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AUDIO CASSETTE LISTENING FORUMS

A PARTICIPATORY WOMEN'S DEVELOPMENT PROJECT

THE AUDIO CASSETTE LISTENING FORUMS:
A PARTICIPATORY WOMEN'S DEVELOPMENT PROJECT

BY

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WITH

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The Audio Cassette Listening Forum Project Participants

The women of Majengo and Kimundo were the primary ACLF participants. After the initial introduction of the project, they provided direction for the coordination of all project activities.

Three persons were responsible for the coordination of the ACLF activities. Throughout the project year, these staff members worked cooperatively with the village women in planning, implementing and in analyzing the effect and the effectiveness of the project activities. At the same time each staff member was able to contribute particular skills that resulted in a positive synergistic effect.

Martha Mollel actively participated in the group leadership seminars and implemented the majority of the field evaluation procedures. With the women, she assessed the progress of the project and provided an on-going analysis of the effectiveness of project activities.

Alisa Lundeen's primary responsibilities included planning and implementing the group leadership seminars and organizing and evaluating the group activities in the villages, including the needs survey and the action planning discussions.

Joyce Stanley was primarily responsible for project administration, evaluation design and implementation and the documentation of the project's results and conclusions.

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 programs that could increase their effectiveness in these nation building activities.

The Audio Cassette Listening Forum Project (ACLF) was an attempt to provide a development program that enabled women to recognize the importance of their role and at the same time encouraged implementation of self-determined action plans primarily related to health and nutrition. In addition to fulfilling this major objective, the project was also designed to evaluate the potential benefits of:

1. implementing an action research project which involved the participants in planning, implementation and evaluation,
2. using small media* (specifically audio cassettes) in a development education program.

The project included a needs resource survey, locally produced problem posing and information tapes, discussions and action planning by the women participants in two rural areas in Arusha Region, Tanzania and the implementation of activities to solve their chosen problems.

A formative evaluation of the participants' reactions and involvement was conducted throughout the project. A summative evaluation assessed the effectiveness of the entire program and its potential for extension into other adult education programs.

*small media: the less costly, less complex media-radio, audio cassette recorders, film strips, slides, transparencies and blackboards.

The project was ongoing for one year. It was affiliated with the Institute for Communication Research, Stanford University, Stanford, California and the Institute of Adult Education, Arusha, Tanzania. Funding was made available through a study grant from the Women in Development (WID) office of the U.S. Agency for International Development (USAID).

I. HISTORICAL PERSPECTIVE

A. Development Assistance Objectives

In the 1960's the most widely accepted development formula was Economic Change + Social Change = Development (Goulet, 1975: viii). The social change element was usually defined vaguely as a consequent of economic development and economic development was seen in terms of Gross National Products (GNP's) and Per Capita Incomes (PCI's) coupled with the view that increased industrialization would spread material well being to the masses of the people with development as the end result.

Since the developing countries were not deemed to have the internal capabilities necessary for this industrialization, it was assumed that stimulation by advanced nations through the "transfer of technology" was essential. Donor agencies exported incredible amounts of western technology and the necessary experts to install, use and maintain the combine harvesters, factory machinery and satellite ground stations that were to be the impetus for development.

The donor nations believed that they had the responsibility of lifting up or accelerating the recipient nation's pace of life to that of the donor; consequently, communication of skills and technology was unidirectional with the people of developing nations often viewed as empty vessels to be filled with the knowledge and skills that would ensure development.

Most developing nations gladly accepted the costly inputs because of the promises that accompanied the technology; and also because the very existence of televisions, large agricultural machinery and huge

factories proved to the rest of the world that they were no longer a traditional society based on pre-Newtonian science and technology and pre-Newtonian attitudes toward the physical world, but were well on their way to economic maturity, applying the range of modern technology to the bulk of their resources (Rostow, 1960).

Optimism was high. Governments in the first world were aiding their own industries by donating or selling equipment made in their countries. They were assuaging any guilt about imperialism by providing huge grants that included costly technology and costly technicians. Developing countries were proudly comparing construction schedules, hydroelectric dams and kilometers of super highways. Within a reasonable period of time these economic benefits were expected to flow into the "social change" element of the equation with the benefits trickling down to the poor and oppressed.

But by the mid 1970's not only were the aggregate measurements showing few upward trends, the influx of aid was somehow keeping the countries economically stagnant or, much worse, lowering GNP's and PCI's. What was most surprising to some and disturbing to others was that even when economic benefits did accrue they were not causing qualitative, widespread development. A consideration of the massive sums of money spent on the technology transfer efforts in relation to the accomplishments in terms of genuine and sustained human development showed that the developed nations had fallen far short of their goals in an embarrassing number of cases. The goals of equality, participation, rural development, employment and improved education were not being realized. Critics began to express concern about widening gaps (Tichenor, 1970), ethical development (Goulet, op. cit.) and liberation (Freire, 1968) and alternative paths to development began to emerge.

The objectives of development assistance organizations began to emphasize the need for increased popular participation, expansion of services to the rural poor (most needy), and the development of appropriate technologies with the hope that self-reliant, self-sustaining systems would begin to emerge (World Bank, 1975).

The audio cassette listening forum project grew out of this climate and attempted to synthesize these current development goals with the realities of village life for Tanzanian women.

B. Tanzanian Development Objectives

Tanzania provided an especially appropriate location for the study since its development goals have paralleled the world trends described above.

Prior to 1961, the goal of the Tanzanian people was to gain independence and consequently Africanize the country. This independence campaign, though based on the desire for human equality "was centered on a demand for the replacement of white and brown faces with black ones in the positions of control" (Nyerere, 1968: 27). There was no inherent ideological base in the struggle; Tanzanian capitalists struggled alongside Tanzanian socialists.

But this diversity of ideological approaches became a problem in the post-independence period. The leaders of TANU (Tanganyika African National Union), the presiding political party and its chairperson, President Julius Nyerere soon realized that Africanization, though based on the principles of freedom and democracy, did not automatically result in the elimination of the exploitation of the majority of the people. Stratification of the classes and the desire by a few to accumulate

capital for personal benefit still remained after independence. So to ensure that the fruits of the people's efforts would not be wasted by benefiting only a selected minority, these leaders placed a new development strategy before the people.

In 1967 TANU issued the Arusha Declaration which was aimed at counteracting the prevailing trend toward class formation and which committed Tanzania to a policy of socialism and self-reliance.

The declaration proclaimed that Tanzania must become a country where all men and women are equal socially and economically, where there was an absence of exploitation in any form, where the major means of production would be under the control of the peasants and workers and where leaders on every level would be chosen democratically (Nyerere, 1968: 23-250).

These precepts were manifested by the nationalization of public utilities, banks and major industries, by the prohibition of large land or industrial holdings by government officials, by the initiation of Ujamaa (familyhood) villages and cooperative societies and by the implementation of programs which encouraged the involvement of the rural farmer (who comprised ninety percent of the population) in the development process. The first two essentially economic changes were emphasized with the belief that the success of Ujamaa and people-centered development would naturally follow. But it soon became evident that even with these changes the involvement of the people was minimal in comparison to the goals set in the Arusha Declaration.

Consequently, in 1971 TANU issued "Mwongozo" (the TANU Guidelines), followed by the Policy on Decentralization in 1972, both of which were policy statements that called for a renewed emphasis on the people's participation in the decentralization process. Out of these declarations

developed what might be called a simultaneous or dialogical communication model (with dialogue in the Tanzanian context meaning equal reciprocity). The goal was to stimulate critical, self-generated opinion messages from the populace so that messages would flow in two directions. The government, the people "in control" were to become a responding as well as a directing body. The dichotomy between those who possess knowledge to "extend" and those who "do not know and must be taught" is thus eliminated. The emphasis of development was changed from one which concentrated on economic growth to one which centered on "people participation" in all aspects of development.

III. THE ROLE OF WOMEN IN TANZANIAN DEVELOPMENT

A. Rural Women

Simultaneous with this growing emphasis on "people centered" development, the role of women in the Tanzanian development process began to be judged more critically.

When President Nyerere presented the Arusha Declaration he said,

Village women work harder than anyone in the country - in the fields, in the homes, they provide the backbone of our country.

It was recognized that the rural women provided this support in many ways. As the center of their families they cared for the children, prepared meals and fetched water and firewood. Added to this usual burden women also performed the exhausting and time consuming tasks involved in planting and harvesting subsistence and marketable crops, tending the livestock and building their homes. Some women's involvement went even further through their participation in community self-help projects and craftwork.

Women's involvement was seen as essential to the maintenance of families and to nation building, yet many women remained uninvolved in development programs. In some cases they felt that their entire life was dependent on others and that their daily exhausting routine was inevitable, having little influence on their own or their country's development. In others, development programs, which concentrated on educating the rural male, did not invite their participation.

In an attempt to eliminate this contradiction between development goals and reality, Tanzanian leaders increased the number of development and education programs directed towards the rural women. Women's cooper-

atives (Umoja Wanawake) were established and the Small Industries Development Organization (SIDO) began to concentrate on organizing women's weaving, pottery, leather and beadwork industries throughout the country.

B. The Mass Radio Campaigns

One of the most predominant examples of this attempt to encourage women's involvement as well as true participatory development was the initiation of two mass radio campaigns organized by the Institute of Adult Education (in cooperation with an inter-ministerial network that extended from the national to the local level).

The campaign topics were "Mtu ni Afya" (Man is Health)[#] and "Chakula ni Uhai" (Food is Life) and their goals were to:

1. Provide a discussion/dialogue setting that would develop the participants confidence and awareness.
2. Educate the people in order to improve nutrition and health practices.
3. Encourage the participants to initiate activities that would put these concepts into practice. (Hall, 1975).

The campaigns were successful on many levels. Millions of rural people participated in the discussions which resulted in observable changes in health and nutrition practices that in some cases were quite outstanding. During the "Mtu ni Afya" campaign, for example, hundreds of thousands of latrines were constructed and over fifty percent of the participants began to boil their water. Additionally, the costs of

[#]The Kiswahili literal translation is "Person is Health".

mobilizing millions of people was incredibly low in comparison to other formal or non-formal education programs (Hall, 1976).

But one of the least mentioned and yet most significant achievements of the campaigns was their inclusion of rural women in every aspect of planning and implementation. Women participated as trainers of group leaders, actors on the radio programs, group leaders, writers of the study guides and radio scripts and as evaluators. In all, fifty-two percent of the participants in the "Mtu ni Afya" campaign were women and approximately fifty-four percent in the "Chakula ni Uhai" (Hall, op. cit.).

The success of these campaigns in reaching and mobilizing the rural people of Tanzania is reflected in a suggestion made by the "Chakula ni Uhai" evaluators. They proposed that small, localized programs involving the same general topics be initiated to continue the momentum of learning and especially to enhance women's continued participation in these vital self-reliant, self-development programs (Mahai, 1975).

IV. AUDIO CASSETTE LISTENING FORUMS BACKGROUND

A. Assumptions

Given this framework, the ACLF project was based on the following assumptions:

1. That all people are capable of creating an environment that is responsive to their own needs. If people are given the respect, support and as needed, practical tools for learning, they can create and develop activities that improve the quality of their lives.
2. That learning is based on self-determined needs and motivation.
3. That the former emphasis on the transfer of knowledge, skills and technology in many development programs has not developed any real prospect for self-sustaining improvement in the living conditions of the masses of rural people, especially women.
4. That women have been a neglected force in the development process.
5. That small media, especially audio cassettes, combined with discussion provides useful impetus for self-reliant development.
6. That research should be an activity that is useful and relevant to the participants as well as to a wider audience of development planners, educators and communicators.

B. Goals

From these assumptions, the following goals of the project were formulated:

1. To provide a demonstration/pilot project that is atypical. Most demonstration or pilot projects have an overabundance of experts, funds and enthusiasm that invariably helps to guarantee the project's success. The question always remains that without these special inputs, would a similar project succeed? Through the total involvement of the participants in the process of self-development it was hoped that the awareness gained and activities initiated would continue after the pilot project had ended.
2. To increase women's awareness of their potential to improve the quality of theirs and their families' lives.
3. To encourage local participation in planning, implementation and evaluation of a development project.
4. To develop a useful service to the people involved by initiating with them self-determined action plans.
5. To utilize and evaluate a process of communication that is dependent on dialogue and group action.
6. To utilize an inexpensive, simple media that will extend the reach of extension personnel.
7. To evaluate the costs and relative effectiveness of audio cassette technology for development education in rural Tanzania.
8. To enhance the knowledge and group skills acquired as a result of the mass radio campaigns.

9. To maintain the involvement of the mass radio campaign's inter-ministerial network in women's development programs.
10. To formulate and document the process, methods and techniques used so that the project might be useful in other contexts.

The ACLF project was developed as a reflection not only of the current, more general development goals, but additionally as an attempt to fulfill a specifically expressed need in Tanzania today. As stated in the original project proposal:

"The project hopes to manifest the ideology of self-reliance within its own context, enhancing a process of local self-reliant development. The participants will not be taught nutrition and health, but will be offered the conceptual tools for developing pride, awareness and problem solving techniques so that what is learned can be applied to other aspects of their lives. Through the women's self-development of their own messages and involvement in planning, implementation and evaluation, it is hoped that the people involved on every level will realize that they do have control over their lives and that they are capable of solving some of their own problems. The importance of this project is not only the initiation of improved nutrition and health practices, but also the development of self-reliant, self-development skills. It aims at providing a tool, a process for continued self-development" (Stanley, 1976).

Though some changes were made in this original project approach, the major focus of the project, namely developing increased self-awareness and self-reliant skills remained throughout.

C. Implementation Plan

In order to achieve the stated goals and ensure that the intended approach was utilized throughout the project, the following implementation plan and communication strategy were developed.

