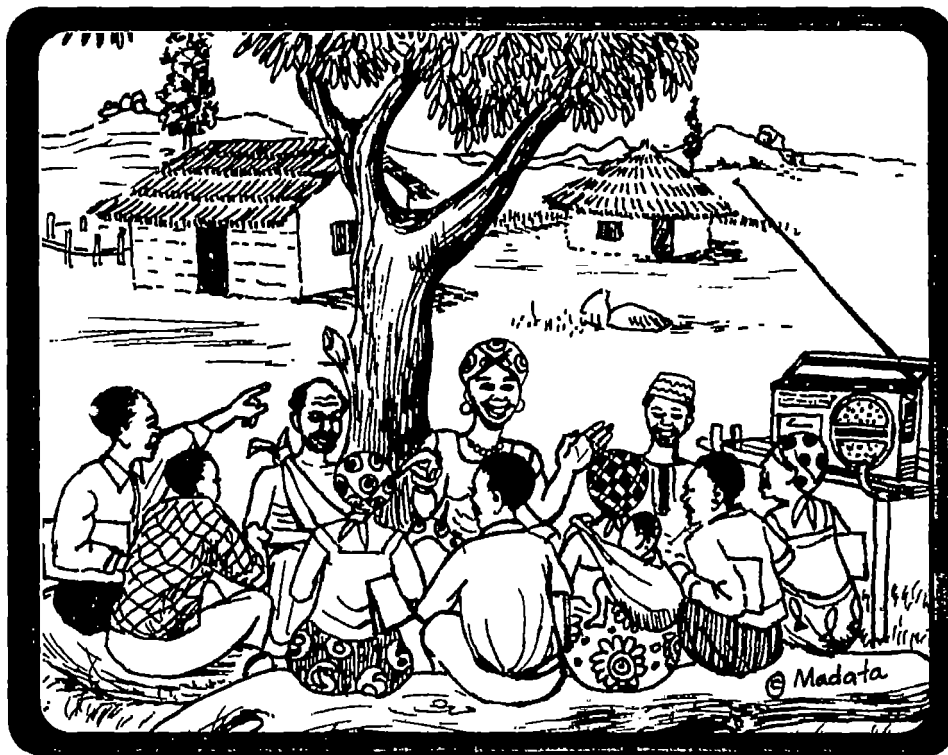


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The
HESAWA
Study Group Programme



Libretto by Jorgen Baltzer

A handbook on how to organize a basic training/mass education programme for rural development in a developing country; example from the SIDA-supported Health-Sanitation-Water Programme (HESAWA) around Lake Victoria in Tanzania.
Swedish International Development Authority (SIDA), Stockholm, Sweden, 1990.

204.1-90HE-8216

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tel. (070) 314911 ext. 141/142

RN: ISN 0216

LO: 204.1.90 HE...

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SIDA Briefing Centre Cataloguing in Publication Data

Baltzer, Jorgen (1943-)

The HESAWA Study Group Programme

A handbook on how to organize basic training/mass-education programme for rural development in a developing country.

ISBN 91 586 7120 X

Developing countries

Tanzania

Human resources

Development aid

Adult education

Mass education

Rural development

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First edition, October 1990.

Interteaching Africa/Educational Development, Box 63038, Nairobi, Kenya.

Printed by Colourprint, Nairobi, Kenya.

Copies of this book can be ordered from Bok-SIDA, S-105 25 Stockholm, SWEDEN.

Additional information about the programme can be obtained through SIDA, Water Section/Infrastructure Division, S-105 25 Stockholm, SWEDEN.

The views and interpretations expressed in this book are those of the author and should not necessarily be attributed to the Swedish International Development Authority, SIDA.

ISBN 91 586 7120 X

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To Emma, John and David,
friends from development cooperation work.



