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TRAINING FOR ALL

*Developing Video-based Training
Packages for Parent and
Community Education*

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PREFACE

This booklet is an outcome of a UNESCO Project which set out to develop local video training packages aimed especially at parents and families in developing countries whose children are vulnerable to developmental delays.

Drawing on the Project's experience in three countries, Malawi, Sri Lanka and Uganda, it puts forward the rationale for using video for training and provides guidelines for developing such materials.

This document has been written to facilitate the work of local groups in mobilizing expertise in disability and child development as well as technical expertise in video production in a co-operative effort for community development.

A promotion video on the outcome of the three country programmes is available from UNESCO EFA Video Bank.

UNESCO is grateful to the three country teams, whose efforts were instrumental in this final product.

The views expressed in this booklet are those of the author and do not necessarily reflect those of UNESCO.

Special Education

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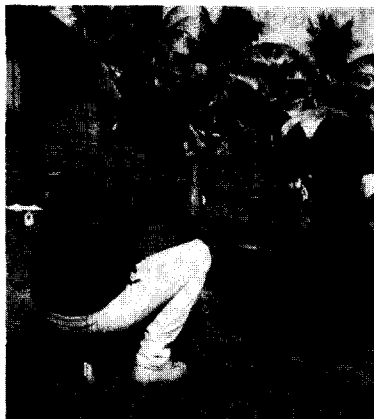
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INTRODUCTION

"the great potential of the new information and communication capacity of the world should be marshalled to convey to all families the knowledge and skills required for dramatically improving the situation of children."

World Declaration on the Survival, Protection and Development of Children in the 1990s, UNICEF.

Disability affects families the world over. Parents are often unsure as to how best to help the child who is handicapped and yet experience has shown that much can be done to help these children at home. Local resources, once mobilised can assist families and communities to better meet the needs of children with disabilities.



In 1989, the Special Education Unit of UNESCO launched a new initiative in parent and community education. The aim was to test the feasibility of producing video-programmes in developing countries which could be used to inform families and communities about ways of overcoming children's disabilities.

Two consultants - Roy McConkey (Scotland) and Sally Allan (Zimbabwe) - worked alongside partner agencies in Uganda, Malawi and Sri Lanka.

This Manual outlines the rationale behind the project and how it was carried out. The training packages produced in the three countries are described along with details of their use. Information is also given about other video-based packages and training resources designed for use in developing countries.

Practical details are provided on the organisation of local courses and in the use of video-equipment. A final section examines the steps involved in devising training inputs.

The writer gratefully acknowledges the ideas, advice and support received from Sally Allan and colleagues at the National Institute of Education, Sri Lanka; the Uganda Task Force on Educating Communities about Disability and the Working Group for Mental Handicap in Malawi.

Over the years, many others have helped to shape my ideas and shared their experiences of training personnel in developing countries - Lilian Mariga, Sarah Holloway, Alice Bradley, Diana Khoo and Brian O'Toole.

A special thanks also to Lena Saleh, UNESCO, for her foresight and wise counsel.

1. TRAINING FOR ALL

*"Give a man a fish and you feed him for a day,
Teach a man to fish and you feed him for life"*
Chinese Proverb

Throughout the world, an estimated 50 million people are thought to be intellectually disabled. During the past twenty years there have been striking advances in preventing their disabilities from becoming too much of a handicap. As a World Health Organisation Report noted (1985):

"Most of the recent advances in education and training, and in helping mentally retarded persons to develop their skills, are comparatively simple and these techniques can be acquired after only a short period of training by people irrespective of their previous experience."

The challenge, the reports goes on to say, is *"to devise a strategy for disseminating existing knowledge and skills to the hundred of thousands of people who come into daily contact with mentally retarded people"*.

These local contacts could include:

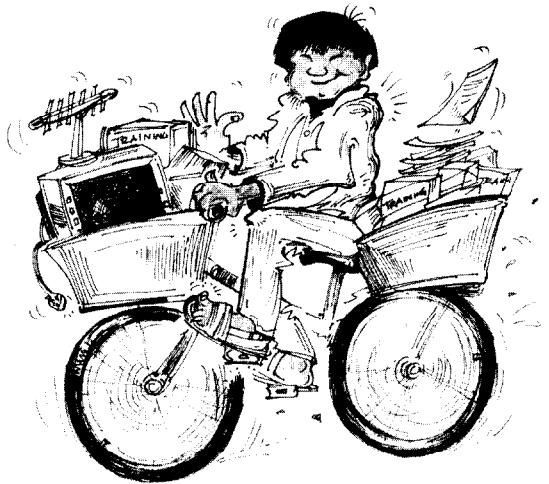
- * family members - mothers and fathers, grandparents, brothers and sisters;
- * neighbours in villages and townships who volunteer to support or help local families;
- * leaders in nurseries, teachers in schools;
- * community organisers in churches, cultural and sporting activities;
- * personnel in health and community services.

But how can these people be given even a little training on helping people with disabilities?

For a start, training priorities need to be re-focused; both in special education and in health care. To date, most resources are spent on training specialist workers, such as teachers, therapists and rehabilitation assistants. Yet in every country, there never will be enough resources to train and employ the many professionals required to give a specialist service. The problem is even more acute in poorer countries who cannot afford to pay a specialist workforce.

A new approach to training is needed; one that mobilises existing community resources. This has two targets:

- 1. to make basic training available to the local people already in contact with the person who has a disability.**
- 2. to facilitate local personnel in becoming trainers within their community.**



A New Approach to Training

The features of the new approach can be described as follows:

* *Community Based* - the training is aimed at local people who have, or could have, regular contact with the child or adult who has a disability. Their levels of literacy are likely to be poor hence the emphasis needs to be on learning by seeing or doing, rather than from talks and books (Werner and Bower, 1982).

LEARNING BY SEEING AND DOING

* The information must be *practical and relevant* to the people with disabilities whom they know. Examples of good practice are most useful but these should come from their own culture and from similar conditions to those which the trainees experience. Hence indigenously produced materials are necessary (Thornburn and Roeher, 1986).

CENTRED ON MODELS OF GOOD PRACTICE

* The training must take place locally and it should be easily repeated for differing groups within the community and over time, as new people come along. Community trainees have many other commitments in their homes and locality which make it impossible for them to travel for training even if they could afford it (Thorburn, 1990).

AVAILABLE LOCALLY AND EASILY REPEATED

* A large number of tutors will be required if opportunities for training are to be available in every community. Given the dearth of experienced trainers in most countries, one solution is the use of ready-made training packages which can be presented by a local 'tutor', who could receive some pre-training for this role (McConkey, 1988).

READY-MADE TRAINING PACKAGES

* The training must help to develop better services. Too often training becomes divorced from service goals when it concentrates on knowledge and skills to help individuals with a disability. Models of training need to embrace wider issues such as methods for changing attitudes, planning service goals and nurturing partnerships among various groupings in the community (Myers, 1990).

HELPS TO BUILD LOCAL SERVICES

This 'community-based' model of training is in marked contrast to the 'specialist model' which is still so dominant in health and education (see Figure).

Both models have their place. However, the specialist model urgently needs to be complemented by new approaches at a local level if training is to become open to everyone. (McConkey and Bradley, 1991).

This challenge is just as real in the developed world as services there shift from an institutional to a community base. Moreover in developing countries, investment in training must aim to benefit the maximum number of people.

SPECIALIST TRAINING***COMMUNITY TRAINING***

- | | |
|---|--|
| * Selective Entry | * Open to all |
| * Centred on Professional Qualification | * Centred on client's Needs |
| * Available centrally | * Available locally |
| * Geared to centralised and specialist services | * Geared to dispersed and generic services |
-
-

Parent and Community Education in Developing Countries

Three developments during the last twenty years have highlighted the need for community-based training.

First, the growth of community-based rehabilitation programmes promoted by the World Health Organisation in the first instance but now championed by governmental and non-governmental agencies throughout the world. As O'Toole (1991) noted, a key element in successful CBR programmes is *"the need for ongoing training and supervision ... in ensuring the quality of the service offered and in maintaining the enthusiasm and involvement of the home visitors."*

Second, the failure of specialist services in developing countries to reach the children in need. A UNESCO review of special education provision in 51 countries found that 34 had provided for fewer than 1% of pupils. Integrated education is seen as *"providing cost-effective and meaningful education and training to disabled person"* but this entails *"capitalizing efforts on training regular teachers to work with pupils with special needs"*. (UNESCO, 1988).

Third, the recognition that early intervention is an essential service to promote the child's growth and development and to facilitate their integration within the family and community (Fairbrother, 1991).



In both the developed and the developing world, the emphasis is on working with families. *"Dissemination of information about handicap problems and raising the general knowledge level is a key factor in a policy programme intended to develop early care services"* (UNESCO, 1980).

In September 1990, the largest gathering of world leaders in history assembled at the United Nations to attend the World Summit for Children. Article 23 of the Convention on the Rights of the Child, gathered together many of the foregoing points in calling on the Nations of the world to -

"promote, in the spirit of international co-operation, the exchange of appropriate information in the field of preventative health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services" (UNICEF, 1990)

The Action Plan noted particularly the needs of developing countries for information about disability **so that they could improve their capabilities and skills and widen their experience in these areas.**

UNESCO Special Education Initiative

The need for training can be clearly stated. Less clear is how to make it a reality especially in developing countries. During the 1989-1991 Biennium, the Special Education Unit of UNESCO launched a development and research project to produce training materials aimed at parents in developing countries who have young children (mainly under six years) with a developmental handicap.

The project aimed to mobilise existing resources within African and Asian countries to develop and evaluate indigenously produced training packages based around video-programmes recorded mainly in family homes in both urban and rural settings.

Three countries - Uganda, Malawi and Sri Lanka - agreed to participate and local partners were identified in each.

The project had three main aims:

1. To explore the feasibility of local personnel in the three participating countries, producing video training programmes and associated print materials.
2. To establish the usage of the packages and discover common problems and solutions.
3. To discover the adaptability of this training model to local circumstances and the ethos of the agency (or agencies) involved in the production of the package.

Project operations

UNESCO Consultants, Dr. Roy McConkey (Scotland) and Sally Allan (Zimbabwe) provided initial training and support to local personnel identified by the partnering agencies. Both consultants had experience of producing video-based training packages in developing countries and they each spent five weeks in total, working alongside the local partners in the three participating countries, most of whom had little or no experience of producing training packages.

In Uganda, the National Commission of Uganda convened a Task Force specially for the project consisting of representatives of disability organisations, staff in hospital and community-based services; teacher trainers and personnel from the Directorate of Broadcasting in the Ministry of Information and from the Ministry of Education.

A similar Working Party was established under the auspices of the Malawi National Commission for UNESCO. This was drawn from various government departments, non-governmental agencies involved with disability and from the University of Malawi.