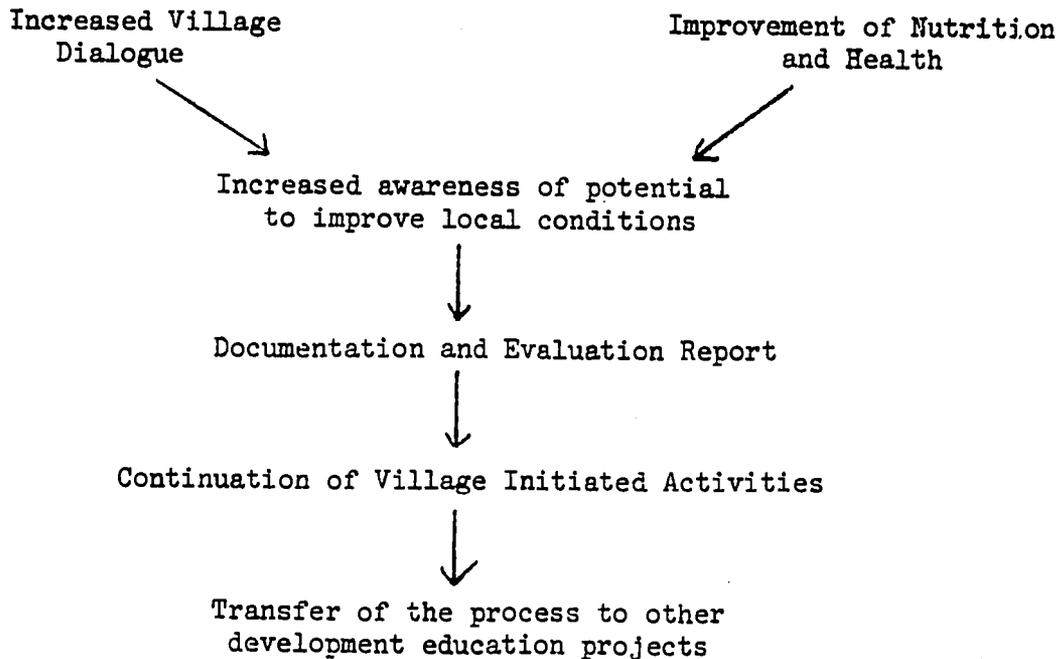
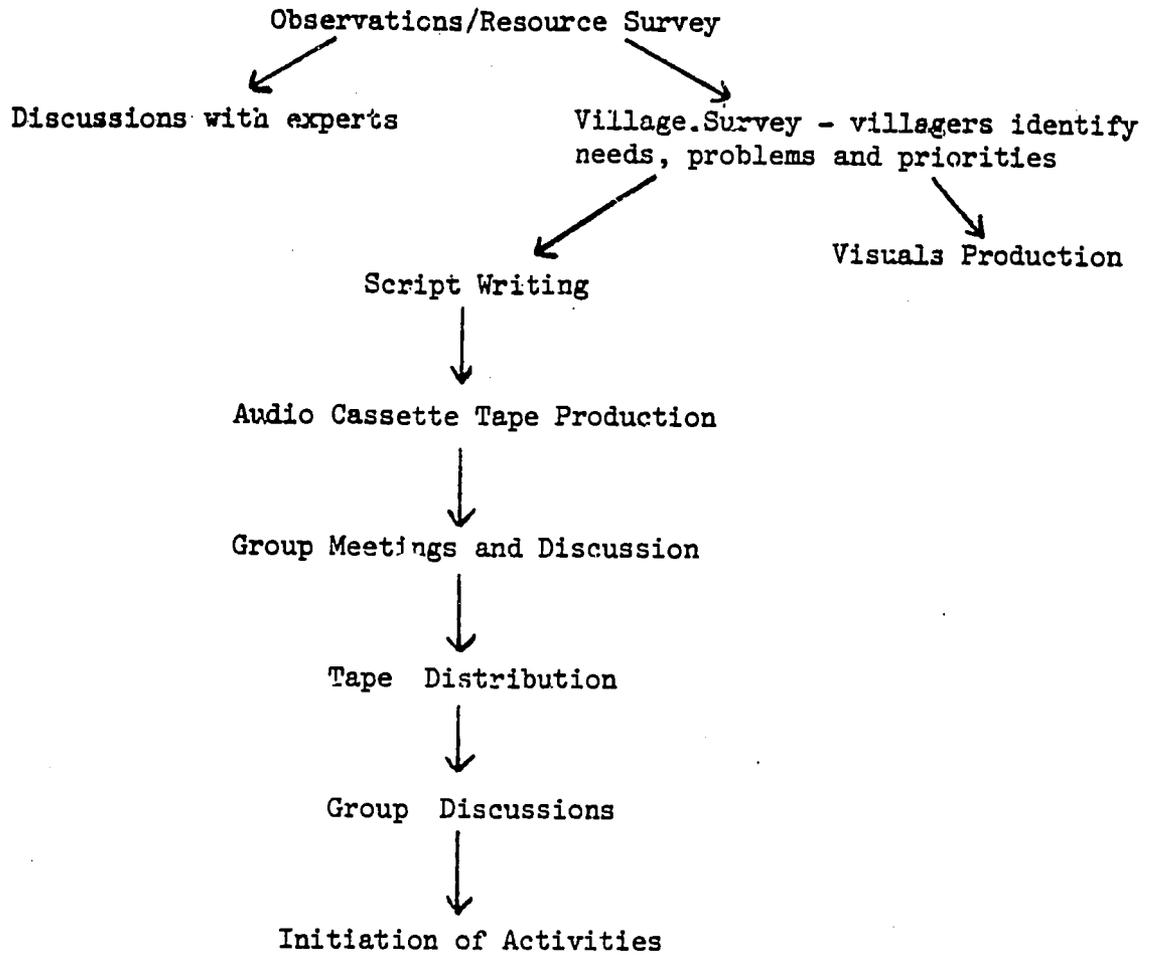
1. Project Model

In the original project proposal, a procedural model of ACLF was pre-

pared. It described the variables that were to be evaluated through a detailed identification of the means and steps of the program.

There are several advantages to constructing this type of hypothetical sequential model. "Once ways are found to measure each set of events and measurements are made, it is possible to see what happens, what works and what doesn't, for whom it works and for whom it doesn't" (Weiss, 1972: 50). A model also sensitizes the evaluator to any changes in the problem approach that might require changes in the evaluation design and helps both program planners and evaluators to clarify and systematize the factors that are worth investigating/assessing (Weiss, op.cit.). The original model of ACLF was useful in that it provided a clear picture of the process of the project, a major concern of the evaluation. It also facilitated the recognition of the necessary changes based on the village situation.

The original model follows:



2. Revised Project Model

Early work in the villages and observation of the local expertise and creative development resulted in changes in the original model and implementation plan.

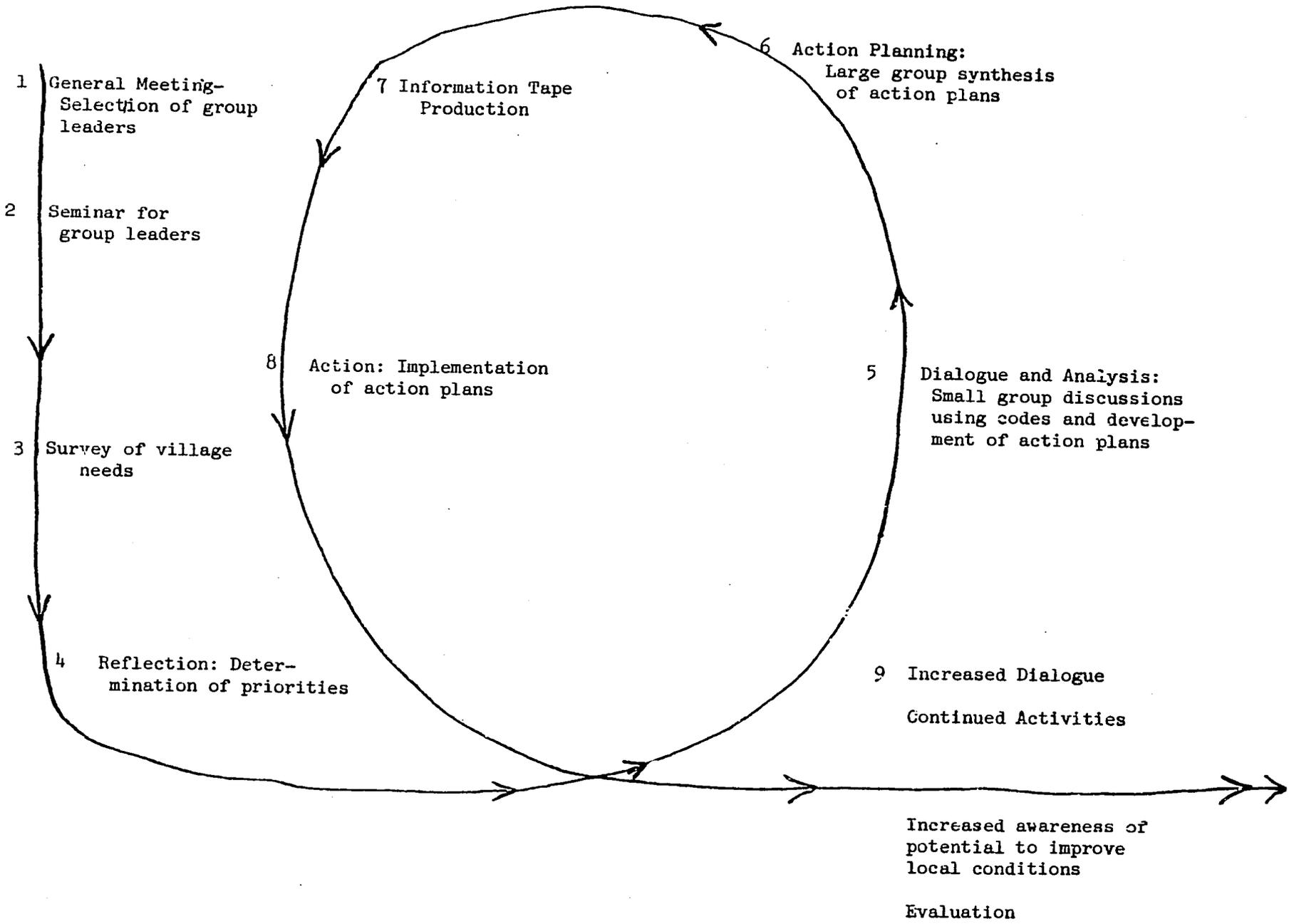
Instead of a one-way information transfer program as reflected in the top down model, an element which encouraged local problem solving activities prior to action planning was introduced.

After the survey of needs, problem posing codes* were to be introduced as a focus for the group discussions. Using pre-determined questions, the women would initially look to themselves for solutions, but if as a group or village all local resources had been utilized, the group leaders would help the women look for other sources of information/assistance. It was recognized that in many cases information transfer would be necessary but concluded that it would be introduced only when requested by the participants.

The criticism of this approach is that it often entails withholding information from the participants, information that is easily available to project and/or extension staff, forcing the participants to "reinvent the wheel". Yet, too often development projects rely heavily on outside experts to provide the Answers. In most cases this only encourages dependence and leaves the villagers stranded when the experts leave. The goal of ACLF was to develop a balanced, self-reliant structure, one which could look within for information and know where to look without for the balance that was needed.

A new project model was constructed and more accurately reflected the project's original assumptions and goals as well as its more continuous direction.

*A code is a picture, skit, or tape recorded story that describes a problem as it exists without offering any solutions (Delta Handbook, 1975).



D. Communication Strategy

As the above model illustrates, the communication strategy that was central to the project involved two elements - the introduction of audio cassette tape recorders and group discussion.

1. Audio Cassette Technology

The purpose of introducing audio cassettes was to utilize a simple versatile education technology that was felt to have the greatest potential for fulfilling the specific communication goals of the project in the proposed setting.

It is an accepted fact today that by combining a mass medium with interpersonal and group communication there is greater chance for active social change than when one approach is used exclusively. This theory has been well documented through field experiments in both developed and developing countries (Hall, 1975, 1977; Rogers, 1971; Schramm, 1973; Ingles, 1974; McAnany, 1973). Yet, a predominant concern today is whether or not these media/group programs are:

1. Relevant to local situations thereby encouraging local support and involvement.
2. Allow for the necessary element of feedback from the message receiver to the source (Sagasti, 1975).

By using audio cassette technology (hereafter ACT, Colle, 1975) that provided the message to the group, there was an attempt to address these concerns.

Based on reports of other development education projects which had used ACT (Colle, 1976; Aoxeng, 1973; Lundeen, 1977) and the author's previous experience in the field, several other additional benefits were

assumed. ACT:

1. Extends the reach of extension personnel by enabling a locally produced message to reach greater numbers of rural people.
2. Transfers control of the communication process into the hands of the people who are the "target" of the information program.
3. Provides the opportunity for immediate feedback - by using machines that record as well as playback, villagers are able to articulate their views and needs, without intermediaries.
4. Increases the potential for multiplication and preservation of an information message. Unlike radio programs, audio cassette tapes are easily duplicated enabling repetition of the message, adaptation to other programs dealing with the same content and, most important, availability of the message to the participants even when the project is completed.
5. Enables groups and individuals to listen to an information message at a time and place convenient to them.
6. Are literacy free - the participants do not have to be able to read or to depend on someone who can read in order to receive the message.
7. Are reusable thereby enabling the participants to listen to a message over and over as frequently as the listener wishes.
8. Can be useful for both problem posing story/drama tapes and for straight information tapes.
9. Can be produced on location and in the local language if necessary.

10. Enables both experts and local persons to be involved in the tape production thus ensuring both local relevancy and extendable credibility in each message.
11. Can operate on battery power and are low cost.
12. Are simple to operate - other cassette programs have been organized in Guatamala, Egypt and Kenya and after a demonstration and "hands-on" workshop the participants experienced few problems in operating the machines (Colle, R., 1973, 1975, 1977; Colle, S., 1976; UNESCO, 1975; Wainaina, 1976; Lundeen, 1977).

2. Group Discussion

The second element of the communication strategy was group discussion which can also provide many advantages in a program advocating social action and change:

1. The use of groups enable the project planners to have contact with the participants prior to the implementation of the program so that in any given context the needs, beliefs, attitudes, values and taboos of the group can be taken into consideration prior to implementation.
2. Groups help to facilitate the recognition of opinion leaders in the community and their acceptance or rejection of the topics, methods and approaches of the program.
3. Groups provide people who can assist in the actual production of the message, thus giving an added dimension of relevancy and authenticity to the messages.
4. Group participation usually means active participants. As Schramm points out, "In a face to face situation, the

opportunity for exchange of information is maximized" (Schramm, 1972).

5. Group participation encourages both internal preservation and continued action based on group consensus.

"Group made decisions are from two to ten times as effective in producing behavior change/action as compared to lectures presenting exhortation to change; one of the reasons being the unwillingness of individuals to depart too far from the group standards. A second reason is that the participants involvement in the decision making process results in a greater likelihood of follow through in the proposed action (Asch, 1973; Cartwright, 1970; Lewin, 1973).

With this myriad of assumptions, the project moved into the village reality and began to implement and evaluate the entire ACLF process.

V. THE AUDIO CASSETTE LISTENING FORUMS IMPLEMENTATION

A. Choice of Participating Villages

1. Criteria

The criteria for choosing the project sites were:

- a. Accessibility to the project center: Recognizing the pilot nature of the project and the need for frequent visits to the sites, it was necessary to choose villages that were close enough to Arusha to enable one day journeys to each village without difficulty.
- b. Presence of similar potential control group in the participating area: A major part of the evaluation was to compare the development activities in the participating village to those in a similar village not involved in ACLF but still receiving some type of information. Given this need, participating villages were chosen that had villages nearby with similar size, women's group activity, tribal make-up, economic status and occupations.

In order to ensure the similarity of problems, ACLF staff conducted an informal listening survey with the women's group chairperson and village women in the control villages.