Preface

This is an account of one part of a rural development programme in northwestern Tanzania around Lake Victoria. It covers the period 1986 to 1989. The account is presented in a combined way: both handbook and report. The programme was (and still is) sponsored by SIDA, the Swedish International Development Authority.

The reader I have in mind is primarily the expatriate adviser in any development cooperation programme and his or her local colleagues. I am writing from the expatriate expert's position.

The HESAWA programme has been successful for several years. Its success lies mainly in the fact that its annual objectives have been increasingly achieved, and within the given time periods. One of the fundamental reasons for this achievement has undoubtedly been the heavy input of Human Resources Development activities. The HRD (Human Resources Development) exercise was *inter alia* carried out in the form of study group activities.

The above statements need some brief explanations as does my own background as the author of this book.

HESAWA is an abbreviation for "Health through Sanitation and Water". Expressed as a slogan the idea was to provide better health through better sanitation and better (and more) water. The programme was introduced as HESAWA, i.e. in this integrated form, in 1985. Before that it was a water programme.

I worked in HESAWA as a Training Adviser between 1986 and 1989, when my post was taken over, as planned, by my Tanzanian counterpart.

My Swedish academic and professional background is within adult education.

Adult education in Sweden is partly formal, partly non-formal or "popular". I have primarily been working in the non-formal sector, both in Sweden and, since 1981, in so called developing countries. 1)

1) I stubbornly use "so called developing country". I have never understood why these poor countries are developing while the rich ones, consequently, are not. Are we, in the rich world, embarrassed to give these countries their proper attribution, "poor"?

The non-formal or popular sector of Swedish adult education is called “folkbildning”. The word “bildning” needs a brief comment. Translated into English, it is straight-forward “education”. There is, however, another Swedish word for “education”, namely “utbildning”. Unfortunately, the English language does not make a proper distinction between the two Swedish words, a distinction which does, by the way, exist also in German and in a number of other languages as well.

”Bildning” in “folkbildning” (German “Bildung”), besides implying having or getting knowledge, also and mainly involves the achievement of humanistic goals in your daily behavior. So, when I use the English word “education” in this book, it should be read in the sense of “folkbildning” with its humanistic connotation. The study group programme, for example, is adult education in that humanistic context.

The formal part of “education” is in Swedish “utbildning” (German “Ausbildung”) telling you, for example, what theoretical background a person has for a certain job.

Expressed in another and more complicated way (good pedagogues are specialists in that): a highly educated (“utbildad”, in German “ausgebildete”) person does not necessarily have to be a highly educated (“bildad”, in German “gebildete”) person. Or to explain the difference in a more popular way: a professor in a humanistic subject, with a lot of factual knowledge, can still be a very unpleasant person.

I will in what follows, when trying to underline the humanistic context, use the English phrase “popular adult education” or “popular education”.

At the end of the 19th century Sweden was a very poor country. If one used modern criteria for describing Sweden in those days - and the whole of Scandinavia incidentally - it would certainly be characterized as a so-called developing country. Material poverty, alcoholism, illiteracy, depression, and so on, are some of the attributes given to that period of Swedish history.

It was during these difficult times, that workers started to create unions. Temperance movements began to

fight alcoholism. New churches arose, free from the established, governmental church. And people joined these movements in hundreds of thousands.

While the ideologies behind these movements differed, they shared a common need to provide their new members with education, popular adult education. There was, however, a lack of teachers for the subject areas which needed to be taught. There were no books. There were no facilities. The members of these movements had to establish the teaching and learning by themselves. They created groups called "study circles". A new pedagogy arose.

One person among the members of the circle was elected "study circle leader". He was an ordinary member of the group, i.e. not a teacher, but rather a good chair person.

The discussions within the group drew upon all members' experiences in the subject area, no matter how limited. This was the basis for the learning process. Questions to which the answers were not clear were compiled for a special meeting, when an expert was called to the group to explain in more detail the answers to the questions.