In Sri Lanka, the partner agency was the Special Education Department of the National Institute of Education. The Institute also made their video and printing facilities available to the project.

Hence in each country, the educational and technological resources not only existed but were mobilised by the project to assist personnel working in services for children and families with disabilities. Within nine months, a training package had been produced in each country using local resources. Each package consisted of a series of video-programmes with accompanying print materials for use by tutors and/or participants.

The Training Packages

The main theme of the packages is helping children with disabilities to do things for themselves. A graded range of activities were shown to further the children's mobility; to develop their ability to communicate and to think, and to enable them to master basic self-care tasks such as feeding, washing and dressing. Further details are given later (p. 23).

In each participating country, local personnel were involved in devising the content of the package. The video-recordings were made on location in family homes in townships and rural villages. All the editing of the finished programmes was done in-country. Accompanying Handbooks were drafted, illustrated and printed locally. Workshops to train local personnel in the use of the packages were held and the packages were field-tested with over 1,000 parents, community workers and members of the public in each country.

The project built on the experience of using video-based packages in developed countries (McConkey, 1988; Baker, 1989) but extended this by demonstrating the feasibility of producing training packages in three developing countries, using local resources. The video-programmes were produced within two-three weeks by a team of two people. The preparation of the Handbooks required more time but we estimate that each package required four weeks of full-time work by a team of three people.

'Training for All' Manual

This Manual draws together the experiences gained on the project. Here our aim is:

* to enable other people to make effective use of the packages produced by the project, or those which are available from other sources.

* to encourage people to adapt the packages to their needs and begin to develop their own training resources. We give practical tips on how to do this

* to argue that training is a responsibility and a function that must be shared with all service personnel if everyone with a disability is to get some form of help.

Following this introductory section, we describe in greater detail the packages which were developed by the project, along with others which have been produced recently in developing countries.

The third section, explores the steps involved in developing and presenting community-based training courses using ready-made training packages at first. From this experience, local personnel can begin to devise their own training events.

The fourth section is a beginner's guide to the use of video-equipment and is divided into three parts - playing back ready-made programmes; tips on the use of a video camera and how to plan and make your own programmes.

A final section outlines the process of devising training packages designed for use in local communities.

Two appendices give further details on the use of video equipment and provide listings of additional training resources, along with contact addresses.

But we end this section by explaining why video was chosen as the primary teaching medium for the training packages and how its effectiveness with families and communities can be supplemented with other teaching techniques.

Advantages of Video



Video was chosen because it is:

- * **VISUAL** Viewers can see new ideas and approaches in action. A variety of activities can be quickly displayed and viewers can watch the sequences a number of times to reinforce their learning.

- * **CULTURALLY APPROPRIATE** Local scenes depict the viewer's reality and emphasise that the messages are appropriate to the culture and that they are already being applied there.

- * **LOCAL LANGUAGES** Commentaries in local languages can be dubbed on to the video-programmes; thereby making training more accessible to everyone.

* *EASILY TRANSPORTABLE* Video cassettes can be easily taken or sent to any places which have video playback equipment. This is becoming more readily available throughout the world. Recorders and televisions can be battery operated.

* *EASILY REPEATED* The video programmes can be easily repeated with different groups of parents or community workers; and although such programmes are time-intensive to produce, they are very time-efficient thereafter.

* *ENHANCED STATUS* Portraying families and children with disabilities on video can enhance their status within the community as the programmes focus on what the people with disabilities can do for themselves.

* *PROVEN EFFECTIVENESS* Research in both developed and developing countries has demonstrated the effectiveness of this method of training with families and staff (McConkey and Templer, 1987; Baker, 1989).

In developed countries, video-based training is expanding rapidly in education and in the business world. Although video equipment is not common-place in developing countries, it will become more so in the future. Yet even now video equipment often has been donated to training organisations in developing countries but it is left unused as the local personnel are unsure about the uses to which it could be put.

The availability of ready-made training packages will hopefully stimulate their interest in becoming more skilled in the use of video and give service personnel a model to follow in developing their own training materials.

Supplementing Video

But video programmes alone are not the answer. The effectiveness of video as a teaching medium can be optimised in a number of ways; for example by having:

- * *Local Presenters:* who can answer viewer's questions and help them to apply the lessons locally.
- * *Learning from others:* viewing the programmes as a group of people, rather than individually, encourages people to share their ideas and experiences.
- * *Written information:* short illustrated leaflets or booklets help viewers to recall the main points made in the video and provide them with further information for future reference.
- * *Activity Learning:* everyone learns best through doing. Viewers should have the chance to participate in activities arising from the video so that they can put the new information into practice.

These topics are covered in this Manual and guidance is given on how to make the best use of the ready-made packages. This information should also prove helpful to people who wish to put together their own training courses (McConkey, 1985, McCormack and Kenefick, 1991)

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2. TRAINING PACKAGES

"There are no national frontiers to learning"
Japanese Proverb

This section gives details of the three packages produced under the UNESCO initiative along with various other video-based training packages produced in developing countries also aimed at educating parents or other groups from local communities. These packages have been developed in Asia, Africa and the Caribbean.

The aim of this section is to provide information about what is available at present. Brief descriptions of the packages are provided along with the languages used.

The next step is to obtain copies of the package that most interests you. This will let you assess its suitability for your communities. Contact addresses are provided and the persons named will give you up-to-date information about costs and availability.

In Appendix 1, information is also given about other training packages produced for use in both developing and developed countries. Further enquiries about the packages should be sent to the addresses given.

UNESCO Sponsored Packages

Three packages have been produced with UNESCO sponsorship. Although produced by local teams in three different countries; they had many elements in common. These are outlined first followed by more specific details of each package.

The UNESCO project had chosen to focus on helping young children with disabilities; mainly under six years of age.

Each partnering agency first identified the people in their countries who needed training and the topics they needed to be trained in.

Although there was some differences across the three countries, a common set of aims were drawn up for the training packages and target audiences were identified. However the final content and style of the packages varied according to the priorities of the partnering agencies and the opportunities available within the country for the production of training materials.

Aims of the packages:

- * to change the attitudes of parents, family and community to disabled children. To make them less protective and to encourage them to let the children do more for themselves;

- * to illustrate the signs which could indicate that the child has a disability, be it physical, sensorial or mental.

- * to show how children learn the skills needed to make them more independent of their parents, so that they can be a help rather than a burden to the family.

- * to help integrate the child into the family and the community so that they can share fully in family life and in other children's activities in their neighbourhood.

- * to advise parents on how best to teach the children new skills through simple steps which are adjusted to the child's abilities; using common materials around the home and with the help of techniques such as modelling, prompting and praise.

Target audience:

- * Mothers and fathers who have a young child (up to 10 years) with a developmental delay due to a mental and/or physical handicap.
- * Older brothers and sisters, or other carers of the children such as grandparents or aunts.
- * Family workers in CBR programmes or volunteer workers in centres and schools.
- * Professionals in training - teachers, therapists, health workers and nurses - whose work may bring them into contact with children who have a disability.
- * Selected parts of the packages could be shown to other parents in the community as ways of nurturing all children's development and encouraging more positive attitudes to the children with disabilities.

Contents of the Packages:

- * A series of video-programmes recorded mainly in family homes in urban and rural settings. Additional material was obtained in schools and centres. The number of programmes vary from four to eight; each averages around 12 minutes in length.
- * An accompanying Handbook which gives charts for assessing a child's progress and ideas for further activities to help the child's development. The Handbooks are around 60 pages in length.

The Handbooks are primarily designed for the use of local presenters, although parts of them could be copied and given to participants.

Field-testing of Packages

Each package has been field-tested with upwards of 1,000 people in the participating countries. These included parents whose children had a disability, service workers or students in training and members of the public. A variety of venues were used including cinema halls, schools and clinics. Attendances varied from six to over 150 people at each showing.

In all, 27 tutors presented the packages in a total of 57 locations across the three countries. Local tutors were mostly employed in services for children with disabilities, such as therapists and teachers, or as teacher-trainers. Three-quarters of local presenters would 'definitely recommend' the package to others. Just over half reported that it involved them in 'little extra work'; one third 'some extra work' and three (10%) felt it required a 'great deal of extra work'. The latter ratings were associated with difficulties in obtaining video equipment.

At nearly every showing; there were families who sought further help for their son or daughter with a disability. In nine out of ten showings with the general public, people came forward to offer their help.

The features viewers most liked about the videos were:

- * the range of activities which children with disabilities could do;
- * the services available to help families and children;
- * the love, patience and enthusiasm of the workers;

- * the socialisation of children with disabilities in the family and local communities;
- * the change of attitude it provoked towards people with disabilities.

Among the changes which tutors and viewers wanted were:

- * commentaries in local languages
- * improved access to video equipment and transport
- * similar programmes on other topics, such as toilet-training and reading.

In Malawi their package is now being used in nine CBR programmes and in Sri Lanka there are plans to use the package in the training of public health workers. In Uganda and Sri Lanka the packages are being used in teacher-training programmes. In all countries, personnel are enthusiastic to produce further video programmes.

(Further details of the field-testing are given in a paper by McConkey, 1993; see p. 21).

Details of the three packages now follow. Further information about the packages and purchase costs can be obtained from:

*Special Education Unit
UNESCO
7, place de Fontenoy
PARIS 75700
France*

NB. Please read p. 49 before ordering copies of the packages. This gives details about the differences in video systems.

ONE OF THE FAMILY
A training package for families with young children who have a disability



**Produced by: National Institute of Education,
Maharagama, Sri Lanka, 1991.**

**Contents: Eight video programmes,
totalling around 100 minutes.**

- 1. Introduction - including ways of helping children learn; identifying disabilities;**
- 2. Socialisation;**
- 3. Mobility;**
- 4. Use of Hands;**
- 5. Self-Care Skills;**
- 6. Cognition;**
- 7. School Readiness;**
- 8. Household and Vocational Skills.**

Languages - Sinhala, English and Tamil.

LEARNING TOGETHER

***A series of programmes for use in parent
and community education.***

Produced by: Ugandan Task Force on Educating
Communities about Disability, 1991

Contents: Six video-programmes,
totalling 60 minutes in all (more in preparation)

1. Learning together - aimed at making communities more aware of the abilities of people with disabilities.
2. Playing Together - helping the development of all children through common play activities.
3. Planning Together - identifying disabilities and finding help.
4. Walking Together.
5. Talking Together.
6. Thinking Together.

Language - English.



GETTING TOGETHER
For Education and Integration of the Mentally
Handicapped in Malawi

Produced by: The Working Group for Mental
Handicap in Malawi, 1991

Contents: Four video programmes
totalling nearly 50 minutes.