- c. Familiarity with the ACLF staff prior to the project implementation: Recognizing the importance of mutual familiarity between the project staff and villagers and the difficulty in achieving this in a short time, villages were chosen that were known to the project staff through previous contact and/or projects in the areas.

Based on these criteria, the villages chosen were Kimundo with the village of Poli as the control and Majengo with the village of Patanumbe as the control.

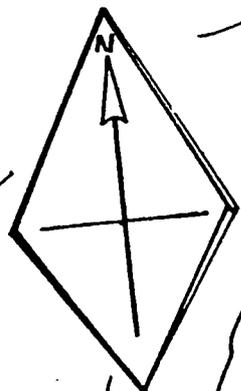
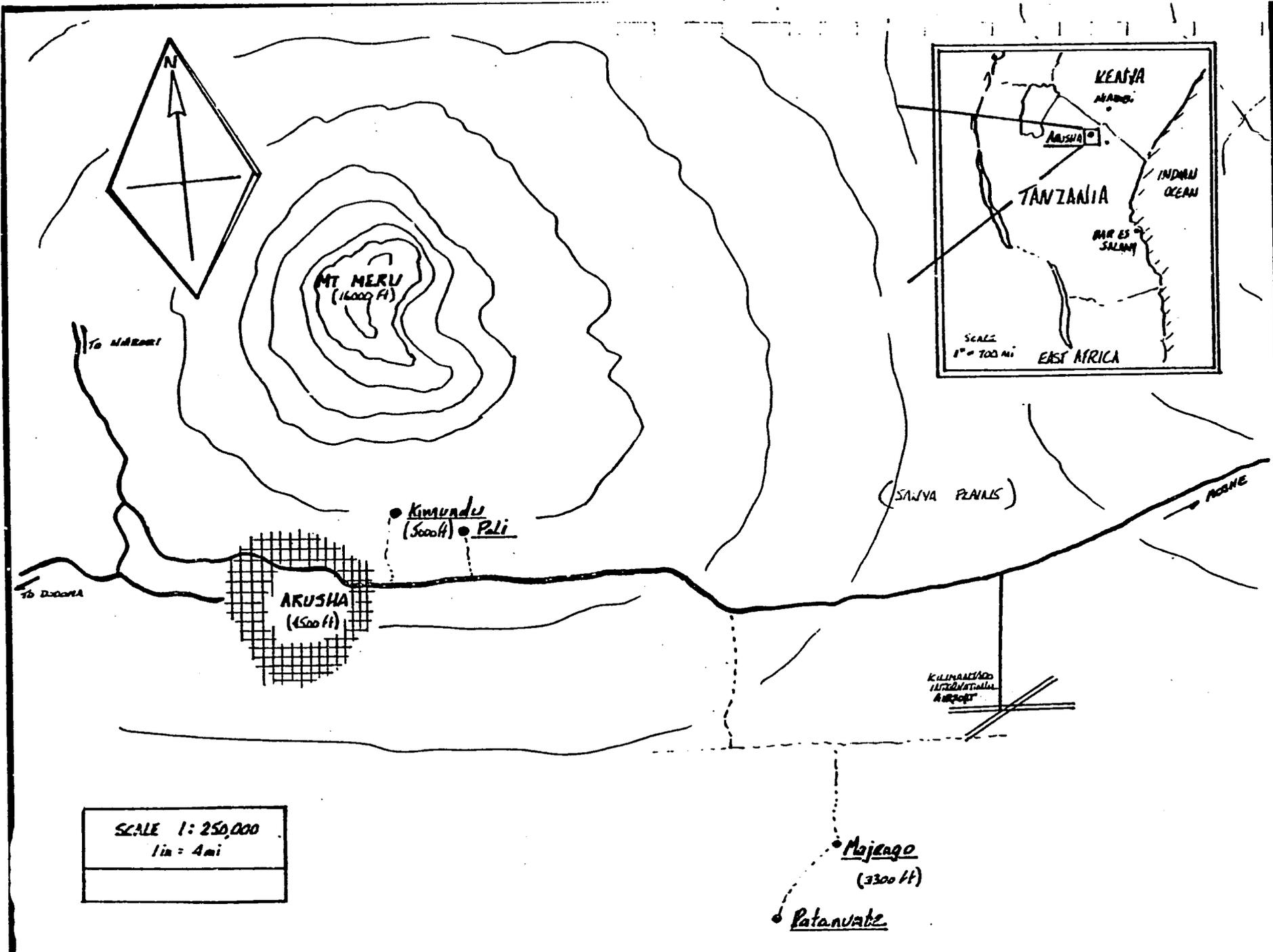
2. Description of Participating Villages

Majengo

Majengo village is located about 35 miles east of Arusha. The great majority of the villagers are subsistence farmers earning an average income of \$150.00 per year. Situated in a very dry area and with the total failure of rains from 1971 to 1976, Majengo villagers have been the recipients of drought relief as recently as 1976. Most people have four acre plots of land that are spread over numerous acres so that few live near the land they cultivate. Representing many different tribes, a small minority of the people have lived in the area for about 10 years, but the majority have lived in Majengo only since the village was established in 1975.

Village facilities include a primary school, two grinding mills and a dispensary. Though the dispensary building does exist it was mentioned by the women in early meetings that it is rarely open and when open only provides aspirin and malaria medicine. There is no maternal child health clinic nor a person competent to diagnose illness or prescribe medicines.

Since the women's group was established in 1975 it has met only for special activities and at times to plan for local beer brewing activities (a legal enterprise conducted in Tanzania by UWT groups). These latter meetings were not always well attended according to Mrs. Swai, the chairperson.



MT MERU
(16,000 FT)

TO DAR ES SALAM

TO DODOMA

AKUSHA
(4,500 ft)

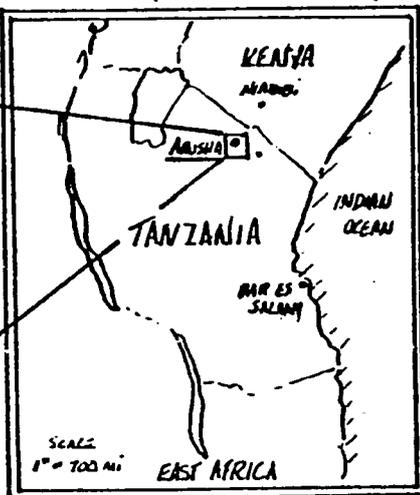
• Kimvundu
(5,000 ft) • Pali

(SAVYA PLAINS)

KILIMANJARO
INTERNATIONAL
AIRPORT

• Majengo
(3,300 ft)

• Patanvate



SCALE 1: 250,000
1 in = 4 mi

Kimundo

Kimundo and its women's group provided an extremely different setting and structure for the project.

The village is located on the fertile slopes of Mt. Meru where coffee and bananas grow in abundance. Most of the residents are of the same tribe - the WaMeru - and have lived there all of their lives. The average income is about \$600.00 per year and the population is concentrated in a very small area with every possible piece of land under cultivation.

The women's organization has been in existence since 1962 and has always been active. The women have worked together regularly on road projects, church improvement, village gardens and many other development activities. The area also has two well stocked and well staffed hospital/clinics - one being the district medical offices, one primary school, a functioning coffee cooperative and easy access to the market of Arusha (the largest nearby town).

B. Group Leaders

1. Selection of Group Leaders

The women's direct participation in the project began with group leader selection at a general U.W.T. (Umoja wa Wanawake - Tanzanian Women United) meeting. At this meeting the ACLF staff described the project in detail using pictures and taperecorders and requested that each group choose five women who would act as group leaders for the duration of the one year project.

The duties of the group leaders were described as follows:

1. To attend a five day training seminar
2. To conduct a needs survey
3. To meet weekly, discuss the survey results and choose village priorities

4. To teach the participants how to use the taperecorders
5. To organize small groups for discussion
6. To lead the small group discussions and help in the development of action plans
7. To assist in the implementation of the action plans.

Five leaders from each village were chosen.



The leaders of Majengo



The leaders of Kimundo

2. Group Leaders Training Seminar

Since effective group discussion and action are highly dependent on effective group leadership that encourages participation by all group members, the ACLF leaders participated in a seminar that attempted to optimize their participatory leadership skills. It was hoped that some of the leaders from the mass radio campaigns would be available, but this was not the case. Consequently, an extensive workshop/seminar was conducted incorporating the following methodology and activities.

a. Methodology

The Psycho-Social method of adult education, also known as the dialogue method, was developed in the early 1960's by a Brazilian educator Paulo Freire and was used during the entire seminar. The method is based on the assumption that through analytical dialogue people consciously realize their own potential and capabilities for acting upon and transforming their perceived reality. The leaders of discussion assist the participants to focus on their reality by using codes which replay or mirror situations common to and already occurring within the participants' lives. Throughout the seminar the participants discussed, analyzed and practically applied the method in relation to their own future participation in the project field activities.

During the seminar codes were used to encourage analysis of various approaches of adult education, the role of the group leaders in the project and to assist the leaders in developing action plans based on the situations they would be returning to. These activities were alternated with information sessions which built on the responses of the participants. This provided a balance between problem solving

activities and information introduction in order to achieve an atmosphere of mutual learning.



ACLF Seminar Participants

b. Seminar Content

Audio Cassette Tape Recorders: The potential of the audio cassette taperecorders as a means to facilitate development action was discussed as well as the practical utilization of problem posing and information tapes. The participants were taught how to operate and maintain the equipment and were given the opportunity throughout the week to practice their skills. At the conclusion of the seminar, taperecorders were given to the leaders along with extra tapes and batteries so that they could begin teaching other women immediately.

Needs/Resources Survey: The role of a needs/resources survey prior to the implementation of a development program was discussed in detail. Various methods of survey were analyzed in relation to the village situation and each village group developed a survey action plan to be

implemented upon their return to their villages.

Methods of Education: How and why adults learn as well as the various methods of education which can encourage or inhibit the full participation of women in the program were discussed and analyzed.

Discussion Methods and Leadership Skills: The qualities and responsibilities of a group leader and the methods of developing and implementing action plans were discussed. After the discussion each participant practiced discussion and leadership skills which were then evaluated by the other group members.



Evaluation: The importance of ongoing evaluation was presented with some of the evaluation procedures which would be used during the program.

Plan of Action: Each group developed an action plan which would begin when the leaders returned to their villages.

Seminar Evaluation: Two evaluations were conducted - one midpoint in the seminar to enable the staff to respond to the opinions of the participants and another after the seminar to review the events of the week and obtain the participants' suggestions for future seminars.



The reactions of the participants were very positive. The comments most often mentioned by the group were related to problem solving activities, the discussions in which all were encouraged to participate, the relationship that evolved between the staff and participants and the spirit of cooperation and unity that was realized as the seminar progressed. It was the impression of the seminar staff that all participants were quite enthusiastic but somewhat apprehensive about beginning the program.

At the conclusion of the seminar the participants suggested that another seminar be held upon completion of the program so that the participants could meet again and share their experiences.



C. Needs/Resources Survey

Two types of surveys were conducted by the ACLF staff and one by the group leaders after the training seminar.

1. Review of Relevant Literature and Interviews with Resource Persons:

- a. The review of literature was conducted during the year prior to the project while the proposal was being formulated. This review is reflected in the bibliography and provided the essential theoretical framework for the project implementation.
- b. The following sources were consulted during the first quarter of the project in order to give a more broad based understanding of the areas in which the project would be functioning:
 1. District Level Officials
 2. The Arusha Appropriate Technology Project
 3. USAID Arusha
 4. UNICEF Nairobi
 5. The Tanzanian Nutrition Center
 6. The Ministries of Health and Education

All of these sources provided useful information regarding district policies and practices, local health needs and practices, project implementation ongoing in the area and general development strategies in East Africa.

2. Information Questionnaires: (See Appendix)

A questionnaire was developed and distributed to village officials in order to increase the village leaders involvement in the project, provide baseline data and provide the project with a comparison instrument to the needs survey that would be conducted by the village women.

3. The Village Needs/Resources Survey

In order to choose relevant listening forum topics, the group leaders attempted, through a listening survey, to identify the women's major problems and obtain information about the community's customs and human and material resources.

This needs/resources survey involved four weeks of the group leaders listening, remembering and documenting the comments village women made regarding their individual problems and discussions concerning subsistence, education, family, socialization, decision making, recreation and beliefs and values.

The ACLF staff visited each village weekly and with the group leaders recorded the comments heard during the previous week. At the end of the four weeks the major themes of concern began to emerge and after analyzing the compiled survey information, each group chose several problems which they felt were the women's major priorities.

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, 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

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

their personal feelings.

The women's 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 cultivate 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 the money telling us its his - that he earned it. It is a joke."

The comments made by the Majengo participants show that they are concerned with their status and that they recognize its effect on their existent situation.

The needs/resources 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 - the first step in problem solving.

4. Comparison of Village Surveys

Based on the level of participant involvement, quality and amount of information received and costs, the group leaders survey is observed to be 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/resources survey by the group leaders conversely provided a basis for continual involvement in the program. The group leaders became animated discussion participants as the survey progressed and by the final meeting a group cohesiveness had developed.

Information

The questionnaires provided generally conflicting data and very often responses which were subsequently proved to be untrue.

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

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. A number of lively discussions centering around differing opinions about the village practices took place and the discussions and consensus conclusions verified the 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.

The conclusions drawn here are consistent with the group leaders' opinions of different survey methods. At the seminar the group leaders

*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 evidently false information.

discussed the difference between the listening survey and the interview/questionnaire techniques 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 chart below illustrates the difference in the costs of each methodology used in the ACLF project. Although one method out of many for questionnaire distribution was used, 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 SURVEY</u> | |
|--|-----------------------|---------|-------------------------|--------|
| | Tshs | \$**** | Tshs | \$**** |
| Research, Planning Question Construction* | 4000/- | 512.82 | 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 |
| | 12036/- | 1543.08 | 5390/- | 691.03 |

*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.

****All costs based on survey conducted in two villages. Dollar amount based upon the current exchange rate of 7/80 per one dollar.



Majengo Survey Meeting

Evaluation of the Needs/Resources Survey

Though many projects continue to use questionnaires developed by people outside of the village for data gathering and/or needs assessment, the ACLF experience has proven 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 program which has a goal of helping the participants gain greater control over their existent situation.

Though the ACLF staff's consistent personal contact during the initial stages of the survey could be viewed as a major reason for its success, several factors tend to negate this view.

1. By the third meeting the ACLF staff were passive observers, with the group leaders and visiting group members controlling the entire meeting.
2. At the final evaluation seminar, the group leaders expressed confidence that they could continue to conduct similar surveys and discussions on their own and could train other groups in the method.

Since a new survey method was being introduced some monitoring was initially necessary. The constant question that must be asked, therefore, is, "Does the method permit self-reliant continuation?". In the case of the listening survey, the group leaders response was a definite yes.

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.