In short, this was how the study circle - this particular form of adult education - came into being in Sweden. And it developed quickly. After some years it began to receive financial support from the government.

Today, this form of popular adult education is regarded as one of the important corner stones of democratic development in Sweden.

Many of the ideas expressed by Paulo Freire for instance in Pedagogy Of The Oppressed 2) are more or less what the study group was all about since it started in Sweden at the end of the 19th century.

Before I began working in development cooperation I was very much involved in this type of popular adult education in Sweden. My pedagogical roots are there, as are many of my ideological and humanistic roots.

2) P. Freire, Pedagogy Of The Oppressed (New York: Seabury Press, 1970).

See also a number of other books and publications by Professor P. Freire.

At the beginning of this preface I stated that this is both a handbook and a report. From a pedagogical viewpoint it is certainly more of a handbook.

SIDA asked me to write this book. The idea is that the experiences gained in the HESAWA Study Group Programme should also be made available to others who deal with this type of basic training in so-called developing countries.

Such a statement may appear a little boastful. What is so special about the HESAWA programme? It might appear even more boastful in the light of the fact that I said at the beginning that the programme has been successful; and that I was in charge of the HESAWA Study Group Programme from its introduction in 1986 to 1989, when my Tanzanian counterparts took over.

Well, I have to live with that.

HESAWA still is a success story, as is its Study Group Programme.

In 1983 action planning and budgeting were carried out mainly by SIDA in Dar es Salaam. In 1984 these activities were moved to the regional level in the Lake Zone. In 1985, when HESAWA was officially established, these activities began to be decentralized to the district level; and the idea was introduced of training the villagers in the noble art of collaborating with a foreign development cooperation agency. Their participation was also stressed at all levels in water supply production, as well as in health- and sanitation activities. In 1986, the Study Group Programme was introduced as one of the Human Resources Development inputs. The same year the districts took over the full responsibility for HESAWA, including action planning and budgeting. In 1987 serious discussions started about letting the villagers actually do the planning of their own development ideas. This was prepared in 1988 and started to be implemented in 1989.

All this was done according to agreed plans, which also involved the phasing out of expatriate expert staff, who were reduced from 14 in 1985 to 6 in 1990, the posts being replaced by Tanzanian professionals. And the implementation rate of the programme rose each year (in relation to the plans) to almost 100 % in 1989.

It is in the above context that "success" of the

programme should be understood.

A rather more pragmatic reason for this book should however also be mentioned. The HESAWA Study Group Programme was from the beginning very carefully followed up and documented at all levels. The reason for this was to be able to compare it with a similar programme I was in charge of in Zambia between 1982 and 1986. I started the close documentation in Zambia. In other words, the idea of a presentation in book form was already in my mind before SIDA asked for this publication. The aim and contents of that original idea differed, however, from this presentation.

Lest there should be any misunderstanding, I should make it clear that an HRD-programme of the kind that will be presented here is as far away from a one man show as it is possible to get.

There are two very basic pre-conditions for any successful mass education programme:

- I) . Very good working relations between all involved, from the study group leaders (the most important persons), through the district organizers, to those in the central organization.
- II) The cash flow has to work! One deals in mass education with thousands of people. When you tell some thousands or tens of thousands of people, in some hundreds or thousand villages, that on March 3rd the study group programme will start, then you had better see to it that it does start, i.e. that it is ready for take off on that day. This means money in cash has to be available at all the earlier stages. If you cannot guarantee that, don't start. And if you have started and have promised, and you can't fulfil that promise, break your contract, if you are an expatriate, and rush home. If you are a local charge d'affaires, emigrate!

Never let the people in the villages down!

So far I have managed to avoid the word "participatory". I use the phrase "mass education" or "popular education" instead.

There are, unfortunately, also within development cooperation trends of fashion, coming and going, especially on the linguistic side.

What about “the informal sector”, often used in UN-language to describe certain economic activities? In plain English it often includes also some criminal activities in a society.

