



AUDIO CASSETTE  
LISTENING FORUMS

QUARTERLY REPORT

AUDIO CASSETTE LISTENING FORUMS  
SECOND QUARTERLY REPORT  
FEBRUARY 1978 THROUGH APRIL 1978

Contributors

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## ABSTRACT

The women in Tanzania play an essential role in determining the nutrition and health status of their families, yet many women remain uninvolved in development programmes that could increase their effectiveness in these nation-building activities.

The Audio Cassette Listening Forums Project (ACLF) is an attempt to provide a development programme that enables women to recognize the importance of their role and at the same time encourages improved nutrition and health practices. In addition to fulfilling this major objective, the project is also serving to evaluate the potential benefits of:

- a) using small media\* (specifically audio cassettes) in an extension education programme and,
- b) implementing an action research project which involves the participants in planning, implementation and evaluation.

The project includes a needs/resources survey, locally produced problem-posing and information tapes, discussion by women's group members in two rural areas in the Arusha Region in Tanzania, and activities related to the selected topics.

An evaluation of the participants' reactions and involvement will be conducted throughout the project. A final evaluation, assessing the effectiveness of the entire programme and its potential extension into other adult education programmes, will be prepared by the ACLK staff and participants.

The project is ongoing for approximately one year at an estimated cost of \$37,000. It is affiliated with the Institute for Communication Research, Stanford University, Stanford California and the Institute of Adult Education, Arusha, Tanzania. It is funded by a study grant from the Women in Development (WID) office of the U.S. Agency for International Development (USAID).

\*small media: the less costly, less complex media: radio, audio cassettes recorders, film strips, slides, transparencies and black boards.

## REVIEW OF FIRST QUARTER ACTIVITIES

In the first quarter of the ACLF programme we completed our major planning activities. These included:

1. Review of relevant literature that was available through government offices, development assistance organizations in the Arusha Region, and groups connected with programmes similar to ours.
2. Interviews with resource persons.
3. Distribution, collection and tabulation of questionnaires to village officials in order to gain information about the two participating villages.
4. Meetings with the women's groups in the participating villages in order to explain the programme, request their assistance and choose group leaders.
5. Group Leadership Seminar at which the group leaders learned survey techniques, discussion and leadership skills, evaluation procedures and how to operate the cassette tape recorders.
6. Tape Production Workshops with district health workers to train them in production techniques and prepare them for continued involvement in the programme through information tape production.

## INTRODUCTION

The ACLF programme has realized a number of substantial accomplishments in the second quarter despite this year's record rainfall, consequent transport problems and an outbreak of cholera in one of our participating villages:

### 1. Needs/Resource Survey

The needs/resource survey has been completed and the major priorities, as perceived by the village women, have been identified.

### 2. Participatory Research Activities

a) Pretest and Observation Schedules: Based on the survey information, pretest and observation schedules were developed and conducted in the participating and control villages.

b) Questionnaires: The data obtained from the questionnaires was collated and returned to the respondents.

c) Seminar Reports and Survey Summaries: The seminar reports and survey summaries were prepared and returned to the participants.

### 3. Tape Production

Problem-posing codes and informative audio cassette tapes related to the priorities identified in the needs/resource survey have been produced for village use.

### 4. Small Group Formation

The trained group leaders have begun forming their discussion groups and are teaching the village women to operate the tape recorders. In a number of cases tape recorder distribution to individual women, using the information tapes, has begun.

### 5. Listening Forums

This phase of the ACLF programme has just begun.

Through the implementation of these activities, we are beginning to observe the achievement of one of our major goals--the development of confidence in the participants to initiate and implement programmes that help alleviate their own perceived problems.

Through conversations and observations, it appears the group leaders possess a clearer understanding of project goals and methodology, and that this can be applied to their village situations. These leaders less frequently talk of the programme in terms of "yours", but more often as "ours". This development has resulted in a substantial change in the project communication. The group leaders are now directing all aspects of the village programme with ACLF staff acting as advisors.

We are including as much objective data as possible in the project in order to certify these observations and beliefs, and through the pre and post tests and observation schedules, we hope to further document these statements at the conclusion of the project. At that time we should know if the skills we perceive developing at present have been internalized by the participants so that the positive aspects of the programme will continue without the presence of the ACLF staff. We also hope to provide, through data collection and observations, a clear description of our successes and failures in a development process that could be used elsewhere and expanded to cover additional topics and a larger geographic area.

Our involvement for the next quarter will be primarily one of evaluation and consultation as the project progresses.

#### NEEDS/RESOURCE SURVEY

In order to choose relevant listening forums topics, we worked with the trained group leaders in conducting a needs/resource survey. Through the survey we attempted to identify the major problems in each village and obtain information relating to the community's customs and human and materials resources.

The needs/resource survey involved four weeks of the group leaders listening, remembering and documenting the comments village women made regarding their individual problems, and discussion with the group leaders concerning the village customs and resources as related to Family, Subsistence, Education-Socialisation, Decision-Making, Recreation, and Beliefs and Values.

The ACLF staff visited each village weekly to meet with the group leaders and together we recorded the comments they had heard during the previous week. At the conclusion of the needs/resource survey, the major themes of concern emerged and after analyzing the compiled survey information each group chose one problem they felt was the major priority of the majority of village women. This became the topic for the first listening forum. The women of Majengo chose drunkenness; the women of Kimundo the lack of and non-use of latrines.



The Majengo group leaders preparing an action plan at their final survey meeting.