A detailed description of a training session, as it was conducted during the ACLF group leaders seminar, is provided in Appendix

D. Choice of Village Priorities and ACLF Topics

Several priorities were chosen by the group leaders/surveyors during the needs/resources survey. They are listed in order of their expressed importance.

- Kimundo
1. Water: lack of pipelines to all village areas
 2. Lack of/non-use of latrines
 3. Improper child care and nutrition
 4. Drunkenness
 5. Disrespect for adults
 6. Loss of young people to the towns

- Majengo
1. Lack of transport
 2. Drunkenness
 3. Lack of proper health care facilities (eg. no midwives or maternal child health clinics)
 4. Lack of sufficient food, clothing for children

After a discussion of the problems that would occur in the very process of solving each problem, each group selected its initial topic for discussion and action planning. In both villages the leaders chose their second priority, lack of/non-use of latrines and drunkenness, feeling that the first priority should be presented to the village council for discussion and action*.

Based on this selection, pre and posttest questions were developed to assess changes in attitude and behavior related to the women's goals and priorities and observation schedules were formulated to assess any changes in actual behavior as a result of the ACLF process (See Evaluation Design for a more detailed discussion of these measurements).

When the pretests of a random sample of the village women in Kimundo showed that 100% of the respondents already had latrines, the validity of the survey and choice of relevant topics by the group leaders came under questioning. When the data was presented to the survey team, they explained that many villagers had begun latrine building/improvement activities between the completion of the needs survey and the administration of the pretests. Further discussions led to a more exact description of the problem as it existed. The needs more specifically were for:

1. Increased information regarding the health related usefulness of latrines
2. Instruction on how to improve the already existing latrines.

At the same meeting the women also expressed interest in using the ACLF methods to begin approaching one of their other priorities - improvement of child care.

*In Kimundo, action was taken and the village council has since approached the Ministry of Water for assistance. In Majengo, no action was taken but the women returned to discuss this priority after the successful implementation of their first action plan. See page 40 for further discussion.

Again the implementation of the project changed based on the village situation with two simultaneous activities going on in Kimundo.

1. Regarding latrines:

- a. The introduction of requested information tapes that would be used at group meetings and by individual women in their homes.
- b. The organization of a demonstration by a local appropriate technology group showing how to build a less expensive, more sanitary latrine.

2. Regarding child care: The commencement of listening forums by the village women on this topic.

These changes were beneficial to all program participants in that the women were involved in two important problem solving activities and the ACLF staff were able to evaluate all of the goals of the project, including information tape use and distribution.

E. Preparation and Distribution of Audio Cassette Materials

1. Description of Tapes

Two types of materials were produced.

- a. Problem posing tapes to contribute to the Majengo drunkenness discussions and the Kimundo child care discussions: These tapes were developed locally in order to provide the village women with a focus for dialogue on their perceived problems.
- b. Information tapes in direct response to the Kimundo women's request for health information and the Majengo women's need for cholera information: These tapes were produced by villagers and outside experts and introduced after problem solving activities. The purpose of the tapes was to reinforce and lend credibility

to the knowledge already identified in the community through the pretests and conversations with the participants and to present new information as needed. The tapes thus had the potential of proving to the villagers the validity and relevance of their own knowledge and expertise and, at the same time, providing any desired new information. All the tapes included only information that could help the participants devise their own solutions to their problems, never presented solutions that "must" be done by the villagers in order to improve their situation.

2. Production Participants

All the tapes were produced locally by several group and individuals.

- a. A district team of health workers: In response to the needs expressed in the village survey, the district medical officer was requested to provide a team of four health workers who would be involved in tape production activities.

At the first workshop, the team discussed the needs of the area, gave suggestions for both socio dramas and information tapes and after a few rehearsals, produced problem posing and an information tape on the topic of malaria. All of the tapes are useable if the problem of malaria ever becomes a priority in either of the village sites. Subsequent workshops were held with the group to produce information tapes on cholera, drunkenness and the importance of latrine use.

After the ACLF workshops, this group also prepared several other information tapes that are being used during the women's clinic at their hospital. The tapes are played in the clinic

waiting area and during maternal and child health classes.



District health workers preparing information tapes

- b. Group leaders: The group leaders of Kimundo prepared problem posing tapes on child care and the Majengo leaders, during a cholera quarantine, prepared socio dramas on cholera and drunkenness.
- c. Other sources:
 - 1. Health personnel from a local clinic assisted in the production of information tapes for the Kimundo women.
 - 2. ACLF project staff, with the assistance of Arusha Appropriate Technology project staff, prepared socio dramas for problem posing tapes.
 - 3. A local songwriter/singer prepared songs on all of the listening forums topics. Some of these songs were used to supplement information tapes. Others were problem posing.

F. Group Formation and Taperecorder Instruction

While this preliminary production was ongoing, the group leaders were involved in organizing their small groups and teaching each participant how to use the taperecorders, the latter activity so that each women could take the prerecorded tapes home as needed. No organized system of tape distribution was implemented so that a system most useful to the women might emerge.

G. Group Discussion and Action Planning

The actual listening forum discussions then began with small group discussions on the chosen topics using problem posing codes as the discussion focus.

After the presentation of the problem posing codes, the group leaders asked the following questions:

1. What do you hear happening?
2. Why is this happening?
3. Does this happen in our situation?
4. What problems does this situation bring?
5. What can we do together to solve this problem?
6. Who in the village can give us additional assistance?*
7. What outside information do we need?*

Each small group then devised their own action plan for submission to the larger women's group, synthesis and eventual formulation of a cooperative women's action plan.

*These questions were optional and only to be used should the women be unable to solve their problem within their group.

The results were as diverse as the number of small groups organized.



Small Group Discussion in Majengo

Kimundo

1. Latrines

The group leaders took their preliminary observations to the village council and, as mentioned earlier, a demonstration of improved latrine building methods was organized at the same time that ACLF introduced information tapes on the topic. The village council set up a special committee to begin organizing latrine building and improvement activities, and with the cooperation of the village women, these activities are ongoing.

2. Child Care

The second priority of the Kimundo women was the improvement of child care. The women used the entire ACLF approach in their problem solving activities and developed the following synthesized action plan:

- a. Begin discussions about nutrition at the weekly meetings.
- b. Invite the local nutritionist to one of the meetings for

discussion and more training in better nutrition.

- c. Begin small home gardens in order to increase the quantity and quality of vegetables available.
- d. Begin planting citrus fruit trees.
- e. Begin raising chickens.
- f. Begin making sweaters for children to protect them from the cold.

Since this plan was quite general, several other discussions were held in order to decide specifically when each activity would begin and who would be responsible.

- a. Nutrition discussions: The ACLF staff, working with district health personnel, produced a tape on nutrition topics particularly relevant to the women in Kimundo. The tape content was developed from ideas given during action planning and the tapes were used during weekly group meetings.

The tape content includes:

- songs about nutrition, health and child care sung in KiSwahili
 - messages about good nutrition in general
 - a discussion by a local nutritionist on how to improve the nutritional content of foods eaten locally
 - messages about nutrition for children eg. the importance of mother's milk, foods for children being weaned from the breast, etc.
- b. Invite the local nutritionist to a weekly meeting: During the small group discussions some women observed that many in the groups already had a considerable amount of knowledge on nutrition and child care and could be used as resource persons. The

women therefore decided to wait until they had a number of nutrition related discussions before inviting someone from outside the group.

c/d/e. Begin small gardens, plant fruit trees, raise chickens:

It was decided not to begin any of these activities as group projects since most women already knew a great deal about each activity and could start work on their own. They discussed the outside resources that could be approached when additional information is needed eg. the local agricultural extension officer, and will consult them as necessary.

f. Making sweaters: This idea was originally introduced in order to help the children during the cold season, but as the discussions progressed the women began to talk about the income producing potential of the project. They further reasoned that additional income would help in other ways with child care by assisting the women in providing their families with better food and clothing.

However, yarn is very expensive in Tanzania and so the women plan to reach their goal by beginning another income producing activity - making banana fiber baskets.

3. Income Producing Activities

The women decided to begin making banana fiber baskets using a material that is locally available at no cost to the women. Since they can also make their own needles, any sales of the baskets will bring them a 100% profit and thus enable them to start sweater making without a new cash outlay.

Both items can be sold locally or in Arusha, a large nearby town, and have the potential for bringing the women a substantial income if marketed

with care. Since one of the group members is a former employee of the Tanzanian Small Industries Development Organization (SIDO), she can assist the group in establishing a formal craft cooperative when and if necessary. One woman skilled in the craft is presently teaching the small group members how to weave the baskets.

Majengo

In Majengo, the women's basic ability to survive initially superceded all other activities. The people were faced with cholera and flooding of the village center (which includes the dispensary) that caused considerable damage to their crops.

1. Drunkenness

Despite these problems, the women continued to hold small group discussions concerning the problem of drunkenness and the problems of Majengo women in general. Many women also learned how to use the taperecorders and after a two month absence from the village due to a cholera quarantine, the ACLF staff learned that the women had proceeded to the large group discussion phase of the project and were developing a final action plan. The action plan finally devised included the following point:

It is impossible to eliminate drunkenness but the women should be able to bring it under control through:

- a. Setting into motion the existing but unenforced laws banning illegal beer brewing in homes
- b. Making improvements on the existing UWT women's group beer hall in order to attract business away from the illegal establishments to a place with regular official hours.
- c. Building a branch beer hall in a distant area of the

village so that the entire village could be served
by the UWT facilities.

These actions would enable supervision of all beer brewing activities
and help to bring the problem under control.

The women faced many difficulties in implementing these plans:

- a. With the cholera quarantine all beer houses were officially closed and the problem decreased considerably thus losing its immediacy for many women.
- b. The village is divided into two areas and a conflict arose between the groups over where the major beer hall would eventually exist. Since the branch could not be built until the first hall was approved by the government, the women in the branch area said they would no longer participate.
- c. The discussions continually returned to the income producing ability of the planned activity to bring them necessary income. They had organized beer brewing activities in the past with little success in increasing their income.

Discussions continued until a totally new action plan more related to their immediate problems was developed. The revised action plan follows:

- a. To divide the group into two areas so that meetings could be held at a more convenient location for all the women and so that each sub-group could confront its own problems.
- b. To permit each area group to choose its own income producing and problem solving activity.
- c. To begin a cooperative farm in each area as a means of immediate income production.

2. Income Producing Activities

The women are now in the process of implementing these plans. One area group has chosen to open a cooperative village store providing the village with commodities sold at government prices instead of the inflated prices presently being charged by the other two storekeepers in the village. They are presently constructing a new building and finalizing their licensing and purchasing plans.



Majengo women constructing blocks
for their planned cooperative store.

The other group chose to begin sewing clothes not available in the village. This second activity was discussed and begun by some women earlier in the project, but was discontinued because of the many external problems and the lack of participation by the group members. The women

felt that the need still existed and with more organized efforts the project could begin.

Both groups have collected the necessary contributions to begin their planned activities and are also preparing a request for additional funds from OXFAM, a British funding agency which provides small grants to village groups.

Their commitment to their plans is most evident in their already cultivated, planted and harvested fields of beans and maize. The profits from these fields has already been realized and has been reinvested into the women's group.

3. Planned Activities

The ultimate goal of the Majengo women is to raise enough funds to buy a landrover and thus solve their major problem of transportation - a long distance goal but one the women now see as possible.

Since the health problem remains important to the women, they have held other discussions on this problem and plan to visit the district officials and begin inquires into their entitlement to more complete local health care.

V. EVALUATION DESIGN

A. Objectives

The primary objectives of the evaluation were:

1. To utilize an evaluation approach that recognizes the knowledge and perceptions of the participants and thus provides a more human view of the social change process. Social change and interaction are never static events that can be simply observed and interpreted by the evaluator. They are dynamic, continuous processes that involve people continuously adapting to complex human experiences. The participants must remain continuously involved in the evaluation process if it is to become a "meaningful tool - not only in finding some solutions to development problems, but in bringing together different sectors of population and bringing about development of all those engaged in the effort" (Swantz, 1975: 45).
2. 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 evaluation will document the project's most significant features and developmental processes and assess them in relation to the project goals.

B. Evaluation Approach : Participatory Research

"Values are the principles by which we establish priorities and hierarchies of importance among needs, demands and goals" (Suchman, 1967: 33). Clearly, value orientations are highly relevant to the establishment of evaluation goals, approaches and methodologies. These chosen valuations ultimately influence the relative objectivity, reliability and generalizability and type of knowledge that is provided in the final evaluation report.

At the same time the project that is being evaluated has its own inherent value priorities that determine its goals, approaches and methodologies. It was consequently the evaluator's goal to utilize an approach and methodology that strongly underscored the close inter-relationship that is necessary between evaluation and program planning and operation.

A review of the project goals led the evaluator to choose participatory research as the primary evaluation approach. Participatory research is best defined by a description of its requirements.

1. It must be planned so that at least part of it is of immediate interest to the people in the studied community and so that the community can expect to benefit from its results.
2. It should involve the people for whose benefit it is carried out in the process of research, both in formulating the immediate problems and in finding solutions to them.
3. The research should incorporate into itself as many as possible of those working locally toward the development of the community (project), be they village leaders, administrators, educators or extension officers.

4. The educational and motivational potential of such an engaged research method should be fully utilized for the benefit of everyone involved in it.

When juxtaposed with the project goals, these criteria clearly enhance the interaction between the project and the evaluation. The approaches are, in fact, so interrelated that the final evaluation may be called "a participatory evaluation of participatory research".

Besides this more obvious reason for choosing a participatory approach, other factors were cogent to the evaluator. The philosophical basis for the evaluator's approach as described in the following section utilizes quotes from others who share an interest and belief in the relevance of participatory research. It is a summary of their well expressed statements and the evaluator's interpretations and beliefs.

1. Research should be a two way communicative act in which the researcher is being educated as well as educating

"Research accompanied with participating action can become a most effective means for opening up channels of communication and for engaging administrators, researchers and villagers in a common endeavor, with great educational effect on all of them.

Research as an academic exercise is an elitist concept. The prestige attached to scholarship, the status of a scientist, and the financial outlay needed for carrying it out all tend to develop class consciousness in those engaged in research as well as the objects of the research. An intellectual exercise need not be an independent road to knowledge and discovery. Research in its goals, methods and approaches can become a basic tool in the transformation process of society. It does not need to be limited to those with higher education trained in methods and techniques, in organization of thought or formulation of problems and discursive logic. Ordinary villagers, administrators and teachers can become participants in, not only objects of, research" (Lewin, 1975: 45).

2. Human action occurs along a time dimension and an approach to evaluation must recognize the relevance of such concepts as process,

change, phase and sequence. Even if questionnaires/interviews or "objective" evaluations are utilized, they must take these concepts into account and be used only as the first step in a continuous interaction process so that all involved will benefit from their information (Hall, 1975; Pillsworth and Ruddock, 1975).