1. Get Ahead - play activities to prevent developmental delays.
2. Get Going - developing mobility.
3. Get Talking - developing communication and language.
4. Get Ready - developing self-care skills.

Language - English.

More Video-Based Training Packages

This section describes more video-based training packages produced in other developing countries, whose aims and content are similar to the UNESCO packages. Readers are invited to send details of other training packages known to them for inclusion in future editions of this booklet; the address is given on p. 27.

LIVING AND LEARNING

Preschoolers and children with multiple handicaps

Produced by: Leonard Cheshire Foundation International,
1989 and filmed in Malaysia.

Enquiries to: Cheshire Homes Far Eastern Region,
515Q Jalan Hashim; Tanjong Bungah,
Penang, Malaysia

The course aims to develop an understanding of children with disabilities and how they can be helped.

Contents: Five video programmes,
totalling over 100 minutes.

1. Introducing the series: five key points in a teaching plan;
2. Learning to Move;
3. Learning about People;
4. Learning to Think;
5. Learning to be Independent.

A 90 page Manual accompanies the videos.

Languages - English, Bahasa Malay; Mandarin.

STEP-BY-STEP

Produced by: Guyana Community Based
Rehabilitation Programme, 1992
and filmed in Guyana, South America.

Enquiries to: Brian O'Toole, c/o E.C. Commission,
PO Box 10847, Georgetown, Guyana

The course illustrates activities which families and
volunteer helpers can use at home to further children's
development.

Contents: Five programmes,
totalling nearly 90 minutes in all.

1. Hopeful Steps - an overview of the Guyana
CBR Programme.
2. Learning to Move;
3. Learning to Talk;
4. Learning to Think;
5. Learning to be Independent.

An 80 page illustrated Manual accompanies the videos.

Language - English.

*NB. Please read p. 49 before ordering copies of the
packages. This gives details about the differences in video
systems.*

3. USING TRAINING PACKAGES

"He who does not know one thing, knows another"
Kenyan Proverb

Ready-made packages can produce two training outcomes -

- * they enable local people such as families and community workers to obtain some basic training;
- * they encourage certain personnel to become local trainers as they present the package in their locality. These could be rehabilitation assistants, teachers, community health workers.

This section is written for the local trainers. We describe how to make the best use of ready-made packages. We give information about how to organise local training events and suggestions for follow-on activities. A summary of the local trainer's responsibilities is given on the next page.

Many of these ideas apply to other training courses which local trainers could develop and organise themselves.

Who needs training?

The starting point is to list the groups in the community who need to be trained.



This could include - parents with children who have disabilities; all parents with preschoolers; teachers in primary schools ... the list can grow and grow.

With whom should you begin? Try to be specific. It is better to tailor the training to one group rather than having a mixture of people on the same course. People learn more in smaller groups. With ready-made packages, it is easy to repeat the training for others.

In Sri Lanka, the first training courses were run for teachers of special units for children with disabilities. The reason being that later they could use the training packages with family members. In Malawi and Uganda, local CBR workers organised courses for the parents of children in their projects.

A training plan can be drawn up for the year ahead. This will list the areas where the packages will be used; identify the local tutors and the groups who will participate. An unsolved problem is whose responsibility is it to draw up such training plans?

Training Needs

Having identified your group; you must think about what they need to learn. Your previous experience of working with them will give you plenty of ideas, especially as you discuss them with your colleagues. The people who can contribute most to this discussion are those who have direct and recent experience of working in local communities.

Another approach is to consult with several of the potential participants; asking them what they want to learn. For example, local people may want to know more about the causes of a disability; parents could be more eager for advice on getting the children to feed themselves.

**LOCAL TRAINERS ARE
RESPONSIBLE FOR**

- * Knowing the content of the Videoprogrammes, Manual and related activities before presenting a session.*

- * Inviting people to the meetings*

- * Arranging a meeting place for the group; obtaining the loan of video-equipment and preparing copies of leaflets for the group, if needed.*

- * Welcoming people to the meeting and introducing everyone to each other*

- * Introducing the video and working through the learning activities suggested in the Handbook*

- * Encouraging the group to share their experiences and to help each other.*

- * Maintain contact with the course attenders after the course.*

Once again, beware of trying to cover too many different topics within the one course. Try to identify priority needs and focus on these during the course.

The local teams which produced the training packages described in Section 2 followed these steps. But you need to compare your list of training needs with the aims and content of the ready-made packages. Do they match? If so, the packages - or parts of them - could be used with the groups. If not - you will need to find other ready-made courses or else develop your own training courses. We will come back to this challenge later in this Section.

Ongoing Help

A once-off training course is of limited help to families. They may find it difficult to apply the lessons taught in the course to their home situation and new problems and concerns will emerge as the child grows older. Before the course starts you need to plan how you can maintain contact with families.

You need to place the training within a wider plan for some ongoing help to families. This ensures that the benefits of the training are maintained; but if there is no follow-up the gains can quickly be lost. Hence before you start organising a training course, you need to have a plan for what will happen when the course ends.

If there is no existing service to families, you will need to think of ways in which they might get some ongoing help. Here are some ideas:

- * Teachers have used a training package with families and then continued to meet them once every three months to review the child's progress at home and at school.

* In Guyana, volunteers from the community were first trained. They began visiting the family homes. Now when families take the course, they have ongoing support from their volunteer visitor.

* In other countries, groups of parents have continued to meet on a self-help basis after taking a training course together.

* Parents can be given the names of people they might contact for help.

* Even one follow-up meeting three months after the course finishes, is better than nothing.

You need to determine what is feasible for you to do before you get into the detail of planning a course.

Planning a Course

Thus far you have identified who needs training and what the goal of the training will be. Now you can begin more detailed planning. This includes preparatory work such as deciding on how you invite people to the training course; where it will be held and the number of sessions you will have.

The content of the training sessions also need to be planned. What else will you do in addition to watching video-programmes? Group discussions, activity learning sessions and the use of written material are possibilities to be considered.

What happens after the course is finished? You need to evaluate what participants got out of the course and how it might be improved. What further help and training is required?

Team-work: one person could organise a training course but the workload is best shared by a team of two or three people. This has other advantages too - a wider range of talents are involved in the planning; the course can still continue if one person is ill or moves away and people can help each other if they encounter problems.



Participants in a previous course could be invited to join the team to help with the organising and running of future courses.

Some tips for smoother team-work:

- * One person should take the role of co-ordinator; the leader of the team.
- * List all the jobs which must be done. Responsibility for each one is assigned to one person on the planning team along with the date by which the task must be done.
- * Beware of letting your planning meetings go on too long or become side-tracked by other issues.

* You cannot plan the perfect course in advance. You will learn most by doing rather than talking. The team should continue to meet during and after the course to review their plans.

Preparing for a course

Numbers attending: our experience suggests that around 16 people is the ideal number in the group. Everyone can join in and people get to know one another. It's better to repeat the course rather than having a bigger group. Waiting for the next course can increase the value of getting a place.

Invitations: an invitation to attend the course is best given personally. A leaflet giving brief details of the meetings can be posted in schools, clinics and other community meeting places such as mosques and churches. Some parents are uneasy about attending a meeting on their own. Assure them that they are welcome to bring a friend along - sister, older daughter or the child's grandmother; best of all, is to have fathers and mothers coming together.

Publicity: send details of the course to local newspapers and radio stations. Such publicity gives the course extra worth.

Time-tabling: how many meetings will you have? For family training courses we suggest a minimum of two. Participants then have a chance to try out the new ideas at home and to get help with any difficulties they encounter. Local circumstances will determine the length as well as the number of meetings. For instance, will you aim for two, one day sessions or have six, two-hour sessions?

One meeting may well suffice for other groups; for example educating senior school pupils about disability.

Timing: evening meetings are more likely to suit people who work during the day.

Venue: schools have been the most popular venue for training courses. Other possibilities are community halls, clinics and churches. Try to find a room that is of appropriate size for the group - not too big or too small. Arrange the chairs in a circle rather than in rows.

Transport: local meetings should mean fewer parents having problems with transport. Choose a place close to bus routes.

Equipment: is the equipment you need available locally? What arrangements will you need to make to borrow and transport equipment? (see p. 52).

Translations - what language will you use during the course meetings? Will you need to have the course materials translated? Try to avoid having more than one language and always chose the one which people use daily.

Now you are ready to begin but the planning still has to continue!

Running a training course

The ready-made training package will give you instructions and ideas for how it can be used with groups. However you may want to adapt these suggestions to suit your particular situation. Some of this work can be done before the course starts but the detailed planning may have to take place during the course.

Preview the materials: you need to be familiar with the video-programmes and the Handbooks. Identify what you consider to be the 'best' parts. Are there parts which you are less happy about - perhaps because not enough detail is given, or the messages are not clearly presented? Previewing will enable you to adapt or supplement the training materials in the package.

Introductions: when the group first assembles, make a point of introducing people to one another. Refreshments might be served to help people overcome their initial unease.

Course Outline: at the first meeting, it is worth spending some time reviewing the course programme and describing in general terms, what the course will consist of. Make time also for the participants to say why they came on the course and to share their concerns; this is probably best done in small groups of two or three people.



Course Programme: each session will be made up of a number of activities. Draw up a programme giving the times allocated to each one. This will ensure everyone knows what is going to happen as well as helping you keep to time.

Learning activities

The training package will suggest various activities which you can use with groups to help their learning and encourage them to make use of it at home or in the community. Among the more popular activities with tutors and participants have been:

- * **Sharing experiences:** the group might be asked to recall their favourite play activities as children, as an introduction to a session on how children can learn through play. Or they could recall the different names which people with disabilities have been called as a beginning to a community education session.
- * **Observation activity:** before people watch the video, set them a task; for example remembering the different jobs which they see being done by people with a disability; or the play activities which help children to grip with their finger and thumb. You can stop and replay the video to check their answers.
- * **Brainstorming:** small groups compete to think of as many different ways children can play with a cardboard box; or an old car tyre. Likewise, they can list the different jobs around the house and farm which a person with disabilities could do. These brainstorms are good for prompting people to come up with new ideas; some of which won't work but others will!
- * **First-hand experiences:** participants could experience some of the effects of a disability and from this, gain a better understanding of what can be done to help. For example, lying on the floor and staring at the ceiling should trigger the need to be in other sitting positions and to have objects to look at and to touch. Tackling a task blindfolded or trying to learn a few words in a foreign language can bring home to people, how difficult it can be for children to learn.

*** Making playthings or simple aids:** during the session, time is set aside to make simple playthings out of scrap materials; or to demonstrate the making of simple aids, such as thickening the handle of a spoon with cloth. Course organisers need to ensure that enough tools and materials are to hand for this. Participants should be encouraged to try-out these out at home.