Initially the meetings in both Majengo and Kimundo were stiff and formal, but as the sessions continued, each participant seemed to realize that the problems she was identifying were also being heard and felt by others. The atmosphere became increasingly open and informal. By the third week of the survey, the ACLF staff became somewhat passive observers.

One survey meeting in Majengo is particularly worth noting. The meeting began with complaints concerning the lack of medicine and transport. One woman then said she thought a major problem was that young girls were treated differently than boys, that girls receive less respect\*. Another woman began to build on this comment. As the discussion progressed, the women as a group became involved and animated and began to articulate their personal feelings.

The womens' complaints included\*\*:

"Women work just as hard as the men. Yet when we return from our work in the field, the men rest and we must care for the children, wash the clothes and prepare the man's food. Where is our time for resting?"

"Women do not work as hard as the men. They work harder. When we go to the field he sits under a tree telling me where to plow and then complains when the work is not done quickly enough."

"Why is it that men leave us to carry all the baggage? I go to the field with a hoe on my shoulder, and a child on my back. He carries nothing. Then I return with the hoe, the child and a huge container of water on my head. Still he carries no part of the load."

"The money is spent on drinking, not on us or on the children. We share the work, or do more of it, but he takes all of the money telling us it's his - that he earned it. It is a joke."

\*She used a word in Kiswahili that directly translates to discrimination.

\*\*These comments are a direct translation and only a few of the many given.

These comments were a few of the many discussed that day and we feel reflected the women's need to share their frustrations with other women.

At the 1975 International Women's Year Conference held in Mexico City, some representatives complained that third world women did not have the time to dwell on or take part in idle discussion concerning their rights and status. It was said that third world women are too preoccupied with their very survival to participate in abstract or critical analysis of their rights.

Yet our experience has shown that this type of analysis and discussion is the first and major step in any major change that can occur for women. The comments made by the Majengo women show that they are concerned with their status. They recognize that it does affect their existent situation as the principle force behind the family's welfare and development.

The meeting described and the subsequent discussions with the Majengo women illustrate to us that women's recognition of their situation is not just a product of education and media exposures. The women of Majengo have no knowledge of UN reports or journal articles, yet they are acutely aware of their status and its relation to their everyday lives.

The needs/resource survey provided the women with a framework for discussion by simply asking them what they felt to be their major problems. They filled the framework with their well articulated feelings and a critical analysis of their situation.

Surprisingly, at the conclusion of the survey meetings in Majengo the women chose the problem of drunkenness as their major priority. They recognized that they could not deal with the less tangible problems related to discrimination easily or quickly, but felt they should begin

with a problem which had potential for immediate action.\* The group leaders of Majengo feel confident that women of Majengo can solve the problem of drunkenness and that in solving it, the women will increase their confidence in their ability to deal with other less tangible problems.

#### NEEDS SURVEY COMPARED TO QUESTIONNAIRES

Now that both the group leaders' needs/resource survey and the village leaders' questionnaires have been completed we can evaluate the place of both in the ACLF programme and make some projections about each ones' potential in other development programmes. (Refer to quarterly report number one, page three and appendix for description of the questionnaire procedures and content).

Based on the level of participant involvement, quality and amount of information received and costs, we conclude that the group leader's survey is a superior method of data collection.

#### Participation

The questionnaires were unable to create a climate of involvement for the respondents. Once the papers were filled out or the questions responded to the information was returned and the involvement ceased.

The needs/resource survey by the group leaders, conversely provided a basis for continual involvement in the programme. The group leaders became animated discussion participants as the survey progressed and by the final meeting a group cohesiveness had developed. They expressed enthusiasm for beginning the village involvement as soon as possible and in both villages drew up a one month action plan for the listening forum activities.

\*Interestingly, it is the women in Majengo who are brewing and selling beer in their homes.

## Information

The questionnaires provided us with generally conflicting data and very often responses that we knew were untrue, but were what the respondents thought we wanted to hear.

For example, in Majengo three respondents said that beef was eaten daily by the villagers at both the noon and evening meal. We learned through the group leaders' survey that there is no meat available in Majengo (and that there hasn't been for one year). Many respondents listed foods as eaten daily which we now know are not available in the village.

Two years ago the principal investigator conducted a survey of food practices in a Maasai village using a short questionnaire. She received much of the same type of conflicting and false information.

If the group leaders' survey meetings are conducted according to the methodology developed in the training sessions, it is very difficult to receive unreliable information. With an open climate for discussion, untrue information is corrected by the participants. We observed a number of lively discussions centered around differing opinions about the village practices. The discussions and the consensus conclusions verifies our belief in the information that was finally recorded.

The use of group discussion for collecting information also permits any outsiders to question immediately what they might see as discrepancies in the given information. Returning with questionnaires to a distant city or country rarely permits this opportunity.

Our conclusions are consistent with the group leaders' opinions of different survey methods. At the seminar the group leaders discussed the differences between the listening survey and the interview/questionnaire technique, and concluded that the interview/questionnaires were likely to frighten people and prohibit

them from giving valid responses. They said that they would prefer to use the listening survey method since they would be more likely to obtain the true feelings and opinions of the village women.

### Costs

The following chart illustrates the difference in the costs of each methodology used in the ACLF project. Although we recognize that we used one method out of many in our utilization of questionnaires, other methods that would include a larger population and/or trained interviewers would have proven even more costly.