3. Evaluators are required to consult the actor in a particular context in order to understand his/her understanding of the situation in which s/he acts. They cannot simply record the behavior or people, attributing to them intentions that appear plausible to the investigator (Pillsworth and Ruddock, 1975: 37). Freire said:

"If I come to Tanzania to do research, I know this reality completely only to the extent that I understand the dialectical relation between the subjectivity and objectivity in a given area - that is when I begin to know how people in an area perceive themselves in their own dialectical relationships with the objective situation. I will only know the actual phenomena to the extent that I also understand how the participants perceive the phenomena" (Freire, 1972: 134).

4. The objective of the research process should be the liberation of human creative potential and the mobilization of human resources for the solution of social problems.

This statement is a value, an underlying assumption

"For participatory research will not suit everyone. But then this type of research will not perhaps be acceptable to a number of people in any case. The focus of research, learning and socio-economic development should be the same - man (and woman). The more intellectual power and creativity that can be brought to bear on society, the more likely a solution. We need not more highly trained and sophisticated researchers operating with ever more esoteric techniques, but whole neighborhoods, communities and nations of researchers" (Hall, 1975: 30).

C. Description and Interpretation

The second goal - describing and interpreting the ACLF process - focused on four aspects of the project:

1. General Assumptions and Project Goals
2. Project Effectiveness and Impact
3. Cost Benefits
4. Transferability

1. General Assumptions and Project Goals:

The basic premises of the ACLF process were that through dialogue and discussion action plans could be implemented and that people are capable of creating an environment that is responsive to their own needs. In order to assess these assumptions, increase understanding of the concepts and provide findings of greater general significance for development planners who might be considering the use of dialogue with cassettes, the initial questions of the evaluation were:

- a. Can the use of audio cassettes with discussion produce critical awareness and pride?
- b. Is there a relationship between the development of pride, awareness and problem solving abilities and the implementation of self determined action plans?
- c. Does the use of dialogue encourage self-reliant, self-development by encouraging participants' involvement in activities that improve the quality of their lives?
- d. Can the conceptual and practical skills developed be applied to other aspects of the participants' lives?
- e. Does the recognition of needs motivate people to action?
- f. Does participation in project planning and implementation result in useful actions?
- g. Can women be an active effective force in development?

2. Project Effectiveness and Impact:

This aspect of the evaluation provided an ongoing assessment of the effectiveness of the delivery of the program to the participants and its consequent impact on the communities involved.

The questions that were consistently asked regarding delivery were:

- a. Is the dialogue method use in all aspects of planning and implementation in the villages?
- b. Are the communities actively participating in all aspects of decision making?
- c. Are the participants involved in the production of the audio messages and visual materials?
- d. Are the participants receiving any requested information and training?

Regarding impact:

- a. What is the status of ACLF when all outside influence is terminated and the pilot project has been completed?
 1. What activities initiated during the pilot project are continued and which have been eliminated?
 2. What are the goals of the Tanzanian participants regarding group activities, audio cassettes and nutrition and health practices?
 3. Is there an agency, government ministry or local group that is interested in continuing the project?
- b. Were the messages/activities developed using local skills and resources and based on local needs or were messages/activities introduced or transferred by outside sources?
 1. What activities were initiated in each area?
 2. What was the content of the messages?
 3. How much outside expertise was required in the project implementation?
 4. What type of local expertise was utilized?
- c. Are the participants able to and interested in maintaining the action plans that are initiated?

- d. Did the action plans initiated relate to the expressed needs of the participants?
- e. Was the process documented in a way that was useful to the participants as well as development planners in Tanzania and other developing countries?
- f. What are the participants' reactions to the project, the process, the methods and the final results?
- g. Did the quality of life improve in the participating communities and are the participants aware of any improvement?

3. Cost Benefits

The purpose of this stage was to provide information to the project coordinators and development planners regarding the costs of the project in relation to its determined effects and effectiveness. The questions asked were:

- a. What are the per participant costs of the project?
- b. What would be the approximate costs of an extended project?
- c. How do these costs compare to the benefits that were achieved?

4. Transferability

Since it is often stated that a project operating within the Tanzanian social structure is difficult to transfer to ideological contexts that do not encourage dialogue and self-reliance, the goals of this stage of the evaluation were to examine the project in the Tanzanian context and assess the viability of its transfer to less receptive contexts. The questions asked were:

- a. Can development education remain neutral or must it be integrally involved within a political process?
- b. Is the dialogue approach to development dependent on a receptive social structure?

D. Measures of Effectiveness

These questions describe all of the possible variables that were studied before finally assessing the primary outcomes at the conclusion of the pilot project. It would, of course, be ideal to operationalize every variable described in order to evaluate exactly what effect, if any, each had on the final outcome, but the reality of the field situation made this impossible. Broken down vehicles, illnesses, the births, deaths and harvests that prevented scheduled meetings encouraged the project staff not to be unrealistically overambitious when choosing the concepts to be measured. Yet, the research approach was to study the entire process and in order to do this, there was an attempt to look at as many variables as possible.

Consequently, a design was constructed that attempted to assess as many variables as possible using as many overlapping instruments as possible.

"If a proposition can survive the onslaught of a series of imperfect instruments with all of the irrelevant error, confidence should be placed in it. Of course this confidence will be increased by minimizing error in each instrument and be a reasonable belief in the different and divergent effects of the sources of error. When multiple operations provide consistent results, the possibility of slippage between conceptual and operational specification is diminished greatly - even when the measurements are not weighted equally" (Webb, 1966: 2-5).

By the use of a number of measures, each contributing a different facet of information, the effect or irrelevancies can be limited and a more rounded picture of the program's outcomes developed.

Additionally, the study of multiple variables using multiple methods offers a unique possibility for providing an evaluation design that incorporates the interests, skills and qualities of all participants and thus is capable of involving every participant.

1. Concepts that were Measured and their Definitions

Dialogue: An exchange of ideas and opinions that are important to the participant's existential situation.

Critical Awareness/Consciousness: Having or showing realization or perception or knowledge of the existent situation and at the same time being alert in drawing inferences from what one sees, hears or learns that are useful for growth.

Need/Priority: A desire given preference over all others because of any reason deemed important to the person in need.

Decision Making: The ability to make judgements.

Quality of Life: In Tanzania, the ability to have sufficient food, shelter and entertainment so that one does not have to suffer hunger, homelessness or lack of laughter.

Social Structure: Ideological, cultural and political structures of Tanzania.

Group Action: Observable activities related to group action plans.

2. Designs and Measurement Activities

Based on these definitions, the evaluation was conducted using the following evaluation designs and measurement activities:

Design: Non-equivalent control group

Measures: Pre and posttesting, pre and post action observations

The quasi-experimental design can be diagrammed in this way:

| | | |
|---|---|---|
| 0 | X | 0 |
| 1 | | 1 |
| 0 | | 0 |
| 2 | | 2 |

This design involved a participating and control group, each of which were given a pretest and a posttest but in which the control group

and the participating group did not have pre-experimental equivalency and were not chosen randomly. Since the groups were chosen so that they were as similar as possible in size, women's group activities, tribal make-up, economic status, occupations and the group leaders' projections that the chosen priorities existed in the villages, it was felt that the effectiveness of the control increased (Campbell and Stanley, 1966: 48).

To implement this design the following procedure was followed:

1. The group leaders of the participating villages were consulted regarding the location of a nearby village with the given similar characteristics.
2. An informal listening survey was conducted in the control village to verify the similarity of priorities.
3. Pretests were prepared and conducted in the participating and control villages.
4. The program began in the participating villages; the control village was given written information on the discussion topic and were encouraged to form discussion/action groups as a means of solving their problem.
5. Posttests were conducted in the participating and control villages.
6. The results were compared to further verify any changes that occurred.

The results of this design implementation were useful:

1. In determining whether or not any changes that did occur in the participating villages could be attributed to the ACLF process.
2. In determining the impact of the ACLF process in achieving

its stated goals through comparative analysis.

3. In determining the level of interest and involvement of the women in the ACLF process.
4. In learning if the information received from the informative tapes and/or dialogue increased the participants' awareness of what actions can be taken to prevent or solve their problems.
5. In determining what attitude changes occur within the women vis a vis their confidence in their ability to make changes in their lives.
6. In determining if the ACLF process can increase cooperative participation in development.
7. In determining any changes in the level of knowledge of the priorities chosen.

The questions that were asked and their purpose are listed below:

1. Interest and Involvement

Have you heard about the Audio Cassette Listening Forums?

If yes, what is your opinion of them?

2. Attitude and Self-Awareness

Do you feel that you have made any changes in your environment?

What changes have you made recently in your life?

3. Knowledge/Action/Awareness

Kimundo and the control village Poli

What are the causes of cholera?

What sicknesses occur without latrines?

Do you have a latrine? If yes, when did you build it? If yes, why did you build it?

Have the women in your village discussed the problem of latrines?

Is there proper child care in your village?

Do the children have enough clothes, enough food? Why or why not?

Majengo and the control village Patanumbe

What sicknesses are caused by drunkenness?

How many houses in your village sell local beer?

Have the women in your village discussed the problem of drunkenness?

4. Cooperative Participation in Development

Do you feel that the women's group in your village and the village council are involved in cooperative development activities?

Design: Modification of Time Series Experiment and Panel Studies

Measure: Structured observations, unstructured observations, interviews

A time series experiment is the presence of a periodic measurement process on some group or individual and the introduction of an experimental change into this time series of measurements, the results of which are indicated by a discontinuity in the measurements recorded in the time series. It can be diagrammed this way:

0 0 0 X 0 0 0
1 2 3 4 5 6

A panel study is the repetition of interviews of the same person with an exposure of some change agent or "treatment" occurring between two waves of interviews or questionnaires (Campbell and Stanley, 1963: 37 and 67).

The ACLF project evaluation incorporated these methods and can be diagrammed this way:

X (0 0) (0 0) (0 0)
1 2 1 2 1 2

In this design X is the introduction of the ACLF and each 0 represents

either an observation or interview. All ()₁ measurements were conducted as soon as possible after the priorities had been determined with all participants. The same observations and interviews were made periodically throughout the project.

To implement this design the following measure were used:

1. Structured Observation

- a. Site field visits to compile a list of ongoing women's activities before, during and after the project.
- b. Observation of the group in action throughout the project to determine changes in attitude of the women participants and changes in behavior of the group leaders.

2. Unstructured Observation

The project staff made periodic visits to all of the sites in order to talk with the participants informally, observe the communities and activities and learn which aspects of the project's processes were most relevant in the implementation and evaluation of the project. The group leaders were also involved in periodic observation and discussions in order to learn the participants' reactions and alter their individual group work to fit the local needs.

This design proved most useful to the participants in the villages by providing continuous formative feedback regarding the progress of the project.

Design: After only study

Measure: Participant Interviews

"At its best, it can be full of detail and imagery, provocative and rich in insight. If the data are collected with care and system, participant interviews offer more information than would have been available without any study at all, especially for formative information. In

all cases they leave considerable room for differing interpretations of how much change has occurred and how much of the observed change was due to the operation of the program. But with all the caveats, there are times when they may be worth considering" (Weiss, 1972: 40).

Given these recognized problems, the participant interviews were introduced because two other originally planned measures could not be implemented (attendance card collection and count of observed changed group activities). As the activity was formulated several advantages became evident that were directly related to the project's participatory research goal.

Participant interviews could:

1. Describe which of the communication strategies was most interesting and thus potentially most useful to the participants.
2. Describe which type of audio cassette tapes (songs, stories, information) were most useful to the participants.
3. Provide a description of the trend in the actions taken by the participants as individuals.
4. Provide the group leaders with useful information for the continuation of the project.

Besides the relative effectiveness of the measure itself for evaluation, there was also some doubt about using the interview technique. As Webb emphasizes (op. cit.: 197).

Interviews:

1. intrude as a foreign element into a social setting
2. create as well as measure attitudes
3. elicit atypical roles and responses

4. are limited to those who are accessible and willing
5. produce responses which are obtained in part by dimensions of individual differences irrelevant to the topic at hand
6. are usually used alone.

Again, recognizing these potential problems, the method of introduction of the measure assured the staff that its usefulness would exceed the problems.

The group leaders assisted in the formulation of the questions, conducted the interviews and were provided with all of the feedback. Also, since the interviews were conducted at the end of the project, the women were familiar with the evaluation element in the project and were openingly pleased to be asked their opinions for future planning.

The questions and the responses can be found in the appendix and relevant portions of the results will be referred to in the following section.

Evaluation Seminar

At the initial group leaders seminar, the participants expressed interest in an evaluation workshop. The meeting was conducted and included the following objectives and activities.

1. Role of Evaluation in Village Project

Objective: To review previous discussions of evaluation and formulate a continuing evaluation plan for the villages.

Activity: Two code skits were presented, the first depicting a group leader unable to accept criticism and the second showing a receptive group leader.

After the skits the following questions were asked:

- i. What did you see happening?
Why was it happening?
What problems are caused by this situation?
- ii. What did you see happening in the second skit?
Why was it happening? (If negative response, Does everyone agree with this statement?)

- iii. Why is it important to evaluate our project?
- iv. As a group, what questions should we ask ourselves in order to evaluate the project?

2. Reflection on the ACLF Program Implementation

Objective: To review the project activities

Activity: Small group discussions based on the following questions.

- i. What were our successes?
- ii. What problems did we have?
- iii. What caused our successes?
- iv. What caused our problems?

3. Description of Action Planning and Implementation in Each Village

This activity was suggested by the women and introduced at their request. They said it would be interesting to learn in detail what the other village was doing.

4. Regional Planning

Objective: To evaluate every aspect of the project.

To provide the Institute of Adult Education with a possible regional women's group program plan.

Activity: The group leaders were asked to plan a women's development program to be implemented on a region-wide basis.

5. Continued Action Planning

Objective: To provide the group leaders with a tangible action plan for future work in the villages.

Activity: Small group discussions and the development of a plan for the continuation of activities.

E. Conclusion

Regarding the emphasis on qualitative methodology: The evaluator recognizes that qualitative methods/instruments hold a position of minor importance as a scientific methodological approach to social reality; yet, after investigating several social science research texts and other books related to the topics of evaluation and research a thread seemed to pre-

dominate the thinking of the scholars (see references). Filstead states the consensus that was observed most succinctly: All I am urging is that the researcher use a method that is appropriate to his (her) particular area of investigation. I am questioning the value of highly complex measuring devices that become ends in themselves rather than intermediary tools (emphasis added) used to increase understanding. It is inexcusable to force the research problem into the a priori scheme of technical paraphernalia rather than observing it in the context of the world being investigated" (Filstead, 1970: vii).

In order to avoid overemphasizing any methodology several scales and interviews were used. The primary evaluation instrument was the unstructured observation with the structured unchanging instruments used to provide a continuity. The unstructured elements enabled changes to be made to fit the complex, human reality within which the project occurred. As Fairweather says in his study of social change programs, "It is important to select or create measures appropriate to the social situation under investigation and not to be rigidly bound by a set of measures because they have been frequently used and available or because they have had high validity and reliability in other situations (Fairweather, 1967: 125).