*** Discussions:** participants can be encouraged to discuss issues with one another and to come to their own conclusions. This is best done in groups of four to six people and their ideas can be fed back to the larger group. For example, the advantages and disadvantages of children with disabilities attending ordinary schools.

*** Task setting:** the group, or subgroups, can be set a particular task to do; for instance working out the number of steps involved in putting on a shirt; devising a teaching plan for crossing a road safely. Better still, if participants have the chance to tryout their plans with children or young people.

You should use some of these activities during each session in order to emphasise the messages contained in the course package.

Variety of experiences

People on training courses appreciate variety, especially if the course lasts all day. Some ways of varying the learning experience include:

*** Guest speakers:** local specialists could be invited to give a short talk to the group. Give them detailed instructions on what you want them to cover; the time available and how their contribution fits in with the rest of the course. Ensure there is time left for them to answer the group's questions as this is often the most valuable part of these sessions.

* **Demonstrations:** the group can see at first hand how to make a piece of equipment; or to test a child's hearing and so on. These live demonstrations may repeat what they have seen in the video but they will serve to make sure the message gets across.

* **Visual Aids:** Posters and flipcharts can be used to remind participants of key messages. Likewise, blackboards or large sheets of paper can be used to write up ideas that emerge from talks or group work.



Home Work: the goal of training is to get people putting new ideas into practice. You need to plan for this to happen during the course. For example, participants can be expected to carry out 'new' activities with children and to report back at the next session on their experiences. Ideally the course tutors should try and visit the participants at home to observe how they are tackling the activity and to gain a better insight in the home circumstances. This will help you demonstrate how the lessons of the course can be applied in their home.

Simple take home leaflets will also help participants to remember points made during the course. These may come with the package but if they do not, you could consider preparing your own from the information and illustrations given in the Handbook. Photocopies are probably the quickest and cheapest way of producing simple leaflets.

Reviewing the course - During the course, the tutors should meet to review the past session and to plan the next. In this way, modifications can be made to the programme in the light of experiences. It is also a good idea to invite participants to give their reaction by getting them to answer two simple questions - 1) what have they got out of the course thus far and 2) what they hope to get out of the remaining sessions.

After the course

You are nearly finished but some important tasks remain.

Participants' Reactions: Obtaining feedback from people who attended the course will help you discover how useful they found it and also give you ideas for ways it might be improved. The simplest way is to ask the group some or all of the following questions; leaving them time to discuss their answers. Alternatively you might put the questions to some course attenders individually or have them write their answers on a questionnaire.

- * What did you like best about the course?
- * Was there anything you did not like, or which you would change?
- * Have you any suggestions that would improve the course?
- * As a result of the course, do you do anything differently - be specific please?
- * Has there been any other benefits to you or your family as a result of taking the course?

Course Report: Writing a short report on the course will inform your colleagues about your work and its impact. It will also help you remember the format of the meetings and any changes which you recommend for improving it. This should make it easier to plan future courses.

Maintaining contact: Although we come to this last, this is perhaps the most important role of local trainers. Best of all, is for the local trainer to visit the families at home. You can observe how they react to the child and help them see how the lessons learnt on the course can be applied at home. Home visits also give the family an opportunity to ask questions or share their concerns in private.

If the local trainers cannot visit the family, they might arrange for other people to do so - teachers in special units or CBR workers. If these people have taken the course as well; the visits are even more beneficial.

Local trainers might organise follow-up meetings to be held every three months. Or the families might arrange to meet by themselves to keep in touch with each other.

There are various possibilities for ongoing contact. The dilemma often is how to offer training to new groups while continuing to support those who have already been on training courses.

FURTHER READING

Aarons, A. (1985) *Approaches to Learning and Teaching*, London, Child-to-Child Trust (available from T.A.L.C. p. 82)

McConkey, R. (1985) *Working with Parents: A Practical Guide for Teachers and Therapists*, London: Routledge.

Werner, D. and Bower, B. (1982) *Helping Health Workers Learn*, Palo Alto, CA: Hispanian Foundation

4. A BEGINNER'S GUIDE TO VIDEO

"To be seen once is better than hearing a hundred times"
Chinese Proverb

Video equipment is available throughout the world. This section is a beginner's guide in using video for training.

- * First we describe the equipment needed and how you might obtain it.
- * Second, we outline how to show prerecorded video programmes to groups - what to do and what not to do - and we explain how you can adapt ready-made programmes to suit your needs; for example recording a commentary in a local language.
- * Third, we describe how you can make your own video-programmes; starting with planning; then filming on location and editing the recordings.
- * Finally, we suggest ways of making video programmes more widely available by organising training workshops in their use.

This section should reassure readers who have never used video-equipment before. It is easier than you think and with practice you can quickly become familiar with the equipment. Indeed you may discover that training courses on video are available locally. This is an excellent way of getting 'hands-on-experience' as well as getting to know local people who can give you further help and advice.

Appendix 2 gives further technical details about using video equipment.

VIDEO EQUIPMENT

Video is a very clever invention. The VIDEO CAMERA changes pictures into electrical signals which are stored on magnetic tape inside a CASSETTE. When the tape is played back on a VIDEO-RECORDER, the pictures are recreated on a TELEVISION.

You do not need to understand the electronic wizardry of video in order to use it - except to say that the makers of video equipment have different ways of performing this 'miracle'. The results is a mixture of video STANDARDS and FORMATS (see Box). These are NOT interchangeable.

You will not have problems if all the video equipment which you use is of the same standard and format. Problems can arise when you want to use programmes made by other people, or they want to show your programmes on their equipment. For example, tapes sent from North America cannot be shown in many African countries. You must make sure the video cassettes you buy or borrow, match the video standards and format of your video-recorder.

Is the video recorder standard - PAL, NTSC or SECAM?

Is the video recorder format - VHS or Video8
(Super VHS or Video Hi8)?

Equipment Needed

Listed over the page is the equipment needed to playback ready-made programmes; to make your own video-recordings and for making your own video-programmes . The more jobs you want to do with video the more equipment you will need.

VIDEO STANDARDS AND FORMATS

Video standards: The three main standards are NTSC (used mainly in North America, Japan and the Philippines), PAL (common in Europe, South America, most African and SE. Asian countries, and Australia) and SECAM (used in Middle East and USSR).

Prerecorded tapes from one country may not play in the video equipment of another.

Likewise, a video recorder bought in one country may not work with the televisions in another country.

Video Formats: The most common formats are VHS and Video 8 (others are UMATIC, BETA and SUPER VHS and Video Hi8). One format CANNOT play in machines of a different format. If you buy a VHS cassette or make a programme on a VHS recorder, it will NOT fit a Video 8 machine. It is possible, however, to copy programmes into different formats should the need arise. For this you need to connect the two recorders (see Appendix 2).

Modern equipment is very reliable and has many features to make it easy to use. Service points are available throughout the world.

Cameras can be worked from rechargeable batteries. Televisions and recorders can also be operated from car batteries or from petrol driven generators.

Equipment needed to playback video-programmes

- * Television - the larger the group; the bigger the screen!
- * Video-recorder or camcorder (see below)
- * RF lead to connect recorder to the television
- * Video-cassette suited to your recorder.
- * An electrical extension lead or adaptor with two sockets - one for television; another for the video-recorder. (This is not necessary if there are TWO electrical sockets in the room.)

Equipment needed to make video-recordings

- * Video Camcorder (CAMera and video-reCORDER combined - hence the name)
Or you will need a Video-camera plus video-recorder which can be battery operated.
- * Blank video-tapes NB. Use High Grade tapes; the extra cost is worth it for better quality pictures.

Useful Extras:

* **Spare Batteries:** The more batteries you have, the more recordings you will be able to make at a time. These batteries are rechargeable with mains electricity. You can also purchase battery belts which will give you much longer recording time but they are heavier to carry around and take longer to recharge.

* **Microphone:** Most camcorders have a built-in microphone but the quality of recordings is poor. A 'remote' rifle microphone - which can be plugged into the camera - gives much better results. Also a small 'neck' microphone is preferable when interviewing people.

* **Head-phones:** Useful for monitoring the sound you are recording and for listening to the playback.

* **Tripod for the camera:** The camera may feel light when you first lift it but after a time it is tiring to hold. A tripod prevents camera wobble.

* **Lights:** Battery-powered lights are available and they help you produce better recordings when filming indoors in poor light. However the battery packs are heavy to carry and they take some time to recharge.

Equipment needed to make your own video-programmes

- * Two video-recorders (or 1 camcorder and 1 video-recorder)
- * Video and audio leads to connect the two recorders.
- * Blank video-tape on which to make the programme

Useful Extras:

- * Video-recorder with an audio-dub facility to enable you to record a commentary or music over the pictures.
- * Neck microphone for recordings commentaries
- * Audio-tape recorder for music
- * Caption Generator to enable you to put titles at the beginning and end of programmes.

Obtaining Video Equipment



Video equipment is becoming cheaper and more available to buy or to borrow.

Borrowing equipment is the first option to explore. You will get it quicker and at little or no cost. You can then be taught locally how to use it and you will discover whether it really does help in your work.

Recorders and televisions are easier to borrow than cameras. These are more expensive and more easily damaged. But you could ask the 'owner' of the camera to do the filming for you.

Equipment can be borrowed from:

- * a friend or neighbour
- * local school, college, university, hospital or clinic
- * Religious, cultural or aid organisations
- * Business or training institutes
- * a video supply shop/ importer

- * video hall proprietor
- * Ministries of Information, State Television.

Purchasing Equipment: this option is worth exploring when you have proved the usefulness of video to your work and you have gained experience in using the equipment. However, the money will only be well spent if you use the equipment regularly.

- * You could fund-raise locally to buy the equipment.
- * Or try to find a donor locally - for example for second-hand equipment.
- * Applying to an international donor agency. A basic set of video-equipment to make video-programmes would cost around US\$2,500 free of taxes in Europe or North America.

Caring for Video Equipment

Modern equipment is very reliable but breakdowns are more likely if it is mistreated. Train users to follow the simple rules listed overleaf.

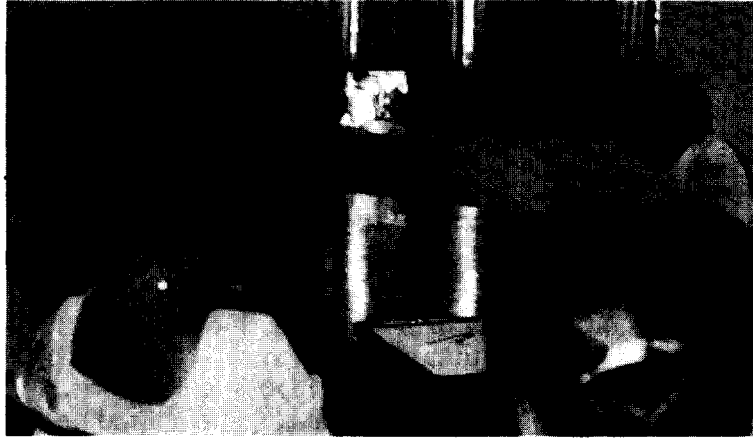
SHOWING VIDEO PROGRAMMES

Imagine the scene - the group have arrived for the meeting; more people than you expected. They talk excitedly about the video you have promised to show. The equipment is sitting on the table but ... you cannot get it to work!