Costs Comparison:	<u>QUESTIONNAIRES</u>		<u>LISTENING SURVEYS</u>	
	Tshs	£****	Tshs	£****
Research, Planning				
Question construction*	4000/-	512.92	960/-	123.08
Typing	56/-	7.18		
Duplication/Collation	40/-	5.13		
Distribution**	904/-	115.90		
Training of Facilitators***			1110/-	142.31
Collection of Data**	6016/-	771.28	2750/-	352.56
Analysis of Data*	920/-	117.95	560/-	71.79
Materials	100/-	12.82	10/-	1.28
	<u>12036/-</u>	<u>1543.08</u>	<u>5390/-</u>	<u>691.03</u>

\* Includes salaries of staff involved in the activity.

\*\* Includes salaries of staff and transport/petrol expense at the Tanzanian Government rate of 3/20 per mile.

\*\*\* Includes salaries of staff, transport/petrol expense, and per diem of seminar participants for five day group leadership seminar.

\*\*\*\* Dollar amount based upon the current exchange rate of 7/80 shillings per one dollar.

## Conclusion

Though many projects continue to use questionnaires developed by people outside of the village for data gathering and/or needs assessment, our experience has proven to us that surveys conducted by the villagers themselves can provide more accurate information, can be less time consuming, can be less costly and, most important, can be easily repeated by the villagers themselves without outside assistance or financial support.

In a natural and informal setting the village centered survey provides the participants with a framework for discussion of needs, information and resources. It can be utilized in any type of programme with a goal of helping the participants gain greater control over their existent situation.

We recognize that our project is small, but believe that through a one-day training session of group leaders and/or survey personnel the listening surveys can be utilized on a wider scale. The method is simple, does not require all the participants to be literate and utilizes the local expertise so underutilized in top down development projects.

The following is a detailed description of a training session, as it was conducted during our group leadership seminar, to illustrate the philosophy and method of the listening survey approach.

1. Code: Two Skits ..... 1 hour\*

(For each skit five people are needed to assume roles - one development worker and four villagers)

First Skit: A development worker comes to a village and tells the people what their problem is, what their needs are and without consulting them, presents an action plan. The villagers attempt to explain their problems

\*The amount of time recommended for each session is based upon a group size of 15 participants.

and needs, but the development worker tells them that the decision has already been made by the experts living in the city. The villagers become passive-one looks out of the window, another leaves the room, the third villager refuses to become involved because she has too much work, and the fourth person lapses into silence.

Second Skit: A development worker comes to the village and informs the people that money is available for development purposes. She asks the villagers what they would like to do with this money. Each villager responds with a different suggestion and initially they cannot agree on any one activity. After much discussion, one villager suggests dealing with a problem not yet mentioned. The others agree. Although the development worker expresses her surprise at their sudden change in priorities, she offers her support. Together they begin action planning.

Following the presentation of the two skits, the questions listed below were asked to promote analytical dialogue:

- a) What did you see happening in the first skit?
- b) Why was this happening?
- c) What problems are caused by this situation?
- d) What did you see happening in the second skit?
- e) What is this happening?
- f) What can we do to encourage people to participate in our programme?

Objectives: This exercise is very useful in initiating discussion on the consequences of top down and bottom up development approaches. It helps the participants to look more closely at whose priorities should be considered when initiating development activities, and the importance of the villagers involvement in planning their own programmes.

2. Maslows Ladder of Human Needs ..... 20 mins.

Personal Growth  
Respect  
Love and Belonging  
Safety  
Food, Shelter and Clothing.

Abraham Maslow is an adult educator who developed a ladder of needs common to all people (see page 12).

Objectives: The objective of this discussion is to assist the participants in focusing on the different types of needs that people have, and to help them think about which of the needs the majority of people in their villages have already satisfied.

3. Practical Implementation Procedures ..... 1½ hours

- a) Explanation of the listening and interview/questionnaire survey techniques and a discussion of the advantages and disadvantages of both.

Objective: This allows the participants the opportunity to discuss different survey methods in relation to their development programmes and village situations.

- b) Ask the participants, "At what places do people gather on a daily basis?" List their responses on newsprint.
- c) Ask the participants to think back to within one or two weeks previous when they were at one of the above place with a group of women. "What were the women complaining about?" List their responses on newsprint.

Objectives: This discussion and brainstorming session helps the participants to practically relate the theory of survey to their particular village situations-where they will listen, what they will listen for, who they will listen to.

4. Action Planning ..... 1 hour

- a) In small groups of village/working teams, ask the participants to answer the following questions:
  - (1) Should we ask other people to assist us? If so, how many people do we need? What are their names? Who will contact them and explain how to implement the needs survey?
  - (2) How often shall we meet?

- (3) Which day?
- (4) At what time?
- (5) Where shall we meet?

b) After action planning has been completed, one person from each small group presents their plan to the other participants.

Objectives: Action planning ensures that the needs survey will be implemented in a manner appropriate to the participants' situations. It also prepares the participants for future action planning procedures in development activities.

\*Exercises adapted from the DELTA Handbook, A. Hope, S. Timmel, June, 1976.

### PARTICIPATORY RESEARCH

As part of our goal to include the project participants in all aspects of planning, implementation and evaluation, the following information has been returned to those involved in each activity:

1. Listening Survey Summary
2. Pretest Data
3. Seminar Report
4. Adult Education Methods Summary (see appendix)
5. Questionnaire Summary

These written summaries will be tape recorded during the next quarter for the non-literate participants.



Tape Production Team looking over the first quarterly report

Regarding the questionnaires, the ACLF staff decided not to have the originally planned group meeting to discuss the responses because of the amount of time that would be required to organize such a meeting. We felt that enough time had already been spent on the questionnaires and that a written copy of the summarized information is an adequate method of returning our research to the villagers. We included with the questionnaires a summary of the listening survey information.