VI. AUDIO CASSETTE LISTENING FORUM PROJECT RESULTS

The measures that were used in differing ways provided enough data and information to describe the results both objectively and subjectively and to draw useful conclusions about every aspect of the ACLF process.

A. Action Implementation and Behavior Change

The effectiveness of the project in achieving this goal was assessed through structured and unstructured observations and the participant interviews.

1. Observations

Prior to the ACLF project, the women in the participating and control villages were involved in the following activities:

PARTICIPATING

Kimundo
Embroidery
Church group cooperative garden
Majengo
Cooperative beer brewing

CONTROL

Poli
Basket making
Patanumbe
Cooperative beer brewing

The actions in these same villages since the project implementation follows:

Kimundo
Participation in planning for village latrine building project
Participation in latrine improvement demonstration.
Initiation of basket making cooperative
5 new home gardens from a random sample of 17.
Regular discussions on health and nutrition.
Majengo
Organization of an official UWT group with all participants paying dues and receiving cards.
Two cooperative gardens, planted and harvested.
Block making and building a cooperative shop for the village.
Initiation of a sewing group.
Development of action plans to begin solving lack of medical services and transportation.

Poli
Basket making
Patanumbe
Cooperative beer brewing

2. Participant Interviews

In response to the question "What have you yourself done about the problems that were discussed during the project?", 73% of the Kimundo respondents said they had done actions related to the project and 63% of the Majengo respondents said they had taken action related to the project.

In gross terms it is evident that the women in the participating villagers have been conducting more activities than in the control villages since the project started.

Yet, it is important to recognize that other development programs with less emphasis on the development of pride and self-awareness could possibly, through an injection of funds or constant direction and support, provide similar behavioral change results. As Hall states regarding the effects of the mass radio campaigns, ". . . behavioral change need not wait until attitude (that elusive something) alters" (Hall, 1977: 64).

But in order that the project continues and that other projects/ actions are initiated after the outsiders leave, the support ceases or the initial action is initiated, the locus of control must remain.

Though any observable, tangible ongoing activities are important and can reflect initial attitude change, the intangible question related to sustained self-confidence and self-awareness of the potential to continue to change one's life and act on one's condition remains unanswered. Positive attitude change can come prior to the action or as a result of the action, but it must occur if the process of change is to continue. Therefore, a major goal of the evaluation was to more specifically assess any attitude changes that had occurred as a result of the project. It was an admittedly difficult task, yet one that provided both useful and transferable results.

B. Attitude Change

The following measures were used to assess attitude change:

1. Pre and Posttesting
2. Evaluation Seminar
3. Unstructured Observation

1. Pre and Posttesting in the Participating and Control Villages

Questions were introduced in the pre and posttests that related to each respondent's conception of her ability to make changes in her life. The goal was a simple comparison of the responses before and after the project to assess each woman's opinion regarding her ability to change her life.

The questions asked were:

1. Do you feel you have made changes in your environment?
2. What changes have you made recently in your life?

Kimundo/Poli

In the Kimundo and Poli pretests, 100% of the respondents gave positive answers to these questions. This, fortunately for the women, reflected an already existing awareness of their capabilities prior to the project. The ability to compare attitude change using this method was, unfortunately for the evaluator, eliminated.

Majengo/Patanumbe

As described earlier, the women of this area were quite different from those in Kimundo/Poli. Besides the more obvious socio-economic difference, the pretests reflected an attitude difference as well. 50% of the Majengo respondents felt that they had changed little or anything in their lives. The original theory then - that the methodology/approach of the project could be instrumental in increasing pride and self-awareness - could

be evaluated in this circumstance, given the belief that the questions were a useful measure of this change.

The posttest results showed a 100% increase in the respondents' positive answers in Majengo. All of the respondents said that they had made changes in their lives. A X^2 test of significance, while recognizably not generalizable, was useful in corroborating the percentage change. It showed a significant increase in positive attitudes in the participating villages and none in the control villages.

2. Evaluation Seminar

It was observed at the seminar that the women of Kimundo had changed little. They remained confident that the villagers could solve their problems in their own way and stressed the importance of continuing to work within the village system as it existed. They continued to be active participants, questioning and offering comments freely and frequently.

The Majengo participants, in contrast, showed a considerable change in attitude. At the first seminar, they were inactive, participating frequently in the small group sessions, but rarely and with shyness during the large group discussions. At the evaluation seminar their level of participation showed a marked increase. They seemed interested in offering their experiences to the group, asking questions and sharing their ideas.

In addition to these general observations, group exercises were also utilized to evaluate attitude changes.

The participants were asked the following questions:

During the ACLF program, what successes did you have?
what problems did you have?
what caused your successes?
what caused your problems?

Some of the responses to questions one and four illustrated a change of attitude and an increase in confidence.

In response to what successes they had:

- "The leaders now feel good about themselves."
- "The participants now have a purpose in life."
- "Before we implemented the program the participants were shy."
- "The leaders were worried that the women would not follow them."
- "The participants were worried at the time the project started."
- "The energy of the participants and the leaders has been increased."
- "Cooperation has increased."
- "Many have overcome their shyness in meeting and cooperating."

In response to what caused some of the problems they encountered in the project:

- "The women were not accustomed to cooperating and working together."
- "There was no understanding before."
- "The women were not accustomed to exchanging ideas."
- "We didn't have the experience before."

3. Unstructured Observation

In addition to these measures, a Tanzanian member of the project staff lived in both villages for one week while conducting the pretests and subsequently visited the villages on a consistent basis. She evaluated the village situations and provided useful observations for the evaluation.

She felt that the Kimundo women had grown little, that they would continue to be active participants in development programs, but preferred individual activities.

The Majengo women, she observed, provided a considerable contrast. During her first visit she observed apathy and a feeling among the women that their state was "God's will" and nothing they could do would change their life very much. At the staff members most recent visit she expressed amazement at the change in the women's general attitude. Besides the enthusiasm for the work of building their cooperative store she heard comments expressing the women's belief that the actions were a

result of their own efforts and that they now had a new confidence that would enable them to continue with the present activities and begin new activities related to their other problems. As one woman said at a recent group meeting, "If we don't develop ourselves and our families, noone will. This is our responsibility and ours alone."

4. Conclusion

Though none of the measures used provided a perfect proof of attitude change among the participants, the combination of all, plus the actions that were taken offer sufficient proof of the potential of the project methodology in increasing the participants' sustained self-awareness and pride.

C. Communication Strategy

1. Audio Cassette Technology

The project began with many assumptions about the relevance of ACT in a development education program based on Colle's work in Guatamala, Hoxeng's in Ecuador, Lundeen's in Kenya and the principal investigator's work in Tanzania. All of the assumptions are given below with comments regarding their validity based on the project results.

1. Extends the reach of extension personnel: Many women in both villages who previously had little contact with health education programs received information that had been requested and was relevant to their local situations. ACT became especially useful during the cholera quarantine when ACLF staff were unable to enter the village but information tapes on cholera prevention and control were.

2. Transfers control of the communication process from central to local: By choosing the topics and organizing the tape content, the locus of control of a development project remained at the local and district levels.
3. Provides an opportunity for feedback: Though the taperecorders were used minimally for feedback in any organized manner, recordings of the group sessions enabled the ACLF staff and participants to "return" to previous meetings as necessary.
4. Increases the potential for multiplication and preservation of an information message: All the tapes were duplicated enabling repetition of the message, distribution to other areas as needed and most important, continued availability of the message to the participants when the project was completed.
5. Enabled listening at a convenient time and place: The original distribution plan included the participants listening to the tapes during the small and large group meetings and taking the tapes home for additional listening. As with the Guatamala project (Colle, 1976), there was considerable reluctance by the women to take the taperecorders home. While some participants have taken the recorders home, most of the women expressed fears of thefts and/or breakage by their children. The groups decided that the tapes would be used primarily during the group discussions and home use would be limited at present.

It is felt that until the media becomes more familiar,

home distribution will not be easy without thorough village organization and delegation of responsibility. Group use, with the group leaders responsible for the taperecorders, continue to be as effective as expected.

6. Are literacy free: This was a major advantage in the ACLF program. Many of the participants were pre-print literate (67% in Majengo) and they expressed appreciation for the educational input without the need for formal classes that required reading/writing skills
7. Are reuseable: The women listened to some tapes so many times that new copies were needed.
8. Can be useful for both problem posing and information tapes:



Martha Mollé leading latrine discussion using picture code

Though the women enjoyed the problem posing stories (in Majengo 61% preferred the stories, in Kimundo 13%), their observed effectiveness as a discussion impetus was questionable. Since a code is meant to be a focus for group discussion, the use of an audio device requires that the focus disappear before the discussion. Picture codes were found to be a more effective

technique since the code can be referred to as necessary during the discussion.

Tapes for information proved to be consistently valuable, especially in Kimundo where information transfer emerged as a major part of the project. 30% of the participant interview respondents preferred the information tapes and many of the activities that were initiated in the village are directly related to the content of the information tapes (latrine construction, home gardens, boiling water).

9. Can be produced on location: All tapes were produced locally, either in the village or in the district, thus providing a local relevance to every message and story.
10. Enable both experts and villagers to be involved in tape production: Since district experts and local villagers were involved in tape production the tape content had both local relevancy and extendable credibility in each message.
11. Can operate on battery power and are low cost: Initially, locally available C-cell batteries were used, but when it was recognized that the cost was becoming too high for the villagers to eventually absorb, rechargeable battery packs were purchased. The women can recharge the used batteries at the district health center as needed.

The taperecorders used in the project were National Panasonic model RS-321. They held up very well in field conditions and only one required minor (easily repaired locally) servicing. Though the use of locally made taperecorders would have been preferred, the cost remains prohibitive at this time. It is encouraging, however, to note that in the past

three years, the cost of these local taperecorders has been reduced 100% and it is expected that the decrease will continue. ACT is becoming a familiar, popular item and some of the villagers already have them in their homes.

The conclusion then, based on the original assumptions given, is that ACT was capable of performing as expected in the project. Yet, other questions regarding the media remain and must be answered in light of the ACLF project before recommendations can be made for the technologies extended use.

Appropriateness of the Technology to the Project Goals

This should be the major criteria. ACT was introduced in the ACLF project to assess its effectiveness in a development program that desired both attitude and behavior changes and a continuation of the project after the outside involvement ceased.

During the evaluation seminar we asked the participants to plan a development program for other groups in their region, including everything about the ACLF program they found relevant and useful and eliminating everything they found extraneous.

The Kimundo group developed a plan that included every aspect of the original program, including the taperecorders (It should be remembered that the Kimundo program centered around information tapes).

Majengo's plan included everything except the taperecorders. When asked why they eliminated the taperecorders they gave two reasons:

1. "The taperecorders were not essential to the implementation of the women's activities. The method of needs survey, discussion and action planning could stand alone."
2. "We cannot be sure that future programs will be lucky enough to have taperecorders for their use. We planned a program with only those components that would be

locally available. If, in fact, taperecorders could be part of the program, that would be fine. But, they are not essential."

This serves to illustrate the usefulness of the taperecorders as a tool for self-reliant development.

Planners should look at this technology in those terms and ask the questions:

1. Is the technology appropriate to the project goals and setting?
2. Will its introduction enhance the program?
3. Can the introduction of the technology be related to the expressed needs of the project participants?

There has been a recent increase in the consideration of the appropriateness of media and with good reason given the problems with other media programs that did not consider this criteria.

One project that has already emerged from the ACLF program was a health nutrition information program conducted by two ACLF seminar participants. They recognized the potential of ACT for information transfer and developed several message tapes now being used in the clinic waiting area and in maternal and child health classes. The program has received a minimal amount of follow-up, but the observations that were conducted illustrated the relevance of the media in this setting.

The media fit the project because it was introduced as a complement to an already existing activity and was based on a local need.

Costs

The costs of the project was approximately \$66.00 per participant. If the media costs were eliminated the cost per participant would change to \$52.00 (see p.88 for a discussion of the project's general cost benefits and effectiveness).

Prestige

In the original project proposal, the following statement was made based on prior research and familiarity with other media projects in developing countries:

"Small media lack the prestige important to planners in developed and developing countries, yet more developing countries are less dependent on the neo-classic models of development and are placing greater emphasis on nation building, the development of appropriate technologies and equitable development. It is possible that through a project like this (ACLF) the advantages of small media will become more well known and it will gain the prestige necessary for more extensive consideration in communication planning." (Stanley, 1977).

This possibility remains valid, yet after the village experience this expressed concern must be expanded to also include the relevance of the prestige of the media to the participants.

In both participating villages the introduction of ACT was an event. It had considerable effect on the initial interest in the project, though did not prove to be the sustaining factor for the women's involvement. (The women grew more involved in their activities and less in listening to and using the taperecorders). The technology's prestige never diminished. After the completion of the posttests and in response to the control villagers' questions, we described the ACLF program in detail in the control villages. Without knowledge of the whole program, simply the mention of ACT caused considerable interest and enthusiasm.

The participant interviews especially reflect this enthusiasm about the media. Several questions were asked regarding the technology:

1. What did you learn?

Cassette use: 41% Majengo
22% Kimundo

2. What did you like most about the project?

Cassette use: 39% Majengo
47% Kimundo

3. What recordings did you listen to?

All: 45% Majengo
55% Kimundo

4. Were the cassette recordings useful?

Yes: 82% Majengo
88% Kimundo

5. Which part of the project did you like the most?

Cassettes: 18% Majengo
31% Kimundo

All of these responses reflect a definite positive attitude towards the technology and should help development planners recognize that huge television systems do not have to be introduced to impress the villagers.

Need for Experts to Transfer and Maintain the Technology

This is an often expressed concern in media programs. Must the experts be relied upon for training to use a technology and/or for repairing the technology? If there are breakdowns, will the users be dependent on outside technology for repairs?



Village women learning to use taperecorders

The ACLF group leaders learned to operate the recorders during one evening session at the first seminar and in both villages all the participants can now operate the machines and train others in their use.

With the abundance of radios and their similarity to the ACT, repair persons are easy to find and spare parts, unless there is a major breakdown, are easily available for any model.

Usefulness of the Message Outside of the Target Area

There have been many questions about ACT's ability to be used outside of the participating areas since the messages are usually localized. The machines can be used both for locally or centrally produced messages depending on the project goals. The adaptability and flexibility of this technology stands out in this instance.

Since the goal of ACLF was to encourage local awareness and action, the need to spread the prepared messages beyond the given areas was not present.

Ability of the Media to Facilitate Social Change

ACT remains a tool that can help to eliminate exploitation, poverty and oppression and encourage equitable development if it functions within a project framework and development process that has these changes as its goal.