This section is about preventing such nightmares! We give you a simple step-by-step guide on the technical aspects of showing videos, followed by some tips on how you can transform meetings into real learning experiences by showing a video. For the more confident, we go on to describe how you can adapt ready-made video programmes to suit the needs of your group.

CARING FOR VIDEO EQUIPMENT

- * Store the equipment in a dry area. Dampness damages machines and video-tapes.***
- * Keep cameras and recorders away from strong sources of heat, e.g. by a window or inside a vehicle.***
- * Transport carefully - use protective cases; foam-lined if possible.***
- * Have the equipment serviced every two years.***
- * Picture quality will gradually get worse the more it is used. Restrict non-essential use.***
- * Never point a camera at a bright light or the sun (if when it is not switched on).***
- * Use good quality tapes - the extra cost gives better picture quality and protects your equipment from damage.***
- * Beware of tapes from video hire shops; they could damage your equipment if they are faulty.***
- * Make sure all the users of the equipment are trained in its use and that they observe the above rules. Do not loan out the equipment without training the borrower.***



Setting up the equipment

1. Plug in the television and video-recorder and switch on the power.
2. Connect the recorder ('RF out' socket) to the aerial socket of the television.
3. Play a tape in the video-recorder.
4. Select the 'AV.' channel on television if available; or another 'spare' channel. If a picture appears from the video (press the pause button to check) - all is working! If not - go to step 5.
5. Adjust the tuning knob for the television channel you have selected until the picture from the video appears on the screen. With newer televisions, they will search automatically for the video signal. Refer to the instruction manual for the television if you have difficulty tuning the television to the recorder.

Common problems and solutions

- * If the picture is distorted on playback - adjust the tracking control on the video machine.
- * If the picture is snowy; the 'heads' on the video machine are dirty. Try running the tape through on 'Fast forward' and then 'Rewind'; or use a cleaning tape. If these do not work, the machine may need servicing.
- * The tape does not play in the machine; it will not go fast forward etc. The tape drum in the machine is damp and the tape is sticking to it. This usually happens in damp weather or if a machine is brought into an air-conditioned room. Use a hair-dryer to free the tape.

Some further tips

- * Practice setting up the equipment. Do NOT wait until you need to use it.
- * Have the equipment set up AND tested before people arrive to view programme. Adjusting the television contrast, brightness and colour controls may produce a better picture.
- * Try to use the same set of equipment each time so that you are familiar with it.
- * Try not to panic if you can't get the equipment to work. There is usually a logical reason for the problem.
- * Switch off the recorder when not in use (especially when using batteries).
- * Do NOT leave the recorder in pause mode for long periods. This causes wear and tear on both the machine and the video-tape.

Learning from Video

People can fall asleep in front of a television! But even if they stay awake they may not get the messages you had planned. Using video for teaching involves more than showing a television programme!



By planning ahead, the presenter will get the best out of any video. Without planning, even good videos will be spoilt.

Preparation

* You should view the programme before the showing. Is it suitable for your group? If not, you may be disappointed but better to show none at all, rather than a video which is not appropriate.

* List the main teaching points contained in the video. Are some of these more important to your group than others? Pinpoint those which you will focus on.

- * Will you show all the programme? If not, select the points where you might stop it (see later).
- * Will you need to provide a translation for the viewers into their local language? (see later).
- * Are there sequences which you might replay, e.g. the viewers first observe a child at play; then guess the number of different actions they saw. You then replay the sequence but this time they have to note down all the child's play activities.

Viewing the programme

- * Ensure that all the viewers can easily see the television - raise it above head-height. Likewise adjust the volume so that people can easily hear but beware of distorting the sound.
- * Welcome the group and explain the purpose of the meeting. You may want to use an introductory activity to introduce the topic - see p. 42.
- * Introduce the programme to the group. Describe WHO they will see and WHAT they are doing.
- * Ask the group to look out for particular events as they watch, e.g. the number of different jobs done by the young adults with disabilities. This activity should help the viewers to focus on the main teaching points you wish to make.
- * For teaching purposes, around 10 minutes is the longest the video should run before taking a break. The group can recall and discuss what they have seen. If necessary, parts of the programme can be replayed again.
- * Introduce the next sequence of the video as before.

* You should end with an activity that helps the viewers apply the lessons from the video to their own situation (see p. 44).

ADAPTING READY-MADE PROGRAMMES

The programmes you buy or borrow from others may not be entirely suitable for your group. If the video does not help to get your message across then it is not worth using. You can adapt ready-made programmes in a number of ways:

* **Selecting excerpts:** You do NOT need to show every programme from start to finish. View the programmes in advance and decide on the parts which are most applicable to your group. The counter on the recorder will identify the start and finishing point of each excerpt and the Fast forward or Rewind controls lets you find them speedily.

* **Local language commentaries:** Make a translation of the video commentary. You can then speak this as the group watches the pictures with the sound lowered on the television. If you are using the same programme with many other groups it might be worth recording a new commentary in the local language (see Appendix 2).

* **Locally-made video:** If you have access to a video camera, it might be worth filming some shots similar to those contained in the programme. These can be shown afterwards to help link the content of the programme with the local situation.

PRODUCING VIDEO PROGRAMMES

A video-programme can take many forms. The simplest is playing back recordings, or parts of recordings you have made. No extra equipment is needed other than a camcorder/video-recorder and television. The recorder has

a counter which enables you to identify the starting point of each sequence you wish to show. You can fast forward or rewind the tape to the starting point of each sequence you wish to show.

If you have access to a second recorder then you can edit your recordings into a programme (see Appendix 2). This can be as simple or as complex as your time and equipment will permit.

*** Picture Albums:** The easiest programme to make is simply an 'album' of the sequences you wish to show in the order you want them to appear but missing out all the unnecessary bits. You can provide the commentary as the group watches the pictures.

*** Soundtracks:** The next step is to add a commentary - soundtrack - to the pictures so that viewers can follow it without having a person present. The soundtrack can be in the language that the viewers know best.

*** Programmes:** You can make your production more like a television programme by adding opening titles, music and captions.

Whatever type of programme you aim to make, you need to plan in advance the video-recordings you will make. This is even more crucial if another person is going to operate the camera. He or she must know what to record and when to switch off. Otherwise you waste time and video-tape.

Filming Plan

First decide on the target audience and the messages you want to get across in the programme (see p. 67).

* Who are the people who need to appear in the programme, e.g. mothers and fathers of children with disabilities; grandmothers; older brothers and sister are essential for parent education programmes whereas in programmes aimed at the community in general, you should show community leaders or representatives.

* Aim to have a mix of people of different sexes, races, cultures and social classes.

* What visual images will convey your messages?
Children playing a familiar game together shows integration in action. List as many examples as you can. If necessary bring along toys and playthings for use during the filming but use materials which are readily-available to the viewers.

* List the places where you can easily film, beginning with those you know personally. In our experience, people are pleased to appear on video. Even if you do not know them, try asking. It usually works.

* Try to visit the people you plan to film to explain what you want to do. This will also let you discover the best time and places for the recordings.

* Prepare a filming plan which notes what you want to record in each location be it a family home or a work place. Talk this over with the camera operator.

* Decide on the number of different locations you will use. The more you have the longer it will take. If your time is limited, record what you can in the time available and keep travel times to a minimum between locations.

* Where possible try to show the same activity with different people - a hiding game with young non-handicapped babies and with older handicapped children. This means that the message is repeated and viewers have a greater chance of seeing a child similar to their's.

During Filming

- * When you arrive at the location set up the camera in the best position for filming. You will then know where to position the people.
- * Try to have the video set-up and ready to record before bringing the children into the room. Do not let them 'play' with the camera. They may find this more interesting than what you want them to do!
- * Your aim is to relax the people so that they behave as naturally as possible. Start with an activity they do often together or know well. Like when interviewing, get the people talking about themselves - the job they do, where they live etc.
- * Do not get upset if things do not go as you plan. Suggest another attempt or move on to another activity from your list.
- * Keep the camera running rather than pausing. Unlike film, video-tape can be re-used.
- * When introducing a new activity, show the people what you want them to do. Telling is NOT enough. For example, you play the game with the child, then ask the father to take over from you.
- * If you are recording a number of different activities at the one location, change the setting if possible, e.g. child and mother on floor, sitting on chair, outside etc. You can also move the camera to give different backgrounds.
- * If a crowd gathers to watch try to keep them out of sight of the people you are filming and ask them to be quiet. If they talk to the camera operator their voices will be heard in the microphone.

- * Look out for other opportunities which arise during the filming. Sometimes the best things are those you didn't plan.
- * Try to keep a log of what you have filmed on a note-pad - especially noting people's names.
- * Record some general purpose shots - outside of homes, schools, village scenes etc. These can be helpful when editing (see p. 94).

Making a Video Programme

The making of a video-programme can be taken in two parts. First, deciding on the content of the programme from the recordings you have made, i.e. the pictures and words to be used. Second, the technical operations involved in editing video recordings.

Again it might be easier to leave the editing to a person who knows how to do this (Appendix 2 gives a basic introduction to editing). But as with the camera operator, the editor also needs a director to tell them what is to go into the programme. This is called writing a script.

Script-writing

This is like preparing a talk or writing a booklet. You first need to decide on the messages you want to get across to the viewer and the order in which they should be presented. This gives an overall structure for the programme.

- * Review all the recordings you have made; listings the ones which are suitable for use in the programme. Ideally these should clearly show the action you want and they are also technically good, i.e. in focus, not too far away; centred on the action. If they are technically poor it is better not to use them. Perhaps you could re-film?

* Order the sequences as they will appear in the programme.

* The lengths of the sequences you use can vary but beware of having them too long - the viewers can get bored. Equally they should not be too short. Viewers may not have time to recognise the action or they may not see all of it.

* You will be able to judge the overall length of the programme by timing the different sequences you plan to use. Around 20 minutes is the maximum length for training purposes. If the programme is going to be longer than this, break the programme up into parts of around 10-12 minutes in length.