### EVALUATION

In the original proposal it was stated that one of the primary objectives of the evaluation was:

"to describe and interpret the entire process of ACLF in order to provide formative information to the project participants and summative information to development planners in Tanzania and other developing countries. Through a study of the project's operations, the participants' attitudes, knowledge and skill development, the costs and influence of the Tanzanian social structure, the evaluation will document the project's most significant features and developmental process and assess them in relation to the project goals".<sup>1</sup>

After almost one year in the field, we are discovering that the translation of these goals into the village reality is not a facile operation. Our attempts at objective measures of assessment continue, but their needs for alteration from the original design also continues. Since few development projects attempt evaluative research, we hope that our experiences will provide practical conclusions concerning the feasibility of objective evaluation in field projects.

#### 1. Control Groups

One method utilized in order to increase the objectivity of our evaluation was the involvement of control groups in our pre and post testing. This would provide us with comparative data and help us determine whether or not any action that was taken was due to the listening forums or to other factors.

1. STANLEY, J. "Audio Cassette Listening Forums: A Project for Communicating Nutrition and Health Information to Women in Tanzania" June, 1976

The control group villages were chosen based on similar size, women's group activity, tribal make-up, economic status, occupations and the group leaders' projections that the listening forum problem existed in the villages. In both control villages we conducted an informal listening survey with the women's group chairperson and village women. The survey confirmed the existence of the problems of drunkenness and lack/non-utilization of latrines.

We spoke with the women's group leaders in each control village, distributed written information regarding the given problem and encouraged the women to form discussion/action groups as a means of solving the problem.

## 2. Protests

Based upon the chosen priorities we developed a series of questions to be asked both before and after the listening forums in the participating villages and in two control villages. Our purpose for utilizing this pre-post testing procedure was:

1. To determine the impact of the ACLF programme in achieving its stated goals through objective analysis.
2. To determine the level of interest and involvement of the women in the ACLF programme.
3. To learn if the information received from the informative tapes and/or through dialogue and problem solving, increases the participants' awareness of what actions can be taken to prevent or solve their problems.
4. To determine what attitude changes occur within the women vis a vis their confidence in their ability to make changes in their lives.

The questions for Kimundo and Poli, the control village, were:

1. Have you heard about the Audio Cassette Listening Forums?  
If yes, what do you think of them?
2. What are the causes of cholera?
3. What illnesses occur without latrines?
4. Do you have a latrine?  
If yes, when did you build it?  
If yes, why did you build it?

5. Do you feel that you have made changes in your environment?
6. What changes have you made recently in your life?
7. Do you feel that the women's group in your village and the village council are involved with cooperative development?
8. Have the women in your village discussed the problem of latrines?

The questions for Majengo and Patanyumbe, the control village, were.

1. Have you heard about the Audio Cassette Listening Forums? If yes, what do you think of them?
2. What sicknesses are caused by drunkenness?
3. How many houses in your village sell local beer?
4. Do you feel that you have made any changes in your environment?
5. What changes have you made recently in your life?
6. Do you feel that the women's group in your village and the village council are involved in cooperative development?
7. Have the women in your village discussed the problem of drunkenness?

(See appendix for tabulation and conclusions).

### 3. Observation Schedules

We also planned to collect pre and post numerical data as related to the perceived problems - counting the number of latrines before and after the forums in Kimundo, and counting the number of houses which sold beer before and after the forums in Majengo.

The pretests were conducted in all but one of the villages immediately after the listening survey. (There has been a delay in the Majengo control village's pretest due to the closure of all roads into the village since the rains and the outbreak of cholera in Majengo.)

Our latrine and local beer house counts have met with little success. In Majengo beer is brewed and sold by the women in their homes. Since this is not done with any regularity (each individual woman brews and sells beer only once or twice a week) we would only get incredibly diverse numbers with each attempted count. We will, in place of the counting, simply ask the participants at the conclusion of the forums if the number of houses has decreased and also use our post test responses in comparison to the pretests.

There will be no latrine count in Kimundo since the women seem to have solved this problem before listening forums started.

We became concerned about the women's choice of latrines as their major problem when our pretests showed that 100% of the respondents did, in fact, have a latrine. Since this was a random sample of the village, we wondered about the validity of the group leader's needs/resources survey. When we presented the pretest summaries to the survey team we learned that the villagers began to act on the problem between the completion of the needs survey and the administration of the pretests. The villagers told us that because of the village discussions stimulated by the listening surveys, the anticipated latrine count, and due to an outbreak of cholera in other parts of Tanzania, the people of Kimundo began to build new latrines, improve existent latrines and use the latrines that were already in existence.

The group leaders informed us that they were now interested in receiving more new information about the need for latrines and mostly wanted to learn improved methods of building latrines. They also felt that we should begin listening forums on their second chosen priority - lack of proper child care in the village.

We were, of course, surprised at the immediate actions and until our post tests are completed in June, we must surmise that cholera was the major reason for the villagers' actions, and that our project had a small encouraging part in the decisions.

With the help of a local appropriate technology group we organized a demonstration on how to build a less expensive, improved latrine. We have also introduced information tapes produced by the Patandi district health workers on the topic. These tapes are being distributed to the village women who have learned to use the tape recorders.



A woman cementing the demonstration latrine plate

#### AUDIO CASSETTE TAPE PRODUCTION

During the second quarter of the ACLF programme, we worked with the women's group leaders and district health workers in the production of problem-posing and informative tapes.