In Swedish development cooperation one was aiming at reaching “the poorest of the poor”. But then the cooperating countries argued that there are no “poorest of the poor”. So SIDA changed the target population to “the most disadvantaged”. However this also went out of fashion and was replaced by “the rural population”.

When a local driver steals money, he is a thief stealing money. When a high ranking local official steals money, he is not a thief and he is not stealing money; what he is doing is an “unauthorized re-allocation of funds”.

For the last few years “participation” in its various forms is seen as the solution to everything; or at least no serious author writing about development can exclude it. What about “People’s Participation Programme”, “Participatory evaluation”, “Participatory action research”, “People’s Participation Forum”, “Participatory field-action”, and so on. Sic!

I am sorry: but the study group programme is also a people’s participation exercise. And even more: it aims at letting the participants actually take over the running of the programme within the given framework.

Earlier I stated my own theoretical and practical background within Swedish popular adult education, and how close to Paulo Freire’s ideas it is. I admire Paulo Freire’s writings. But maybe I admire another series of books even more: Training for Transformation by Anne Hope and Sally Timmel. 3) These two ladies have managed to do the “impossible”: to write a practical handbook, and a very useful one, based on Freire’s ideas. You definitely need its three volumes for this exercise! You might also ask: why write another handbook on a similar theme? One answer would be, that “Training for Transformation”

3) A. Hope and S. Timmel, Training for Transformation, A Handbook for Community Workers (Harare, Zimbabwe; Mambo Press, 1984, 3 volumes, ISBN 0 86922 256 2, 0 86922 255 4, 0 86922 261 9)

needs more time than organizing a study group programme as here presented. It is simply a more exhaustive handbook than this one. It needs other people to run such a mass education programme than the bi- or multilateral contract expert with his or her very limited time span.

It is impossible here to mention the most important people in the Study Group Programme by name, i.e. the study group leaders. There are simply too many of them. But in fact everything depends on these people. And in the HESAWA context, they not only did what was expected of them; they also did much, much more, on their own initiatives.

The district organizers, i.e. those who were responsible for the programme implementation in their own districts, my counterparts, deserve the utmost credit for their dedicated work. They were: Ms. I. Itule and Mr. I. Nyundo from Mwanza; Ms. S. Hassan and Ms. J. Kahesi from Magu; Mr. G. Mutasingwa and Mr. G. Nyongoli from Biharamulo; Mr. C. Tibenderwa and Mr. B. Barongo from Bukoba; Mr. M. Mganga and Mr. F. Mayengela from Bunda; Mr. S. Maseke from Serengeti and Mr. M. Misango from Musoma; and Ms. M. Olengeile from Ndolage. They are now successfully running the programme without my involvement.

Mr. D. S. Madata from Mwanza is not only one of the most talented illustrators in Tanzania, he also has the ability to cooperate with "us government officers" in the most pleasant way. Madata, in short, also illustrated this book.

In some areas I needed special help. This was in the production of the audio programmes and in conducting the research part of the programme. Two of my by now very close friends, both from the International Extension College in London, helped with these parts of the preparations: Mr. John Thomas and Dr. David Warr. Without them the programme would simply not have materialized. (I had already worked with them in Zambia a couple of times between 1982 and 1986.)

John Thomas also "translated", i.e. edited my "Swenglish" manuscript of this book into (I hope!) readable English.

Very important inputs have been given by Mr. Daudi Ricardo, Rural Development Consultant in Tanzania, Dar es Salaam, and by Mr. Rolf Winberg from SIDA (between 1988 and 1990 advisor to Prime Minister's HESAWA Coordination Office in Mwanza). I have got strong support and good advice also from Mr. Ingvar Andersson, SIDA.

Having said this, the responsibility of whatever appears in this book is still mine, and mine alone. But it would never have been possible to write it at all without the cooperation of the people mentioned above and many, many more, too many to mention here.

