regarding the above mentioned issues as well as purely educational videos.

- D) Develop a "clearinghouse" area at the main NDDDB headquarters in Anand that would oversee the librarying of video tapes created by the Field Extension Teams and would inform the other Field Extension Teams of available videos to use in their training efforts.
- E) Purchase several battery operated VCR/TV combination machines that would not rely on local power. These could be shared by several Field Extension Teams and also used to enhance other programs of the NDDDB where power to a VCR may be an issue.
- G) Develop a regular maintenance program for all of the video equipment aforementioned with special emphasis on the regular cleaning of the camcorders used in the field.

4. It is recommended that five battery powered VCR/TV's be purchased for use by the five Field Extension Teams that were trained during this visit so that they may effectively make use of their recent training without regard to the sometimes inconsistent power availability in villages.

5. Keeping in mind that the training accomplished during this consultancy was a brief, one time, effort, it is recommended that the current group of five Field Extension Teams that have been trained on this visit:

- A) Set about to enhance and develop the skills currently learned through regular use within the framework that has been established, and
- B) document fully and regularly their use of the video skills they have learned and the response seen in the village meetings when this video is used, and,
- C) participate in a follow up, one day, workshop in approximately three months that includes review of skills using the consultant's NEWS 101 video and student manual.

The documentation of response of the villagers to the use of this video should include items such as: increased attendance, more attentive behavior in the form of more questions and discussion, better retentive behavior including any increase in milk production above the expected increases with the program prior to video usage, and any other observable response.

6. Regarding item #5 above, it is recommended that a follow up visit by the consultant be arranged in order to facilitate further research along these lines and to judge the effectiveness of the tool of video production and use in the given situation.

7. It is also recommended that the follow up visit include a training component as mentioned in item #1 above and that the training be conducted in several areas to gauge the effectiveness of this tool in a variety of regions.

8. Although the training discussed in this report is decidedly on the low end of video production values, it is quite possible and has been quite successful in the consultant's experience to use "camcorder" produced video in major advertising campaigns. For this reason, it may be

possible to make further use of the video produced through this program in addition to the training at the grass roots level.

It is suggested, therefore, that discussions be held with the Milk Marketing Federation by the Cooperative Services Group of the NDDDB to assess the possibilities of coordinating various advertisements on a mass scale that could include messages regarding the fact that local farmers not only produce great milk, but that the NDDDB is an organization that cares about the people of India, the milk producers in particular. These messages could use video that is shot by Field Extension Teams and then wrapped into a more professional framework. This would not only attract great dairy producer attention at the grassroots level, but quite possibly, enhance the products image in the marketplace.

9. Finally, it is recommended that the Cooperative Services Group of the NDDDB actively seek out other possible uses for this video production capability within other departments and organizations of the NDDDB itself (ie. recommendation #8). This could include documentation of other departments efforts, various skill training in other departments, and the like. This use of the tool could lead to greater utilization of the skills, enhanced skill levels based on greater and more regular use, additional reasons and finances for upgrading equipment, and various other potential collaborations as yet unforeseen.

The consultant, while suggesting minimal relatively inexpensive equipment, understands the constraints of finances and therefore encourages the NDDDB and the Gujarat Milk Marketing Federation to analyze the aforementioned recommendations within their own financial limitations and possibly seek assistance through other sources, including the FAO. While the consultant feels comfortable recommending items related to his expertise in video production, he is not prepared to suggest which funding sources should supply various video needs.

Appendix F: Proposed Terms of Reference for Follow Up Visit

The consultant, in close collaboration with the project authorities will:

1. Based on the previous consultancy experience in February/March 1996, oversee the training of 2-6 Field Extension Team members who will act as video "trainers" for other CD video teams. This will include a four day, intensive workshop on video production and editing with a camcorder, and overseeing the "trainers" performance in a four day video workshop for another set of Field Extension Team members.
2. After studying the effectiveness of the current CD efforts in video usage within the village setting, which will include visiting village sites with CD groups that use video production to enhance their communication, the consultant will analyze and recommend the primary focus or focuses that should be used regarding video production in this context.
3. Participate in discussions with the Milk Marketing Federation to assess whether there is a possible linkage and advantage to using the Field Extension Teams to gather video footage in a campaign aimed at showing how the dairy cooperatives help the countries milk producers.
4. Referring to item #1 above, the consultant would assist the CD "video trainers" in presenting video training sessions at several diverse sites in order to assess the viability of video use in a variety of settings and locations.
5. In conjunction with the Field Extension Team video crews, would develop a method to make full use of the production time in the village itself as a tool to train the villagers, ie. posters and flyers developed to say what is being shot and what the lessons are, so that villagers who come to watch the taping sessions will also learn the important lessons being video taped.
6. Analyze the effectiveness of the Field Extension Team video based upon the documentation they supply as discussed in Recommendation # 5.