Small media, like any device or educational method cannot replace the necessary structural changes that preclude equitable development, but as a technology to which everyone can gain admittance, one which is not reserved to those already powerful and one which is compatible with human creativity, it has a capability of facilitating a process which can "uncover the social reality - not as something which is, but as some-

thing which is becoming, as something which is in the making" (Freire, 1975: 14). This process can enable men and women not only to become more aware of their reality, but most important to be involved in the practice of transforming this reality.

Since small media have not been given an adequate opportunity to prove themselves as a vehicle for widespread equitable development because of the insurmountable bias in favor of large scale projects, a new system of thought is needed, a system based on attention to people and not attention to goods. "Today's development crisis will not go away if we simply carry on as before. It will become worse and end in disaster until or unless we develop new approaches to development which can compatible with the real needs of the people of the world." (Schumacher, 1974: 153).

2. Group Discussion

As reflected in the participant interviews, group discussion was a popular and useful element of the project (49% of the Kimundo respondents and 52% of the Majengo respondents preferred group discussion). All observations corroborated the assumption that group discussion encourages participation in a project and the ultimate implementation of action plans. The small group discussions were especially useful and many of the group leaders, during the evaluation seminar, expressed their satisfaction with the method of having small group discussions prior to a large group action plan. They said that it enabled each participant to express her ideas and therefore ensured an action plan that was most acceptable to the majority of the participants.

The method also encourages consideration of the minority opinions and in many cases implementation of action plans for those smaller groups as well eg. the sewing group in Majengo.

Group Structure

The ACLF experience has verified the belief that no method of group formation can be arbitrarily introduced into a village, but must be based on thorough village consultation and on traditional structures that already exist.

The method of small group meetings at a time and place convenient to the participants followed by a general meeting 2-3 times a month was introduced at the group leaders seminar. All the group leaders readily agreed to the process and the groups began functioning in this manner; but the method quickly presented problems.

In one village there was concern expressed that small group meetings separate from the larger structure were causing suspicion among the villagers that some women were starting a separate UWT group. In both villages the original method was changed to regular weekly large group meetings with the small group discussions prior to the synthesis/planning activities.

The conclusion made was that the structure should be developed by the group leaders and participants so that it is totally appropriate to the village situation. The villagers might agree with the outsider-initiated ideas, but participation will be minimal no matter how interesting and relevant the material.

The question to the group should not be "Do you agree with this plan we have developed?", but "What kind of group meeting plan would you like to draw up?"

This planning should include the time of the meeting, the location and the frequency. In both village-made plans that were developed during the evaluation seminar, the group leaders stressed the need to plan the program around the planting and harvesting seasons so that there would be optimum participation.

VII. CONCLUSIONS

The method works. In the pilot project it helped to encourage attitude change and was instrumental in bringing about action and behavioral change. This is the major conclusion, but several other important questions must be considered before recommendations are made for widespread use of the ACLF process.

- A. Comparison of the participating villages and choice of project sites
- B. Interest of existing groups in extending the project/long term continuation
- C. Evaluation techniques and their effectiveness
- D. Transferability to other political/social settings
- E. Cost effectiveness and cost benefits

A. Choice of Villages

1. Comparison of the Participating Villages

The Majengo women grew and changed during the project - confronting the system, developing and implementing group action plans and developing personal self-awareness. The Kimundo women, in contrast, changed little. Individual action remained the primary result and some women's attempts to change the structure were thwarted. Why?

Four reasons can be given:

- 1. Level of Needs: The women of Kimundo are wealthy relative to the women of Majengo and the needs survey reflected different types of village priorities. The Majengo women's needs were basic. They objected to drunkenness because what little money they do have was being spent for liquor and not for the needed food and clothing. They started a shop to lower the

prices of basic food for all of the village women and at the same time bring additional income to the participants. They started a sewing group to provide this same income as well as clothing not presently available in the village. Their gardening venture reflects this dual purpose as well. Their whole planning activity centered around providing a basic need and additional income.

In contrast, the women of Kimundo are surrounded by trees bearing their staple food, bananas. Their cash crop is high priced coffee. Their needs, as expressed in their needs survey, extend far beyond the basics and have reached a level that could be seen as luxuries in most Majengo women's eyes.

2. Location of the Villages: Kimundo has easy access to a large town and bus transport and because of its location on the slopes of Mt. Meru, enjoys a climate that is cool, wet and generally pleasant. The missionaries were present in abundance in the past and consequently there are many good schools and a number of excellent hospitals and dispensaries. Many development projects have also found their way to the Meru villages, again because of the easy accessibility, good climate and growing response of the people.

Majengo, though it is only ten miles from the main road, does not enjoy any of these benefits. In the rainy season the dirt roads that lead to the village are seas of mud; in the dry season, clouds of dust. The development programs and missionaries are conspicuously absent. There is one vehicle used for

transport of produce (a monopoly effort of the village chairman resulting in overcharging). The land is difficult to cultivate with most of the year being very hot and very dry. There is only one dispensary and it is rarely open because the district health office is unable to consistently transport medicines into the area.

3. Level of Existent Group Activity: Again, the comparison is drastic. In Kimundo the project began with an already structured functioning group. In Majengo the group existed but in name only.
4. Outside Involvement: The climate and accessibility already mentioned have resulted in a greater number of development programs in Kimundo than in Majengo. For the ACLF staff it was always much more difficult to go to Majengo - longer, hotter, more exhausting with the ever present fear that a vehicle breakdown would leave them stranded in the "middle of nowhere". It is not surprising that Kimundo has, in comparison, received more development assistance. It is simply a more pleasant environment to visit.

This may seem an inconsequential and rather naive argument but based on discussions with villagers and with development workers in East Africa, comfortable access is probably one of the major criteria for selection of participating villages.

2. Recommendations for Village Selection

Related to the ACLF, the following conclusions and recommendations for village selection are offered:

If the goal of a development project is consciousness raising and group action, project planners should seek out villages with the following characteristics:

1. Existence of basic needs: A few visits to the potential villages will give a sensitive planner an awareness of the village need level.
2. Little or no present group activity: The project has proven to be a solid impetus for group action where none existed before. Though it remains useful in an already existing structure, it has more to offer to group formation and motivation.
3. Little or no present development efforts: Look for the neglected villages. They have the greatest potential to grow and change, non-existent in a village innunated with helpful development assistance groups and missionaries. This will probably mean more difficult travels for the project staff but the end results will promise to be far more rewarding for all involved.

B. Existence of Groups to Extend the Project

On a wide-scale level, the Institute of Adult Education has expressed interest in preparing a manual of the project methodology and of expanding the project throughout the Arusha Region. At a recent meeting with all of the regional tutors, considerable interest was expressed in extending the method as a means of reinforcing the impact of the mass radio campaigns and as a viable method of group action.

On a village level, extension and maintenance is dependent upon the

existing village structure that each women's group activity is related to. The cooperative store will become a part of the cooperative development branch of the government and can receive continued support and assistance from them. The basket making group can become affiliated with this same group or with the Small Industries Development Organization (SIDO), depending on the women's decision. The structures exist to assist in long term continuation of the activities.

C. Evaluation Techniques

1. Instruments of Evaluation and their Effectiveness

As much as possible, there was an attempt to construct the evaluation instruments with the staff and villagers so that each would have local relevance. In most cases this proved effective and ensured involvement and evaluation skill development by villagers.

The case where this approach was least effective was in the construction of instruments meant to assess increase in pride, awareness and self-confidence. Every measure formulated and those eventually used were imperfect and assisted in the evaluation only when matched with several other measures.

It is recommended, therefore, that Tanzanian research experts evaluate the need for this type of instrument. If there is, in fact, a need for this type of instrument and the present ones are found lacking, they could begin to develop measures that help to assess change in these human qualities. If an instrument(s) could be devised that was simple, straight forward and, most important, did not disrupt the village situation being evaluated, similar programs could have additional, more valid success in proving the effectiveness of the methodology.

It is evident that the success of the method has been proven through

observations by the project staff. Additional objective measures are needed to lend further credibility to this type of evaluation.

2. Participatory Research

It was the goal of the ACLF staff to continuously strive for a balance between the collection of data useful to development planners and at the same time useful to the project participants. To achieve this goal the following activities were conducted:

1. Construction of some of the evaluation instruments with the participants.
2. An evaluation seminar by the group leaders.
3. The return of all evaluation information to the participants in written and, in some cases, taped form.

In almost all cases the participants' and group leaders' responses were positive. The tapes were played repeatedly at the group meetings and the written materials became topics for discussion among many of the villagers. The group leaders had lengthy discussions about the importance of evaluation during the final seminar and concluded that continued evaluation would be an important part of their ongoing activities.

The initial task of involving the participants in evaluation was admittedly more difficult in the beginning of the project. Many people were suspicious and questioned the need for interviews and/or pretests, but as involvement increased the participants themselves, especially the group leaders, began to express greater interest in evaluation activities. The group leaders assisted in the construction of the participant interviews and conducted the interviews with minimal ACLF staff assistance.

There has been an obvious increase in understanding of the importance

of project evaluation by all those involved in the ACLF project and though measures and instruments may vary, it is expected that evaluation will be a continuing aspect of the women's activities.

D. Transferability

As the completed evaluation shows, the ACLF approach used in development education can result in critical consciousness and social change. The questions remaining are, "Can the changes occur only in a receptive Tanzanian social/political structure?" or "Could the approach be as effective in other, less receptive settings?"

The reality of the Tanzanian structure provides an ideal framework for the evaluation of these questions.

Transferability Within Similar Ideologies

Though the expressed Tanzanian ideology incorporates both concepts of critical consciousness and self-reliance, as in any human reality problems occur in the implementation of the ideal. As President Nyerere said while discussing the successes and failures ten years after the Arusha Declaration:

"Political and public service leadership has undoubtedly improved over the past ten years, in both commitment and in efficiency. But still leaders too often forget that the purpose of the Government and Party and of ALL the laws and regulations in this country is to serve people. And when we say "serve the people" we do not just mean "the masses" as an abstraction; we mean the people in large groups and small groups and as individuals. . .

It is inevitable that good and necessary social policies should sometimes bear hardly upon individuals. When that happens, it is the task of leadership to help people to adjust and to arrange the implementation of the policy so that those who are willing to rearrange their plans or their lives have time to do it in dignity. And a good leader will always be able and willing to explain the purpose and the aims of the new policy and why it has been adopted. That is part of the function of leadership; it is political education also.

All too often leaders in the Government and the Civil Service and even the Party fail to show by their actions that they care for the people. They do not act positively to help individuals who are in trouble even although this can be done without damage to our policies or to our security. There have been instances of gross illtreatment of our people by Government and Party leaders who are supposed to serve the people. And when those instances of illtreatment begin to surface, immense efforts are made to silence either the victims or those who have the courage to speak for them. This is an area where our Party must be extremely vigilant.

Unfortunately, failures such as these are much more obvious than the more usual cases of people carrying out their responsibility" (Nyerere, 1976).

In most cases the project functioned because of this widespread good leadership. But as Nyerere points out, some leaders do not possess this committment.

In one of the project villages, the women's actions proved to be a threat to a village leader who owned one of the existing commodity shops in the village. Since the women's action plan would result in a competitive shop that would guarantee the reduction of prices in the village, he saw their activities as something which should be prevented. Different attempts were made to inhibit the successful implementation of their plan, yet this only seemed to increase the women's committment.

They recruited the support of other village groups and confronted their leaders, explaining that their activities would continue even with his attempts at prevention and that they had sufficient support and enthusiasm to continue. The leader's attempt to passify the women's action have ceased and the shop that the women are building is near completion.

Though a larger social structure might profess equitable development, local leadership sometimes prevents its ideal occurence. The project in a setting like this can activate the participants' already sensitized, but latent awareness and lead to significant action. The Tanzanian people

have long heard about their role in the political and social structure and projects like ACLF can be a tool which assists implementation of these policies on a local level.

Transferability in Less Receptive Structures

The method is presently being used in Kenya, the Phillipines, India, Sri Lanka and Brazil with varying degrees of success.

The method can be transferred, but the results depend on the commitment of the facilitator and the participants in realizing social change.

The dialogue approach encourages reflection, respects needs and if used correctly, results in critical awareness and action. It can begin and occur regardless of the social structure, but the end results, the actions, will only reflect and act on the existent situation. If the action is a threat to an oppressive structure, local or national, confrontation must result.

The awareness, if gained, can never be lost. It may be thwarted, it may be mollified, but once gained it cannot disappear. The frustration will come with the inability to act on one's belief, but to deny people the opportunity to grow because in the long run they will become frustrated in an unfair decision.

To introduce the dialogue method to people who are oppressed, who are unorganized and who have had little input that respects their knowledge and expertise is to begin a process of development that has the potential for significant social action and change.

E. Cost Effectiveness

The cost of the project, based on the costs of materials, transport, training and office expenses, was \$66.00 per participant, admittedly high.

Yet, when one looks at the potential for continuation and the projected

costs of a region wide project, the benefits begin to appear.

Potential Continuation

All the activities started by the women are ongoing, have been incorporated into an already existing structure and, according to the participants and observations of present activities, have committed support. If the groups can be observed in one year, this potential for continuation can be more definitely proven. The present facts, though, imply success.

Projected Costs

If the project were extended to a regional activity, the costs per participant would decrease drastically. The projected budget follows for the entire Arusha Region consisting of 6 districts, 10 divisions in each district, 6 wards in each division and 6 villages within each ward, and 60 participants per village.

| Materials and Equipment | Costs |
|--|-------------|
| One taperecorder @ \$25.00 each and one battery pack @ \$15.00 each and 4 tapes @ \$3.00 each for 402 villages | \$ 20904.00 |
| Seminars at district, division, ward and local level | 26100.00 |
| Transport-site visits | 10000.00 |
| Misc./stationary, office costs | 2000.00 |
| | <hr/> |
| | 59,004.00 |

Given these projected costs and the projected number of participants (based on the number of ACLF participants), the costs of a regional ACLF program becomes \$2.44 per participant.

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APPENDIX

Information Questionnaires

General Questions

1. How many families live in your village?
2. What is the average family size?
3. Are there many tribes or is there mostly one tribe?
 - a) If one tribe, which tribe?
 - b) If many tribes, which predominate?
4. Which of the following income levels most represents the average yearly income in your village? (Please chose one)
 - a) Under 100/-
 - b) Between 100/- and 1000/-
 - c) Between 1000/- and 3000/-
 - d) Between 3000/- and 5000/-
 - e) More than 5000/-
5. How many schools (primary) are in the village?
6. How many secondary schools?
7. Are there adult education classes?
 - a) What type?
 - b) Do many people attend?
 - c) If yes/no, explain the reason(s).

UWT : Umoja wa Wanawake Tanzania (Women United, Tanzania)

1. What is the role of the UWT in your village?
2. If there is one how often do the women meet?
3. What are the groups major activities?
4. Would you say that:
 - a) Few of the women in the village belong to UWT?
 - b) Many of the women in the village belong to UWT?
5. What is the reason for the attendance that happens in your village?