* You will need to write a commentary - to introduce certain sequences; to describe points the viewers should observe and to give additional information about the pictures, for example why an activity is particularly good for children to play. Keep your commentaries short and to the point. Use simple words and avoid describing what the viewer can see. A common mistake with inexperienced programme-makers is to include too much commentary. Let your pictures do the talking!

Details on the technical aspects of editing programmes are given in Appendix 2.

PACKAGING VIDEO PROGRAMMES

The time invested in making video-programmes pays off the more people who get to see them. This usually means that the programme maker cannot be present at every showing. Thus the maker needs to inform other presenters as to how they could make best use of the programme for educational purposes. This is what we mean by packaging the programmes and it can be done briefly or in great detail.

- * Label the video cassette with the programme title, its length, the date it was made and the people who made it.
- * Prepare a one-page outline of the programme's aims and content. You can also describe where the recordings were made and give some details of the people taking part.
- * Presenter's Notes are valuable; outlining how the programme might be used with groups; suggesting other visual aids, group activities or handouts which might accompany the programme.
- * Viewer's Guide: You could write a leaflet or booklet for the viewers to take away. An economical way of doing this is to supply local presenters with one copy and leave it to them to make further copies as they need it.
- * Training Workshop for Local Presenters: More ambitious still, you could organise a training workshop on how the video programmes could be used with local groups. This gives participants the chance to use video equipment; you can model how the programmes should be used; the group can exchange ideas and experiences and make plans for using the materials locally.
- * Obtaining Reactions: Getting the reactions of local presenters and groups to the programmes will help you to improve your productions and make them more suited to local people's needs. A simple form (see p. 45) will suffice, completed through interviews if need be.

During the past ten years, video equipment and televisions have become more readily available both for entertainment as well as for education. The next decade promises even greater availability. There's no better time than the present to learn about video and to begin discovering for yourself how it can educate families and communities in all parts of the world about disability.

5. *DEVISING TRAINING PACKAGES*

"What we have to learn to do, we learn by doing"
Greek Proverb

Ready-made packages cannot answer all your training needs. Although there are a growing number of packages available, many important topics are not covered. Likewise, groups of parents or communities may need training tailored to their particular needs. The solution, is for local trainers to devise their own training inputs.



In this final section we draw together the practical steps involved in doing this. The experience of using ready-made packages is an excellent foundation.

We also recommend that you begin in a small way - a short talk to a small group. As you gain further experience and confidence, you can plan more ambitious training events - one-day workshops; production of posters and leaflets.

Time is needed to prepare training inputs but the time invested brings more returns as people learn to do things for themselves. Community-centred training models are in their infancy; hence we end by examining some of the unresolved issues and suggest possible ways forward in making training for all a reality.

Training Needs

What do people need to know? First-hand contact with families and community workers will let you identify their training needs. People may tell you what they want to learn but more likely you can observe their needs as you visit homes, schools, villages and townships.

Consultations with local personnel - nurses, teachers etc. - will also help to identify training needs.

Above all, you need a vision of what can be realistically done to help people with disabilities and the steps needed to achieve these goals.

Here is a sample list of the training needs identified by a community-based programme in Zimbabwe aimed at working with families on helping children's development.

- * Nutrition
- * Health and Hygiene
- * Making simple aids and playthings
- * Identifying sensory handicaps - hearing and vision problems
- * Use of sign language
- * Speech and Language learning
- * Epilepsy
- * Stimulating multiply handicapped children
- * Dealing with problem behaviours
- * Preventing accidents
- * Family Planning and maternal care during pregnancy

Your list might be even longer! However this is the starting point in finding out what training is needed.

Who Knows?

Are there people in your locality who know about the topic - doctors, therapists, teachers? You might enlist their help in devising a training input for your group. Indeed, they might become the 'trainer' for that topic.

It helps if you have a clear idea of what your people need to know about the topic - for example, practical guidance on what to do if a child has epilepsy rather than knowledge about the different types of seizures and what causes it.

Suggest ways in which they might give the information - demonstrations and practice sessions are preferable to talks. Have they visual aids - posters, leaflets, pictures they can bring along?

After the training, try to obtain feedback from the group - what did they find helpful and not so helpful? This will help to improve the presentation for other groups.

Other Possibilities: If nobody locally can help with the topic; all is not lost.

- * Are there specialists in the country who might visit your area. Write a letter and find out.

- * Are there training courses on the topic which you might take to equip you to act as a local trainer for your group?

- * Are there books available on the topic from which you and your colleagues can put together your own training course. Although this is the hardest option of all, there's plenty of information available to draw upon if you can get hold of it (see p. 79).

Team Work

Are there other people locally interested in training?
Devising new training courses takes time and is a task best shared with other people. This brings other advantages too - a wider range of talents are available; links are made with other services and morale can be boosted. The team can be as small as two but better if you can involve three or more people in case some people drop out. Beware of the group becoming too large. Difficulties arise in finding a time to meet that is convenient to everyone.

The biggest temptation and potential mistake is to cover too much within the one training input. Hence the team needs to give itself specific aims and identify priority issues.

From this, you can begin to divide the content into sections; deciding on the order in which you will present them and working out the best ways of getting the information across. Different people in the team can be given responsibility to develop a section.

The planning meetings need not be long. Most of the work has to be done outside of the meetings! See p. 38 for further tips on team-work.

Training Options

What style of training best suits your people? People can learn in so many ways you need to decide what is best suited to their needs and to your resources. The listing opposite is a reminder of different ways you could use to get your messages across. Each has its advantages and disadvantages.

* Some are better suited to reaching large numbers of people whereas others can only be used with small groups or individuals

***METHODS FOR SHARING INFORMATION
AND TRAINING***

Learning by HEARING

- * Short Talks
- * Question and Answer Sessions
- * Group Discussions
- * Radio Programmes
- * Audio-cassette recordings

Learning by DOING

- * Brainstorming
- * Making playthings or simple aids
- * Supervised practice
- * Observation activities
- * Participating in activities with children
- * Role playing and simulation activities
- * Planning and carrying out a task.

**METHODS FOR SHARING INFORMATION
AND TRAINING**

Learning by READING

- * Leaflets
- * Newspaper and Magazine Articles
- * Booklets
- * Manuals and Books

Learning by SEEING

- * Photographs
- * Posters
- * Flip-charts
- * Cartoon Strips in newspapers
- * Demonstrations and exhibitions
- * Puppet Show
- * Slides plus talk; Slide-tape presentation
- * Video extracts; Video Programme
- * Television broadcast programme

* Detailed information can be given by some; others only convey general messages.

* Some methods require special equipment; others do not.

* It costs more to use certain methods than it does others.

Of course, it is advisable to use more than one method to get your messages across. Try to use at least one method from the four groupings if possible (See p. 42 for further details).

Do not dismiss certain methods too quickly. The local photographer may be prepared to assist; the secondary school head could recommend a talented artist among his pupils; the editor of the local paper is often on the lookout for new ideas.

Reaching People

How do you get people to take part in the training you have planned? There are no easy answers. People who are eager to learn are not the problem; rather it's those who need training but haven't the time, energy or enthusiasm to learn. With them you need to make the training accessible and attractive.

* Local events held at convenient times and locations; and repeated so that people have a choice when to attend, are usually successful.

* Personal invitations and advance publicity via posters, radio announcements etc. will encourage people to attend.

* Special attractions - demonstrations; slides; video - make the experience more interesting and help to ensure that participants come again.

* A warm welcome and sociable experience will help people gain a sense of belonging.

Evaluating Training

Trainers learn best through doing. Expect to make mistakes but learn from them. During and after your training events, try to obtain reactions from the participants about what they liked and what they would change (see p. 45). Note these down so that when it comes to repeating the event or planning another training input, you will not forget them.

You might also consider 'packaging' the training; that is gathering together all the materials used in the training; the points made by people giving talks; the programme followed etc. This could then be passed on to another person who wanted to repeat the training event in their locality.

Indeed you might take this on stage further and provide a training session for potential users of the package. This will give them a chance to learn from your experiences at first-hand while providing them with a ready-made package.

FUTURE CHALLENGES

A community-based model of training does not fit easily with existing service structures and present training approaches found in most countries. The package approach promoted here leaves unresolved a number of key issues. We end by describing them so as to encourage reflection and provide an agenda for future action.

Training Plans

Local training plans need to be linked to regional and national plans. But whose responsibility is it to identify the training needs of particular groups; ascertain priorities and ensure that these needs are met in a cost-effective way? Individual service-providers can do it for the people they serve but this can lead to unnecessary duplication of effort, or more likely, large numbers of people remain without help.

In two of the participating countries, the UNESCO National Commission convened a Task Force or Working Group made up of representatives from organisations involved in services to people with disabilities. Such groups are well placed to develop national training plans which can be implemented at local levels.

Training for Trainers

Training packages depend on a local person being available to use them. Such people may not exist or those who offer their services may prove unsuitable. We need a strategy for identifying and training local people who could take on this role.

Re-examining the job descriptions of existing workers is one possibility. Hence part of the role of teachers in special units is to organise training for local teachers and parents. This model is being developed in Sri Lanka.

The training of such staff must also include the skills needed to be a trainer. In-service courses on this topic are urgently needed. But who has the expertise and experience in the country to do this? Hence manpower planning has to extend to training the trainers of trainers!

Production of Training Packages

The success of one training package should stimulate the demand for more. How can these needs be met? The production of multi-media packages could be undertaken by existing institutions, such as teacher training colleges; a model presently being implemented in New Zealand. However it will be difficult for Colleges to do this within existing resources. Alternatively the production of packages could be financed by releasing personnel for their day-to-day work and providing the funds needed to produce training materials.

The cost of producing training packages are relatively small and the potential benefits are many especially when they are used country-wide with a range of groups. Governmental funds or foreign aid might be directed towards new training initiatives.

Information Flow

Most worrying of all, is the failure to inform local people about what is available. This problem occurs in every country but is more acute in the developing world. Already a great deal of suitable training materials have been prepared but they lie unused.

Establishing a National Information and Resource Centre on Disability is a common proposal yet often these exist in embryonic form in Government Departments, Universities, Colleges or Specialist services. A bigger challenge is to enable local people to use their services at minimum cost. Regular information bulletins and travelling exhibitions are low-cost solutions; while in developed countries telephone help-lines; computerised databases and Fax machines are helping information flow.

International Agencies can help by compiling lists of resources; especially those produced for use in developing countries. This booklet is a modest beginning.