#### Problem Posing Tape Production

Problem posing code tapes were developed in order to provide village women with a focus for dialogue on their perceived problems. Each tape presents the problem as it occurs in the community without presenting solutions or information - only a re-enactment of the village reality.

In keeping with the project goals to assist village women obtain the skills necessary to conduct their own self-reliant development programmes, responsibility for this component is being placed with the group leaders.

Through code production, the women are now developing the skills necessary to prepare simple dramas when they see the need to initiate dialogue in their village. Combined with their ability to conduct a needs/resource survey and depending on the magnitude of the problem, they should be able to use the dialogue method on their own to initiate and complete the entire problem-solving

process-problem identification, reflection and analysis, and change. If they discover that they cannot solve the problem using only village resources, the questions used with the code will assist them in identifying and contacting outside assistance. (See appendix for summary of the adult education methods discussed at the seminar.)

Prior to the implementation of the listening forums in Kimundo, we assisted the group leaders in producing a problem posing tape on child care. Initially there was a tendency to present information and solutions instead of simply re-enacting the situation as it occurs in the community. There was also the tendency to include a large number of themes in the tape instead of concentrating very specifically on the major problem\*.

Through analysis of these difficulties and review of the purpose of a code, the Kimundo leaders were able to produce an excellent problem posing tape on child care. This locally produced code is now being used in one of the Kimundo groups.

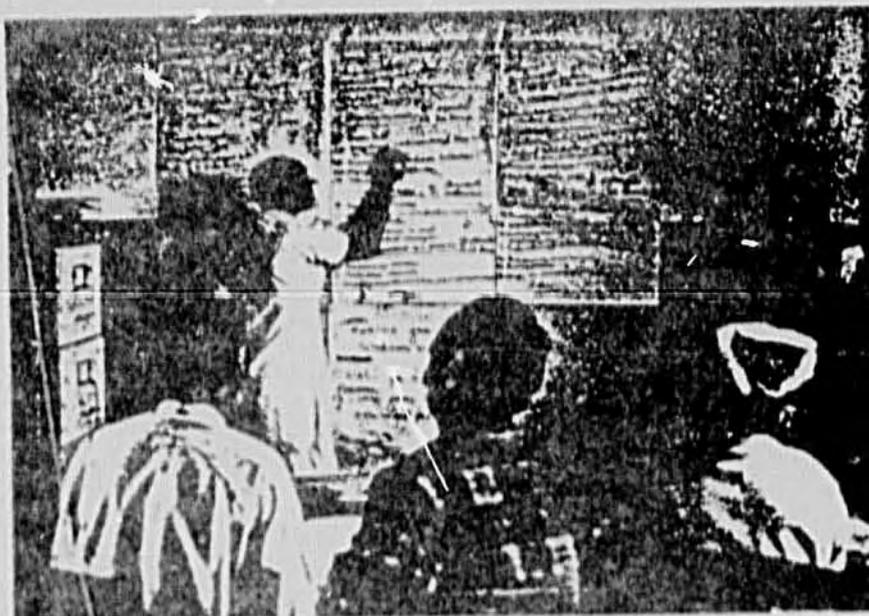
Although we had hoped to produce a code tape with the Majengo leaders, we could not schedule any group activities due to flooding and transport problems. Since the group leaders were anxious to begin the listening forums, we decided to use already prepared code tapes and plan code production activities later in the year.

One of the code tapes now in Majengo is a song about drunkenness written for the ACLF programme by a Tanzanian singer/guitarist. We felt that it provided an interesting addition to the programme and are looking forward to hearing the women's reactions. Another tape, a socio drama, has also been given to the group leaders in case any should feel that the song is not effective.

\*Including more than one theme is distracting to the participants and makes action planning difficult. Since the purpose of a code is to provide a focus for group dialogue and action planning only one theme should be included.

## Information Tape Production

The production team at the District Medical offices has produced three message tapes for use in the participating villages. The topics include: health problems caused by the lack of/non-utilization of latrines, drunkenness and cholera.



The Patandi production team preparing a script on the health problems related to the lack of/non-utilization of latrines.

The tape on the topic of latrines was produced and given to the women of Kimundo in response to their request for new information on the topic. The drunkenness tape was produced for Majengo to be used when required and the cholera tape was produced because of the recent spread of this disease.

We feel that these information tapes can play an important role in the ACLF programme even though some of the women are already aware of such of the information included (see appendix for pretest summaries). Our involvement in similar projects and our experiences in the ACLF programme has shown that people often do not recognize the validity of their knowledge nor do they realize to what extent this knowledge can be used in the development of appropriate action plans.

These tapes, produced by outside experts and introduced after the problem-solving activities, can reinforce and lend credibility to the knowledge the participants have already identified within their own community, and thus have the potential of proving to the villagers the validity and relevance of their own expertise.

In order to comply with these beliefs, the production team has included only information that can help the participants devise their own solutions to their problems, never including solutions that "must" be done by the villagers in order to improve their situation.

There are of course, villagers who are unaware of the information and who are being provided with totally new information. The tapes are an obvious benefit in this case and can be utilized in many instances. We expect that the cholera tape introduced into Majengo can be placed in this category.

We will continue to work in the villages producing cassettes and with the district medical team, who will be producing information tapes as necessary.

It is interesting to note that the Patandi group has now begun to produce information tapes on their own, and are preparing an information tape library for their clinic dealing with the topics which they see as major problems in the area. Another health clinic's staff, who had heard the cholera tape sent to Majengo, have also requested a tape recorder and tapes so that they can begin producing their own tapes on topics relevant to their situation. Although it is impossible to draw any conclusions from these two emerging programmes, we will continue to monitor their development in order to gather potentially useful information about the use of audio cassettes in health education programmes.