Nutrition

1. What are the favorite foods in your area?
2. Are there any foods that you would say the people dislike?
3. What is usually eaten for breakfast by the adults? (over 15 years)
 - b) for lunch?
 - c) for dinner?
4. What is usually eaten for breakfast by the children (under 15 years)?
 - b) for lunch?
 - c) for dinner?
5. Are any foods eaten between meals? Which ones?
6. Would you say that there is enough food in most households?
7. If there is enough, would you say that each family member receives enough?
8. Where do people get most of their foods?
 - a) from their garden
 - b) from shops
 - c) from the market
 - d) other sources
9. Would you say that most of the people in the village have home gardens?

10. What do the people in your village grow in their farms?
List the foods in your village and tell what the people do with each
Do they sell it? use it for home consumption? share it with neighbours, etc
11. Who takes care of the farms? If the tasks are divided which person
in the household does which task?
12. Where are the meals prepared?
13. What is the most common preparation of the following food and who
usually prepares the food?
14. What foods do you think are good for children under five years of
age?
15. What animals are present at most households in the village?
16. What are these animals used for?
17. What is done with the manure from the animals?
- 18.. What are the most common methods of storing food?

Health

1. Is there a hospital in your area? If yes, what services are provided?
 - a) dispenses medicine
 - b) assists in childbirth
 - c) provides immunization
 - d) conducts maternal and child health classes
 - e) conducts health education classes
 - f) cares for the sick
 - g) others
2. Is there a dispensary in your area? If yes, what services does
it provide?
 - a) dispenses medicine
 - b) assists in childbirth
 - c) provides immunizations
 - d) conducts maternal and child health clinics
 - e) conducts health education classes
 - f) others
3. Would you say that every house in the village has a latrine?
4. If there is a latrine, do the people use it?
5. What is the major source of water for most people in the village?
 - a) pipe
 - b) well
 - c) stream
 - d) other
6. Do you think that most people boil their drinking water?
7. Where do people bathe?

8. What is done with waste material from food? (peelings, etc.)
 - a) thrown into the compound
 - b) given to the pets/animals
 - c) burned
 - d) made into compost
 - e) other
9. Where are the kitchen utensils cleaned?
 - a) Is soap used to clean the utensils?
10. Where do villagers go for cures or treatment of sickness/disease?
 - a) dispensary
 - b) herbalist/traditionalist
 - c) witch doctor
 - d) nowhere, they treat themselves
 - e) other
11. Why do you think that the villagers choose the place they go for medical help?
12. What vaccinations (immunizations) are available to the children (check all applicable)
 - a) triple vaccine (measles, mumps, rubella)
 - b) small pox
 - c) measles
 - d) polio
 - e) BEG
 - f) other
13. If vaccinations are available, do the people in your village have their children vaccinated?
14. Are there any traditional ways of immunizing the children? If yes, what are they?
15. Are there any special foods that help to cure diseases?
16. What are the foods that are recommended for pregnant women?
17. What foods are recommended for nursing mothers?
18. Are there any foods forbidden during pregnancy?
19. Are there any foods forbidden during nursing?
20. Is there any type of food in your village that is not eaten for some reason?
21. What would you say is the ideal family size in your village?
 - a) from 1-2 children?
 - b) from 3-5 children?
 - c) from 6-8 children?
 - d) from 9-11 children?
 - e) from 12
22. Have the village women ever been given advice on family planning?
 - a) hospital
 - b) dispensary
 - c) home
 - d) other
23. Where are babies born?
 - a) hospital
 - b) dispensary
 - c) home
 - d) other
24. Who helps the women to give birth?
25. Where are the new babies bathed?
26. What do you think is the biggest problem concerning health in your village?
27. If there were a program in health and nutrition in your village, what topics do you think should be included?

9a. Are the children receiving enough food?

Pre: Positive: 6%

Negative: 6%

Yes, but not proper nutrition: 56%

Some do, some don't: 25%

I don't know: 7%

No response: 7%

Post: Positive: 88%

I don't know: 6%

No response: 6%

9b. Do the children have enough clothing?

Pre: Positive: 18%

Negative: 50%

Some do, some don't: 18%

I don't know: 18%

No response: 14%

Post: Positive: 75%

Some do, some don't: 19%

I don't know: 6%

9c. Is there good child care in your village?

Pre: Positive: 6%

Negative: 56%

Positive but qualified: 31%

I don't know: 0

No response: 7%

Post: Positive: 88%

Negative: 6%

No response: 6%

The Needs/Resources Survey Training Schedule

1. Development Approaches

Objectives: This exercise is 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 programs.

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 and needs, but the outsider 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) Why is this happening?
- f) What can we do to encourage people to participate in our program?

*These exercises are adapted from the DELTA Handbook, Timmel and Hope, 1976.

**The time allotted for each session is based on a group of 15 participants.

2. Presentation of Maslow's Ladder of Human Needs*.....20 mins.

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.

5 Personal Growth

4 Respect

3 Love and Belonging

2 Safety

1 Food, Shelter and Clothing

3. Practical Implementation Procedures.....1 1/2 hrs.

Objectives: The recognition of different survey methods and their relationship to particular village situations.

- a) Explanation of the listening and interview/questionnaire survey techniques and a discussion of the advantages and disadvantages of both.
- 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 places with a group of women. "What were the women complaining about?" List their responses on newsprint.

4. Action Planning.....1 hour

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

- 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? Which day? At what time? Where shall we meet?
- b) After action planning has been completed, one person from each small group presents their plan to the other participants.

Participant Interviews

Majengo
46 Respondents

1. Did you participate in the ACLF Project? (N=45)*
yes: 97% no: 3%
 2. In which of the following project activities did you participate? (N=45)
 - a. Discussions: 86%
 - b. Learning how to use the taperecorders: 86%
 - c. Taking the taperecorders home: 71%
 - d. The survey of village needs: 82%
 - e. Action planning: 93%
 - f. Listening to the cassette recordings: 93%
 3. If you did not participate in parts of the project, why? (N=21)
Project related reasons: 0
Personal reasons eg. sickness, travell, etc.: 100%
 4. What did you learn from this project? (N=56)
Discussion related skills: 23%
Cassette Use: 41%
Survey techniques: 8%
Action planning/implementation: 14%
New information/idea change: 3%
No response: 11%
 5. How did you profit from participating in this project? (N=45)
Cooperation and development with women: 4%
Participation in discussions: 6%
Use of the cassettes: 29%
Participation in the survey: 8%
Action planning/implementation: 12%
New information/ideas: 25%
Nothing: 2%
No response: 14%
 6. What did you like most about the project and why? (N=45)
Survey: 3%
Discussions: 21%
Action planning: 5%
Using the cassette recorders: 39%
Receiving new information/changing ideas: 8%
Increase in cooperative participation in the women's group: 11%
No response: 13%
- Why?
- Continue progress: 22%
 - Using taperecorders: 17%
 - New ideas: 7%
 - "I have profited": 7%
 - Survey skills: 28%
 - Solve problems: 4%
 - No response: 15%

*N= the number of responses to each question.

7. What did you like least about the project and why? (N=45)
 When development and cooperation stopped among the women: 6%
 The songs on the audio cassette recorders: 2%
 Small group discussions seaprate from the entire women's group: 4%
 No response: 88%
8. Which cassette recording did you listen to? (Check all that apply) (N=88)
 Code stories concerning drunkenness: 34%
 Code stories and songs: 1%
 Code stories and information: 4%
 Songs: 10%
 Songs and information: 4%
 Information: 1%
 All: 45%
 No response: 1%
9. Which cassette recording did you like the most? (N=45)
 Stories: 43%
 Songs: 15%
 New information: 13%
 No response: 24% -
10. Were the cassette recordings useful to you? (N=45)
 Yes: 82%
 No: 0%
 No response: 18%
11. Were you able to hear and understand the cassette recordings? (N=45)
 Yes: 41%
 No: 2%
 No response: 57%
12. Which part of the project did you like the most? (N=45)
 Cassettes: 18%
 Discussions: 52%
 Action Planning: 30%
13. What have you yourself done about the problems that were discussed during the project? (N=54)
 Discussions: 1%
 Survey work: 27%
 Action related to the problems of the village: 15%
 Use of the cassettes: 3%
 Changed my ideas: 16%
 Nothing: 1%
 No Response: 37%
14. What would you like to learn more about? (N=45)
 Discussion: 8%
 Action planning: 20%
 Increasing information/new ideas: 26%
 Taperecorders: 6%
 Survey work: 8%
 Development cooperation: 2%
 Sewing: 13%
 No response: 17%

15. What activities will continue in your village? (N=55)
- Cooperation/development: 16%
 - Learning: 12%
 - Action planning and implementation: 59%
(this includes sewing group and cooperative shop)
 - Survey of needs: 1%
 - No response: 12%
16. Who will assist you in continuing the planned activities in your village? (N=45)
- Group leaders: 78%
 - Government/village leaders: 4%
 - No response: 18%

Participant Interviews

Kimundo
36 Respondents

1. Did you participate in the ACLF Project?
Yes: 80% No: 0 No response: 20%

 2. In which of the following project activities did you participate?
Discussions: 91%
Learning how to use the taperecorders: 86%
Taking the taperecorders home: 71%
The survey of needs/priorities: 82%
Action planning: 93%
Listening to the cassette recordings: 93%

 3. If you did not participate in parts of the project, why? (N=7)
Project related reasons: 0
Personal reasons eg. sickness, travel, etc.: 100%

 4. What did you learn from this project? (N=63)
Discussion related skills: 0
Cassette use: 22%
Survey techniques: 0
Action planning: 5%
Idea change/new information: 68%
Development: 1%
No response: 4%

 5. How did you profit from participating in this project? (N=62)
Cooperation and development: 1%
Discussion skills: 1%
Cassette use: 19%
New information/idea change: 19%
Action planning/implementation: 52%
No response: 8%

 6. What did you like most about the project and why? (N=38)
Discussion: 10%
Use of the audio cassette recorders: 47%
Development cooperation: 1%
Receiving new information: 35%
No response: 7%
- Why?
- The project lets me give my ideas: 16%
 - I'm learning more: 50%
 - Because the taperecorders help me remember new ideas: 11%
 - The project helps me to progress: 3%
 - I liked the songs because I learn before I get tired: 13%
 - No response: 7%

7. What did you like least about the project and why?
 Lateness of the meetings: 3%
 Hearing about poor child care on the story tapes: 19%
 Sickness and filth: 8%*
 No response: 70%
- *This question was evidently misunderstood by some respondents. Instead of giving ideas about the project, the women expressed ideas about what they did not like about life in a general sense eg. sickness and filth.
8. Which cassette recordings did you listen to? (N=88)
 Stories: 5%
 Stories and information: 16%
 Stories and songs: 11%
 Songs: 0
 Songs and new information: 1%
 Information: 11%
 All: 55%
 No response: 1%
9. Which cassette recordings did you like the most? (N=39)
 Information: 33%
 Stories: 12%
 Better foods: 20%
 Latrines: 15%
 Cholera: 10%
 No response: 10%
10. Were the cassette recordings useful to you? (N=36)
 Yes: 88%
 No: 0
 No response: 12%
11. Were you able to hear and understand the cassette recordings? (N=39)
 Yes: 87%
 No: 0
 No response: 13%
12. Which part of the project did you like the most? (N=57)
 Cassettes: 31%
 Discussions: 49%
 Action planning/implementation: 12%
 No response: 8%
13. What have you yourself done about the problems that were discussed during the project?
 Increased home garden: 27%
 Built a new latrine: 6%
 Cleaned up my environment: 21%
 Began to boil water: 10%
 Increased my ideas: 11%
 No response: 25%

14. What would you like to learn more about? (N=56)
New information: 39%
Information related to previous action plans/needs survey: 42%
No response: 19%
15. What activities will continue in your village? (N=36)
Basket making: 49%
Development in general: 25%
Raising chickens: 2%
Reading: 2%
Sewing: 2%
Gardening: 2%
No response: 16%
16. Who will assist you in continuing the planned activities in your village? (N=52)
Village chairman: 1%
The women and the leaders: 66%
Small groups: 5%
Group leaders: 15%
No response: 13%^{..}

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 | Sept | Oct |
|--|-----|-----|-----|-----|-------|-------|-----|------|------|-----|------|-----|
| Office Set-Up | — | | | | | | | | | | | |
| Officials's Survey | | — | | | | | | | | | | |
| Village observation to compile primary observation schedules | — | — | | | | | | | | | | |
| Literature Survey | | — | | | | | | | | | | |
| Seminar Planning | — | — | | | | | | | | | | |
| Seminar | | | — | | | | | | | | | |
| Surveys Majengo Kimundo | | | — | | | | | | | | | |
| Pretesting | | | — | — | | | | | | | | |
| Refinement and use of observation schedules | | | | — | | | | | | | | |
| Tape Production | | | | | — | — | — | — | — | — | — | — |
| Listening Forums | | | | | — | — | — | — | — | — | — | — |
| Posttesting | | | | | — | — | — | — | — | — | — | — |
| Evaluation | | | | | | | | | — | | | |

| Budget | | U.S. \$ | | | | | | | |
|--------------------------|------------------|---------------|-------------|-------------|-------------|-------------|------------------|-------------|-----------|
| Category | Amount Available | Expenditures: | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter | Amount Remaining | Amount Held | TOTAL |
| Compensation | 11,700.00 | 3,150.00 | 2,600.00 | 3,150.00 | 2,700.00 | | 100.00 | | 11,700.00 |
| Overseas Differential | 1,750.00 | 472.50 | 405.00 | 472.50 | 400.00 | | | | 1,750.00 |
| Travel and Transport-- | | | | | | | | | |
| -Local | 1,500.00 | 175.21 | 415.84 | 108.95 | 379.77 | | 420.23 | | 1,500.00 |
| -International | 1,200.00 | | | | | | | 1,200.00 | 1,200.00 |
| Per Diem | 3,200.00 | 813.45 | 578.15 | 150.90 | 183.00 | | 1,474.50 | | 3,200.00 |
| Equipment | 3,000.00 | 2,147.11 | 396.70 | | 163.90 | | 292.29 | | 3,000.00 |
| Vehicle | 5,300.00 | 1,565.40 | 1,507.65 | 943.33 | 516.27 | | 767.35 | | 5,300.00 |
| Seminar | 700.00 | 426.00 | | | 274.00 | | | | 700.00 |
| Fieldworker | 4,500.00 | 881.02 | 843.35 | 1,628.28 | 1,147.35 | | | | 4,500.00 |
| Visa | 115.00 | 3.00 | 6.34 | | 105.66 | | | | 115.00 |
| Communications/ Misc. | 4,012.00 | 273.22 | 515.69 | 815.77 | 1,063.72 | | 1,343.60 | | 4,012.00 |
| Column Totals: | 36,977.00 | 9,906.91 | 7,268.72 | 7,269.73 | 6,933.67 | | 4,397.97* | 1,200.00 | 36,977.00 |

*Amount remaining was utilized to refund the original project advance.