FURTHER READING

British Institute of Learning Disabilities (1992) *Signpost: Meeting Staff Training Needs in Human Services*, Kidderminster, BIMH Publications

McCormack, B. and Kenefick, D. (1991) *Learning on the Job: New Approaches to Training and Development in Disability Services*, London: Souvenir Press

Sheal, P. (1989) *How to Develop and Present Staff Training Courses*, London: Kogan Page

Thorburn, M.J. and Marfo, K. (1990) *Practical Approaches to Childhood Disability in Developing Countries: Insights from Experience and Research*, Jamaica, 3D Projects (Available from 3D Projects, 14, Monk Street, Spanish Town, Jamaica, West Indies)

APPENDIX 1: TRAINING RESOURCES

In this appendix we list details of other video-based training packages and printed materials which have been produced in developing countries and around which training courses could be organised.

1. VIDEO-BASED TRAINING PACKAGES

MORE THAN CARE

A videocourse on nurturing the development of severely retarded and multiply handicapped children

Produced by: Zimcare Trust, Zimbabwe, 1986
and filmed in St Frances Home,
Bulawayo, Zimbabwe.

Enquiries to: Zimcare Trust, PO Box BE90,
Belvedere, Harare, Zimbabwe. *Or from*
Dr Roy McConkey, Brothers of Charity,
Gattonside, Melrose, TD6 9NN, Scotland.

Contents: Six video programmes, totalling nearly 120
minutes. A 56 page illustrated Handbook accompanies
the videos

Language - English

TEACHING SKILLS

Produced by: Leonard Cheshire Foundation International,
1989 and filmed in Malaysia.

Enquiries to: Cheshire Homes Far Eastern Region,
515Q Jalan Hashim; Tanjong Bungah,
Penang, Malaysia

This course aims to illustrate five basic teaching techniques that can be used in a range of settings - home, school, work and recreation - with children and adults who have a disability, primarily in learning.

Contents: Six videoprogrammes, totalling nearly 60 minutes in all. An 80 page Handbook accompanies the videos.

Languages - English, Bahasa Malay, Mandarin.

Other videocourses produced Cheshire Homes International, include -

***A BETTER LIFE
For people with a Mental Handicap***

The course focuses mainly on adult persons and aims to change viewer's expectations of these people by giving examples of good practice and encouraging them to evaluate good provision and to identify new opportunities which could be started locally. A further aim is to build networks of helpers.

Contents; Eight videoprogrammes; around 100 minutes in all. A 56 page Handbook accompanies the videos.

Languages - English, Bahasa Malay, Mandarin.

***TRAINING FOR WORK
A Videocourse package for people working with adolescents
and adults who have disabilities***

This package is designed for use with service staff and community helpers and illustrates strategies and methods whereby people with disabilities can become gainfully employed in their local communities.

Contents: Five videoprogrammes, totalling around 100 minutes. A 50 page illustrated Manual and Activity Sheets accompanies the programmes.

Language - English.

COMMUNITY BASED SERVICES

The package, consisting of three series of video-programmes, is aimed at service managers and developers in governmental or non-governmental agencies. It identifies the key issues to the successful introduction and maintenance of community-based services, either based in the homes or in local centres.

Contents: Sixteen programmes totalling around 240 minutes. A 100 page Manual accompanies the series.

Language - English.

COMMUNITY ACTION ON DISABILITY

Produced by: Guyana Community Based Rehabilitation
and filmed in Guyana, South America

Enquiries to: Dr Brian O'Toole, c/o E.C. Commission,
PO Box 10847, Georgetown, Guyana

This videocourse provides resource materials for trainers conducting introductory courses in CBR. Among the topics covered are identifying handicaps; involvement of families, ideas for influencing community attitudes and strategies for integrating children with disabilities into the regular school.

Contents: Eight programmes, totalling around 120 minutes. A 50 page Tutor's Guide accompanies the videoprogrammes.

Language - English.

2. TRAINING RESOURCES

Disabled Village Children:

A guide for community health workers, rehabilitation workers and families, (1987)

Contact: Hesperian Foundation, PO Box 1692,
Palo Alto, California 94302, USA.

Training in the Community for people with disabilities (1989)

Contact: Medical Rehabilitation, World Health Organisation, 1211 Geneva, Switzerland.

*Personal Transport for Disabled People
Simple Aids for Daily Living, (1987)
and other publications*

Contact: Teaching Aids at Low Cost (TALC)
PO Box 49, St Alban's, Herts AL1 4AX, England

*Toys for Fun: A book of toys for pre-school children.
(Easy to make playthings based around pictures)*

Contact: Teaching Aids at Low Cost (TALC)
PO Box 49, St Alban's, Herts AL1 4AX, England

*Handbook for Teachers of Mentally Handicapped Children
in Uganda (1987)*

Contact: Special Education Department,
Ministry of Education, PO Box 7063,
Kampala, Uganda.

*An Early Intervention Programme for children
with mental retardation (1991)*

Contact: Malaysian Care,
21, Jalan Sultan Abdul Samad, Brickfields,
50470 Kuala Lumpur, Malaysia.

Distance Training Packages for Parents
Contact: Bangladesh Protibondhi Foundation,
12, New Circular Road, West Mailbag,
Dhaka 17, Bangladesh.

*Introduction to Developmental Disabilities: A booklet for
community workers (1987) and other publications*
Contact: NARCOD, PO Box 220, Kingston 10,
Jamaica

*Special Education for Mentally Handicapped Pupils (1986)
Speech, Language and Communication with the Special
Child (1988) and other publications*
Contact: Mental Health Centre, Peshawar,
N.W.F.P., Pakistan

*Pictostory leaflets on various topics early Childhood
Education*
Contact: Community Rehabilitation Unit (Speech
Therapy), Harare Hospital, PO Box ST 14,
Southerton, Harare, Zimbabwe

*Communicating with Children: A language training manual
(1991) Available in English and Nepali*
Contact: Teaching Hospital, Speech and Hearing Clinic,
Kathmandu, Nepal

All for Health: A resource book for Facts for Life
Contact: UNICEF, DIPA Facts for Life Unit, 3 UN Plaza,
New York, NY 10017, USA

UNESCO SPECIAL EDUCATION GUIDES

The Guides are available in English, French, Spanish, Arabic and Chinese. Titles available are:

1. The Education of Children and Young People who are Mentally Handicapped (1986)
2. Working Together - Guidelines for Partnership between Professionals and Parents of Children and Young People with Disabilities (1986)
3. Testing and Teaching Handicapped Youth in Developing Countries (1986)
4. Education of Deaf Children and Young People (1986)
5. Access by Young Handicapped Persons to Communication and Language (1987)
6. Education of Visually Impaired Pupils in Ordinary Schools (1988)
7. Children with Severe Cerebral Palsy - An Educational Guide (1989)
8. Guide to Community-Based Rehabilitation Services (1991)

*Contact: Special Education Unit, UNESCO,
7, place de Fontenoy, Paris 75700, France*

Training Packages from Developed Countries

The following suppliers of video-based and other training packages on disability and related topics will provide further details -

St Michael's House, Upper Kilmacud Road,
Stillorgan, Co Dublin, Ireland

Institute of Counselling and Personal
Development, Glendinning House, 6, Murray
Street, Belfast BT1 6DN, Northern Ireland

British Institute of Learning Disabilities,
Wolverhampton Road, Kidderminster,
Worcestershire DY10 3PP

Manchester University Press, Oxford Road,
Manchester, M13 9PL, England

Open University, Learning Materials Service
Office, PO Box 188, Milton Keynes, MK7 6DH,
England

Pavilion Publishing, 42, Lansdowne Place, Hove,
East Sussex BN3 2ZZ, England.

Monaco-Beck, 531 NE 35th, Topeka, Kansas,
66617, USA

Prof Bruce Baker, Dept of Psychology, University
of California, Los Angeles, USA 90024.

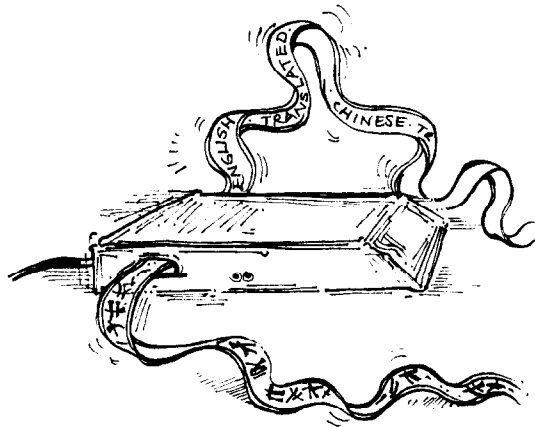
APPENDIX 2: USING VIDEO EQUIPMENT

This Appendix gives further information about the technical aspects of using video-equipment. Three topics are covered:

- * Adapting ready-made videos programmes for local use by recording new commentaries on to them;
- * Using a video camera to make local recordings;
- * Editing video-recordings into locally produced programmes

Recording New Commentaries

During the field-testing of the training packages, a common request was to have the videos available in local languages. Audio-dubbing, as it is called, is fairly easy to do if you have the necessary equipment. The new soundtrack is recorded over the old one. Once it is done, the old soundtrack has gone for ever.



Hence it is best to put a new soundtrack on to a copy of the original programme (we describe how to do this later). This means you retain the original programme on one video cassette as well as having a local language version on another video-cassette. You could then make further copies of the programme for translating into other languages.

In Sri Lanka, the same programmes were translated into Sinhala, Tamil and English. Plans are in hand to produce a version of the Malawian package in Chichewa. But in countries like Uganda with 22 major languages and 38 dialects, this work is all the more challenging.

Equipment Needed to Record Commentaries

- * Camcorder or video-recorder that has an audio-dub button.
- * Microphone (neck type preferably).

Audio-dubbing

The steps involved are:

1. Translate the commentary into the new language. Read the new commentary as you watch the programme to test that the new commentary will fit into the space allotted in the programme. If it does not, you will need to shorten the translation.
2. Insert the microphone into the camcorder/video-recorder and switch on. Note the sound will need to be turned down on the television as the microphone causes sound feedback.
3. Find the beginning point on the programme where the new commentary begins and place the recorder into PAUSE. Then press the audio-dub button.
4. You are ready to begin the audio-dub. Release the pause button and give a signal to the narrator to start reading.

Everything that is said will be recorded on to the tape. When you come to the end of the sequence, press PAUSE or STOP. Do this straightaway, otherwise you will wipe out more of the original sound than you needed.

5. To check the recording - rewind the tape beyond the start point; press play and listen. If you are not happy with the recording, you can do it again.

Some Further Tips

* Do the recordings in a quiet room where you will not be disturbed. Carpeted rooms with curtains are best.

* The narrator needs to speak clearly and with appropriate intonation; e.g. emphasising important points.

* The narrator could record all the commentaries on to an audio-tape recorder. This can then be connected to the video-recorder instead of the microphone for the audio-dubbing. This can be quicker and more convenient for the narrator; and mistakes during the audio-dub can be easily rectified.