## GROUP FORMATION AND LISTENING FORUMS

In both Kimundo and Majengo, the stages of pre-planning have been completed but due to the vast number of variables that have effected group formation and commencement of the listening forums, the groups are at different stages of organization.

In Kimundo one group has completed tape recorder instruction, distribution, listening to the first latrine information tapes and their first code discussion; another is still involved in the recruitment of members.

The Majengo groups have all been formed and the participants were in the process of learning how to use the tape recorders when cholera broke out in the village. The village is now quarantined and all group meetings have been prohibited. Since the AGLF programme must be discontinued temporarily, we felt we could still serve a useful role in the community by preparing audio cassette tapes on cholera prevention and care, and sending these tapes to Majengo through the health authorities.

The tapes are now in the village, and the group leaders have been asked to utilize a one-to-one distribution system to all women who have learned to use the tape recorders. Hopefully, the recorders will serve a useful purpose during a very difficult time for the people of Majengo.

## THIRD QUARTER PROJECT ACTIVITIES

1. Continued Implementation of Listening Forums
2. Conduct pre and post tests as necessary
3. Code and information tape production as necessary

## APPENDIX

## ADULT EDUCATION \*

### Why Adults Learn

There are many reasons why adults learn well, but usually there are four major contributing factors:

1. Adults have accumulated a wide range of experience from living. They are able to use their own and others' life experiences, to learn and act in order that they change their situation.
2. Usually adults learn because they feel the need to know: they want some kind of immediate "profit".
3. Adults want, and expect respect. They won't learn well if they are being treated like children.
4. Adults usually learn best with others having similar problems and situations.

### Methods of Education

A. There are two methods:

#### Problem-Posing

- Participants are seen as thinking adults having knowledge and intelligence.
- The leader asks questions to help the participants discover and learn themselves.
- The participants, themselves, act self-reliantly.

#### Banking

- Pupils are seen as empty vessels waiting for information to be poured in by the teacher.
- The teacher always gives information: (s)he does not ask questions to get the pupils' information.
- The pupils are passive: they just listen.

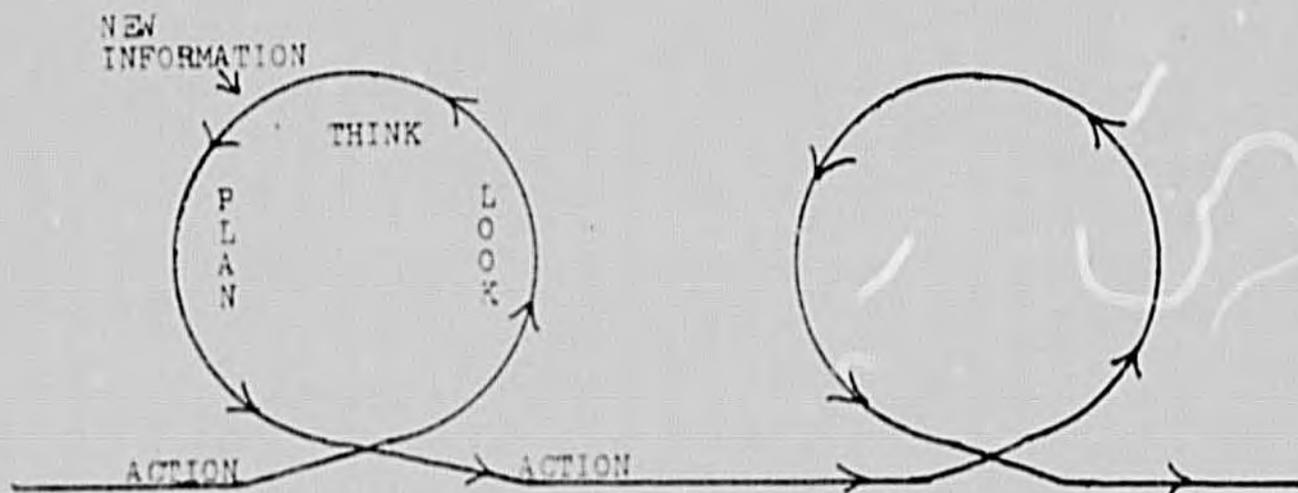
The Banking Method of education is used by school teachers because children don't have such knowledge and experience to reflect upon. Instead, they need new information and expect their parents and teachers to provide it for them.

\*These adult education methods were discussed at the Women's Leadership Seminar. This summary, adapted from the DELTA Handbook, is a direct translation of a Kiswahili version returned to each group leader after the seminar.

But, there isn't an adult who would want to be seen or treated like a child, and (s)he won't want to be taught like one either. Briefly the reason is this: the Banking method of education ignores the fact that every adult has knowledge acquired from his/her life's experiences. It is this knowledge that can be used by adults to develop good action plans and solve their own problems.

The Problem-Posing method of education recognizes that every person has knowledge. The leader asks the participants questions concerning their situations to help them discover their own knowledge and information, in order that they are able to use these themselves to act upon their problems.

#### B. Process of Change



When people become dissatisfied with some part of their lives and wish to change their situations, they stop, look and think about what is happening, and finally act to change their situations. Sometimes people are able to initiate and complete this process of change without seeking for assistance and new information. Other times the problem is large and difficult to solve, so people will need new information and assistance.

## G. Purpose of a Code

The purpose of a code is to help the participants to begin to look at and think about their situations. A code can be a play, tape, picture or story. It doesn't present information but instead replays to the participants that which is presently happening in their lives.

The group leader asks the participants questions about the code to help them think. Usually the below questions are always used, but sometimes the leader will think it best to leave some questions out and to add other, different questions. All the time the leader listens carefully to the responses of the participants and asks him/herself, "What do these participants need right now to continue with a good discussion?"

The usual questions that are asked are:

1. What do you hear happening?
2. Why is it happening?
3. Does it happen in our situations?
4. What problems does it cause?
5. Together, what can do to solve this problem?

Questions 1. and 2. - Looking and Thinking: The first and second questions help the participants to begin looking at and thinking about the problem shown in the code. Usually the leader does not write down their responses to these questions because the participants are only talking about the code. Sometimes, however, the leader will want to write the responses to these questions because if the participants see their ideas being written down, they will feel good and have more confidence.

Question 3: The third question helps the participants to leave the discussion concerning the code and to begin dialogue about their situations and lives. If the code has been prepared on a problem that is indeed truly felt by the participants, they will answer "yes".

Sometimes a few participants will want to continue discussing the code. If this happens, the leader should ask all the participants whether they think they have put forth enough ideas concerning the code, and should remind them that in order to solve their problem, they must dialogue about their own situation and lives.

Question 4 - Analyzing: The fourth question helps the participants to analyse their problem. This question is very important because often times one problem causes other different problems as well. For example, if the participants think that dirty water is their major problem, then this question will help them to see that perhaps sickness is also caused as a result of dirty water. This question is used to begin dialogue in order that the participants fully understand their problem, and so that they realize if they act upon one problem, they may solve many related problems as well. Now the participants have begun to dialogue about their situations and lives, and so it is necessary that the leader writes every response.

Question 5 - Developing Action Planning: The purpose of the fifth question is to help the participants to develop a plan of action. Often people talk about their problems, but they don't develop action plans so that they can overcome these problems. In the end, nothing changes and they remain with their problems.

Of course, sometimes it is very difficult to develop adequate action plans that will solve problems. Therefore these questions may help the leader and participants:

- What will we do?
- Who will do what?
- When will (s)he do this?
- What difficulties do we anticipate if we follow this plan?
- When will we meet again to discuss our actions?

It is best if the participants first try to make an adequate action plan without outside assistance. But sometimes the problem will be big and difficult to solve, and so the participants will need to look for assistance and/or

new information. In this case the leader will ask the following question:

6. Who in our village can help us?

There is another question but it is only used if the participants are unable to get sufficient information and assistance from within their village:

7. What assistance or information do we need that we don't yet have?

Concerning our programme, if the women need assistance or new information that they haven't yet been able to locate, the leaders and participants together will make a tape. This tape will be taken to the appropriate people to listen to, and these people will help the participants in getting the needed assistance and information.

Summary : Developing action plans is the most important aspect of development. Without a plan of action by which the participants can solve their problems, all the preparatory work becomes redundant - the survey, the codes, the dialogue.

## PRETEST SUMMARIES

It must be noted that the summarized pretest data has been included to lend insight into the field activities of the ACLF programme. As a functional element of the research project, this data must remain inconclusive until it has been integrated with the post-test data.

### Pretest: Kimundo (Latrines) N17

1. Have you heard about the Audio Cassette Listening Forums?

Yes 50%  
No 50%

If yes, what do you think of them?

Positive 5%  
Indifferent 71%  
Negative 0  
No comment 24%

2. What are the causes of cholera?

Correct responses 100%  
Incorrect responses 0  
I don't know 0

Of the respondents, 71% mentioned filth in general  
29% mentioned specific correct answers

3. What sicknesses (diseases) occur without latrines (N=34)

Correct responses 92%  
Incorrect responses 8%  
I don't know 0

4. Do you have a latrine?

Yes 100%  
No 0

If yes, when did you build it?

1940-1950 1  
1950-1960 0  
1960-1970 5  
1970-1978 10 (none were built in or around 1973  
and the Mtu bi Afya campaign)

If yes, why?

100% responded to prevent sickness and promote good health

5. Do you feel that you have made changes in your environment?

Positive 100% (all giving examples of changes made)  
Negative 0

\*Although the responses were not theoretically correct, all were related in some way to the causes of sickness, e.g. diet, etc.

6. What changes have you made recently in your life?

Positive	94%
Negative	0
I don't know	6%

7. Do you feel that the womens' group in your villages and the village committee are involved in cooperative development?

Yes	13%
No	53%
A little	29%

8. Have any women in your village discussed the problem of lack of latrines?

Yes	70%
No	13%
I don't know	12%

If yes, when?

Recently	41%
In the past	13%
I don't know	13%
No response	23%

#### Conclusions:

The responses in general reflect a cautious interest in the project and a fairly widespread knowledge of it. They show a good knowledge of the causes of cholera and sickness brought about by a lack of latrines. The pretests also reflect a considerable confidence and recognition among the women that they are capable of changing their lives and have some control over what occurs in the home environment. All of the responses, however, show that the confidence does not extend beyond their homes and that village development is not within their realm. Most women (specifically 60%) mentioned that few women are able to participate in village development.

Pretest : Poli (Latrines) - Control Village for Kimundo N-7

The women's group in Poli was given written illustrated information about latrines at the time of the pre-testing. We felt that providing the women with some information and encouragement to start small discussion groups would provide a more valid comparison for our project.