Using a Video Camera

A video camera lets you experience the real miracle of video at first hand. A scene you filmed a few minutes ago can be replayed instantly on a television. The past has not gone for ever. You can relive it at the touch of a button.

Video lets people see events they would not usually experience - children in school; families at play; people doing different jobs.

Modern cameras are compact, light-weight and easy to use. A video-tape will last for an hour or more; and they can be re-used. There are no developing costs as with still photographs.

But using a video camera to obtain training material, involves more than taking pictures. You need to have a plan for what you want to film as well as knowing how to use the camera.

Two people are better than one. The camera operator can then focus on getting good pictures while the second person is free to direct what is to be filmed. This section is more for the camera-operator; the next for the director.

Watch broadcast television programmes and news bulletins to pick up tips on using the camera - close-ups and wide shots, zooms in and out; panning shots - the camera swings round so that the viewers can see the whole scene, e.g. all the children in a classroom.

Before filming with a Camera

- * Check that you have enough battery-power to do the filming - carry a spare battery or two with you.
- * Check that you have enough video-tape.
- * Check that the microphone is working and that it is switched on - use headphones.
- * Check that the switches on the camera which control focus and light are in the correct position (see Handbook for camera). On modern cameras you can usually use the 'automatic' settings.
- * Make a test recording and play it back to check the standard of recordings. The extra few minutes spent doing this is time well spent, especially for beginners.

During Filming

- * Reduce background noise to a minimum - ask for radios to be switched off or turned down.

* It is easier to film out-of-doors in the shade. Try to do this as much as possible.



* **You should film with the main source of light behind the camera.** If you film into the light, people's faces are darkened.

* If filming indoors, select a bright room; switch on any electric lights; position the people close to a window but have the window behind or to the side of the camera. Some cameras are fitted with a 'gain' switch which boosts darker scenes.

* A common mistake is to film a scene without having pressed the RECORD button on the camera; hence nothing gets recorded. Get into the habit of checking that the REC signal appears in the camera viewfinder.

* When filming, the general rule-of-thumb is to fill the screen with the action. This could mean a shot of just one person (a

child playing alone); two people (child being fed) or three and more. Likewise when interviewing people use mainly a head and shoulders shot.

* Avoid constantly zooming in and out. Have a count of at least ten seconds between zooms.

* Move the camera slowly and steadily when panning around a scene. Decide your start and stop points in advance and hold them for at least 10 seconds.

* Close-ups of people's faces; actions they are doing with their hands and so on, make good television and help the viewer to see more of what is going on. Hold the close-ups for a count of at least 10 seconds. Try to have three different close-ups in each scene - of the child; the parent and objects they are using. You may have to ask the people to repeat the activity so that you can film it again, only this time in close-ups rather than wide shots.

* Wide shots are useful when editing the material and they help viewers get an overall idea of where the activity is taking place. For example, a wide view of children playing outside the house.

* Keep an eye open for interesting camera angles, e.g. having the camera on the floor in front of a child who is crawling. These make more interesting television.

* Recording sound is the hardest part of video. Microphones pick up a lot extra noise - traffic and wind are the most common. Hence try to find a quieter place out of the wind!

* Do not switch the camera off during the recordings; use the pause or the stand-by switch. When the camera is switched off, it rewinds the tape by around 10 seconds; hence you will lose part of your recordings as you switch off. Likewise do not stop filming as soon as the action stops. Let the camera run on for at least 10 seconds before you switch off.

Recording Interviews

- * Use a clip-on neck microphone - the sound is much clearer and background noise is minimised.
- * Use the quietest place available. Turn off fans and air-conditioners; tell other people to be quiet or send them away.
- * Check the background - use a situation which is natural for that person to be in, e.g. parents in a homely setting rather than behind a desk.
- * Dark-skinned people should be filmed against a dark background - otherwise their faces are cast into shadow.
- * Do not have the person looking directly at the camera; they might talk to a person to one side of the camera.
- * Use head and shoulder shots in the main; vary with close-ups of their face and possibly a wide shot that also shows the interviewer. Avoid zooming in or out when the person is talking. Make the adjustments when questions are being asked or take a pause while you adjust the camera.



* During editing, it is easier if you record all the interviews on one tape and on another tape, any scenes you want to use to illustrate the interview.

After Recording

* To save time, we generally do not show people everything which we have recorded. It is possible to show short extracts through the camera view-finder.

* Label the video-tape so that you can find the recordings again.

* Video-tapes are fitted with a 'tab' which when broken off or switched to a certain position, prevents new recordings being made. This is a useful safety feature.

* As you watch your recordings, identify good and bad shots. You will soon find out how you can improve your camera techniques.

Making Video Programmes

Video-tape cannot be cut and reassembled to make a programme. As we are dealing with electrical signals, you have to make copies of those you want on to another tape. This is known in video jargon as editing. To do this you will need a second video-recorder, preferably one with an editing facility that enables the signals from two recordings to be joined smoothly on the copy tape.

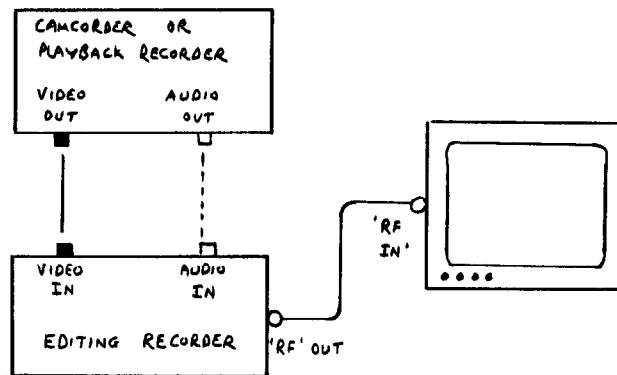
Editing can be done quickly if you only have two or three scenes to join. The more sequences you have the longer it takes. Three other factors are important in determining the time it will take to make programmes. First, your familiarity with the recordings, so that you can quickly find the sequences you want to use in the programmes. Second, how practised you are in the mechanics of editing - again, you will

improve with practice. Third, the type of equipment you use. Some of the recent, but sadly more expensive machines, make editing so much easier.

A rough rule of thumb, is that it can take one hour to produce two minutes of finished programmes. It is a time-consuming job and you can begin to appreciate the large teams of people needed to produce television programmes.

Setting up the editing equipment The equipment needed to edit is listed earlier. You have to link one recorder to another using special leads.

- * Use the video lead to link the video out socket on the camcorder (i.e. this plays back recordings) to the Video In socket on the video-recorder (one which you will record the programme).
- * Use the audio lead to link the Audio Out socket on the camcorder to the Audio In socket on the video-recorder.
- * Connect the television to the video-recorder (via RF lead or preferably by video and audio leads if using a video monitor.)



When you play tapes in the camcorder, they will show on the television if the second video-recorder is switched on and left in Stop or Record Pause.

Copying Video Programmes

The same equipment set-up can be used to make a complete copy of a video programme on another cassette. You will want to do this:

- * to prevent your master copy of the programme from damage or loss. You should make a copy and then use this, or lend it to others.

- * to give (or sell) copies of programmes to other people

- * to make a local language version of the programme (see p. 87)

- * to make a copy of the programme in another video format, e.g. a Video8 version of a programme on VHS cassette.

The steps involved in copying programmes are:

1. Place the programme in camcorder and a blank tape in the video-recorder.
2. Press RECORD and PAUSE on the Video-recorder.
3. Play the programme in the Camcorder. Release PAUSE on the Video-recorder. The programme is then copied on to the blank tape. Use the television to monitor the picture and sound quality.
4. When the programme is finished, press STOP on both machines.

5. Check the copied programme by playing it back in the video-recorder. The quality will not be as good as the original; a copy of a copy is even poorer. High Grade Tapes, although more expensive, give better pictures.

Tips on editing

* Leave at least one minute of blank tape at the beginning of the programme master. This part of the tape gets most wear and tear through use; hence it is best left blank or you get picture interference.

* You can get a smooth start to the programme by having the first sequence as a blank screen. To do this, leave the lens cap on the camera and record about one minute of blank.

* The basic steps involved in editing one sequence are

1. Find the point on the programme tape where the edit should begin. Put the recorder into PAUSE and press RECORD button.

2. On the camcorder find the point where you want the sequence to start in your programme.

3. Rewind for at least 10 seconds and put the camcorder into pause. You are now ready to do the edit.

4. Release the pause on the camcorder and when it comes close to the start point, release the pause on the video-recorder. This machine will start copying the sequence on the programme tape. When you come to the end of the sequence, press pause on the video-recorder. You can then stop the camcorder.

5. You can check the edit, by coming out of the RECORD mode in the video-recorder and playing back the newly recorded sequence. In particular, you should check that the join at the start of the edit is smooth - the picture does not jump or distort. Should this happen you can re-do the edit.

6. You repeat the above 5 steps for every edit which you make. In this way the programme is slowly built up.

Video-recorders have a three second delay from releasing the pause button until they start recording. This may explain why the start of some sequences in your programme are missing. The solution is simple, release the pause about three seconds before you want the sequence to start.

* Thus far you have been performing what is known as Assembly edit. Each sequence is linked to the one before. This is the most straightforward method but it has a big drawback. With this method you cannot go back and redo an earlier sequence, or change them around.

* To do this, you need a recorder that can do INSERT editing. Here you can drop a new sequence into the middle of an existing one or between two existing sequences. This needs more sophisticated equipment although many recent models have this facility. The handbook of the recorders will give you further details of the many advantages of this form of editing.

* You also need to attend to the sound during editing. On the video-recorder you should be able to adjust the level of the sound that is recorded. This should be low at the beginning of a sequence as increased over the first two or three seconds of the sequence. Likewise it is good to fade the sound down at the end of the sequence. This gives a more professional finish to your edits.

You should also keep the recorded sound low, if a commentary is to be added. Thus during the edit, read the commentary and when the section is finished increase the sound. This means that there will be no sudden changes in sound levels during the programme.

Recording Commentaries or Music

We have already covered this on p. 87 when we explained how you can make local language commentaries on ready-made programmes.

In summary though:

- * You need a camcorder/video-recorder which has an audio-dub button.
- * Link the microphone or tape-recorder to the video-recorder.
- * Identify the point in the programme where the first audio-dub comes. Press PAUSE and AUDIO-DUB buttons. When you release the PAUSE, the audio-dubbing will start. With music, fade it in and out by using the sound levels controls on the video-recorder.
- * When you come to the end of the sequence, promptly press PAUSE or STOP on the video-recorder, otherwise the audio-dub will continue and you may lose other sounds from the programme. Remember, an audio-dub wipes out the original sound on the programme.
- * If you are not happy with the sound recording you can easily do them again. However the new recording needs to 'wipe out' the old one; thus the audio-dub must be at least the same length as the previous take.