1. Have you heard about the Audio Cassette Listening Forums?

Yes 0  
No 100%

2. What are the causes of cholera?

Correct 100%

3. What sicknesses (diseases) can occur without latrines?

(N=20)

Correct 65%  
Incorrect 31%  
No response 0

4. Do you have a latrine near your house?

Yes 100%

When was it built?

1940-1950 1  
1950-1960 3  
1960-1970 3  
1970-1973 0

Why? To prevent sickness

5. Do you feel that you can make changes in your environment?

Positive 100%

6. What changes have you made recently in your life?

Positive 100% As in Kimundo, all gave examples of changes made

7. Do you feel that the women's group in your village and the village committee are involved in cooperative development?

Yes 25%  
No 29%  
A little 42%

\*Although the responses were not theoretically correct, all were related in some way to the causes of sickness, eg. diet, etc.

3. Have any women in your village discussed the problem of lack of latrines?

Yes	0
No	36
I don't know	14

Conclusions as related to Kimundo:

The women in Foli have not yet been exposed to the project, nor have they heard about it.

The women have a good knowledge about the need for latrines and the causes of cholera.

Their confidence regarding their own environment is very high, but they have minimal confidence in their ability of their women's group to work with the village committee for development.

At the time of the pretest there was no discussion on the problem of latrines.

Pretest : Malengo (Drunkness) N=10

1. Have you heard about Audio Cassette Listening Forums?

Yes	50%
No	50%

If yes, what do you think about them?

Positive	10%
Indifferent	90%
Negative	0

2. What sickness (diseases) are caused by drunkenness? N=29

Correct	33%
Incorrect	53%
I don't know	14%

3. How many houses in your village sell local beer?

2-10	3	60% under 40
10-20	2	
20-30	1	
30-40	0	
over 40	4	

\*Though the responses were not theoretically correct, most were in some way related to drinking. (eg. cholera, laziness)

Our interviewer observed that this information was not totally accurate. She said that one woman told her that some of the women gave lower numbers, fearing that she would report the illegal activities to the authorities. Based on informational discussions, she estimated that the number of houses was at least 75.

4. Do you feel that you can make changes in your environment?

Positive	20%
Negative	30%
I don't know	0

5. What changes have you made recently in your life?

Positive	40%
Negative	60%
I don't know	0

6. Do you feel that the women's group in your village and the village committee are involved in cooperative development?

Positive	0
Negative	100%

7. Have any women in your village discussed the problem of drunkenness?

Positive	20%
Negative	70%
I don't know	10%

If yes, when?

Recently	100%
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### Conclusions

Women have heard about the programme, but they are not ready to speak either positively or negatively about it. There is such understanding of the problems brought about by drunkenness, but some misconceptions about the health consequences of drunkenness exists. There is a definite lack of confidence in their self-perceived ability to change their lives. A definite feeling of frustration and inevitability was shown in the questionnaires. This was further verified by our interviewer who observed and experienced the same attitudes during her week in Majengo conducting the interviews.

The pretest also reflects a definite lack of cooperation between the womens' group and the village committees.

ACTION PLAN / TIME FLOW CHART - AUDIO CASSETTE LISTENING FORUMS - NOVEMBER 1977 THROUGH OCTOBER 1978

ACTIVITY	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE	JULY	AUG.	SEP.	OCT.
OFFICE SET-UP	-----											
OFFICIAL'S SURVEY	-----											
VILLAGE OBSERVATION TO COMPILE PRIMARY OBSER- VATION CHECK-LIST	-----											
LITERATURE SURVEY	-----											
INITIAL MEETING WITH EACH VILLAGE WOMEN'S GROUP		-----										
SEMINAR PLANNING	-----											
SEMINAR			-----									
MAJINGO-KIMUNDO SURVEYS			-----									
PRE-TESTING				-----								
REFINEMENT AND USE OF OBSERVATION CHECK-LIST				-----								
TAPES-PRODUCTION					-----	-----	-----	-----	-----			
LISTENING FORUMS					-----	-----	-----	-----	-----			
POST-TESTING									-----			
EVALUATION											-----	

Budget: Audio Cassette Listening Forums-November, 1977 through October, 1978

Category	Amount Available	Amount Spent 1st Quarter	Amount Spent 2nd Quarter	Total Quarters 1-2	Half Year % of Total	Amount Remaining
Compensation	11700.00	3150.00	2600.00	5750.00	49%	5950.00
Overseas Differential	1750.00	472.50	405.00	877.50	50%	872.50
Travel and Transportation:						
Local	1500.00	175.21	415.84	591.05	39%	908.95
International	1700.00	-----	-----	-----	---	1200.00
Per Diem	3200.00	813.45	578.15	1391.60	43%	1808.50
Materials and Equipment	3000.00	2147.11	396.70	2543.81	85%	456.19
Vehicle	5300.00	1565.40	1507.65	3073.05	58%	2226.95
Seminar	700.00	426.00	-----	426.00	61%	274.00
Fieldworkers	4500.00	991.02	943.35	1724.37	38%	2775.63
Visa/Insurance	115.00	3.00	6.34	9.34	.8%	105.66
Communication/Misc.	4012.00	273.22	515.69	788.91	20%	3223.00
<b>Total Spent</b>	<b>36977.00</b>	<b>9497.91</b>	<b>7278.72</b>	<b>17175.63</b>	<b>46.4%</b>	
<b>Total Available</b>						<b>19801.37</b>
<b>Sub Total</b>				<b>17175.63</b>		<b>19801.37</b>
<b>Sum Total</b>	<b>36977.00</b>					<b>36977.00</b>