Let me finish this preface with the very egocentric hope that all authors have. I hope that this book may result in a lot of study group programmes in many a so called developing country, to the benefit of the villagers, wherever they live.

Background

The HESAWA programme originated from a water supply project. Its SIDA support started in the 60s. Failures mentioned in those days refer mainly to the fact that many of the diesel pumps installed in the 60s later broke down. It is seldom pointed out that two of the main contributing factors for these failures were the very sharp increase in the oil prices, and the re-allocation of diesel to the Army during the war against Uganda.

In Sweden, SIDA took a lot of criticism for the water supply muddle. Much of the criticism was however unfair!

In 1985, the water project was turned into an integrated health-sanitation-water programme under the name HESAWA.

The way I saw it, and still see it, the idea with the HESAWA concept is brilliant!

Basically, it reflects a stated wish to really involve the villagers in the development process. (We shall see later, however, that such statements expressed in official documents often become quite a headache when taken seriously for those who once formulated the policies!) So here we have the "participatory approach"... However, within the HESAWA programme it was never introduced as a development cooperation fashion, but taken seriously from the very beginning. The ideas about how to accomplish this participatory approach may have differed at times among the implementors, both between the expatriate experts ¹⁾ and among the local colleagues. But also thanks to the different opinions the subject was at least always a factual one on any agenda. The promotion officers, for example, carried out very significant research tasks in areas where HESAWA was to be introduced. And they did it professionally and fast. The findings were then an important basis for further discussions and decisions about the approach. Ongoing research and follow up was carried out in those villages where HESAWA had

1) I use the word "expert" only because of an old habit from nine years in development cooperation. Sometimes I alternate with "adviser". I just cant avoid it after so many years.

already been introduced. This resulted often in actions like special training courses in areas where the studies showed a lack of competence. The HESAWA concept was taught. Introductory courses were run before new interventions took place. Operation and maintenance was pushed with strong emphasis. Self-reliance, this terribly violated phrase, was stressed and to some extent revived with what was hoped to be a meaningful context. Village health workers were trained. Local professionals (technicians, in Kiswahili "fundis") were given opportunities to improve their skills and become important contributors in the implementation of HESAWA in the villages.

Simultaneously district administrative staff were trained in action planning and budgeting for the HESAWA support. And this training also became very important for them for other tasks, as it was introduced during the same period as the Local Government Act came back into force. That meant suddenly a rapidly increasing responsibility for the district bureaucrats, which many of them would certainly not have been prepared for otherwise.

The purely technical work went on parallel: drilling of holes for water, establishing water schemes, installing shallow wells. And all these activities were by 1989, i.e. after only three or four years of massive HRD backing, quite well integrated. Many of the previous "boundaries" between the Ministry of Water, the Ministry of Health and the Ministry of Community Development, i.e. the ones involved within HESAWA, although coordinated through the Prime Minister's Office (PMO), were not visible any more by 1989, at least not at the district level.

There was another contributing factor to the comparatively rapid and considerable development of HESAWA during the late 80s: the very good working relationship between most of those involved in the implementation. I regard this as the most important factor in the success of the programme. And even skeptics would probably agree that it at least was one of the most notable factors!

So, the organization of the expatriate advisers had within itself become a really cooperating body, and soon the Tanzanian set up - to a large extent - had become

part of it, or vice versa. And I am referring - I want to emphasize - to the period 1986 - 1989.

Certainly the ability of being able to cooperate effectively is a very general pre-condition for most successful jobs. In development programmes it is the most important one, especially in a programme with an HRD-input as intense as the one provided for HESAWA.

A second key to HESAWA's accomplishment during this period was the organization of the cash flow. It worked quite well. I shall return to this in later chapters.

One could, in short, give the following organizational structure of HESAWA as it looked by the end of the 80s:

<p>Prime Minister's Office, PMO at national level. Programme Director.</p>	<p>Support from SIDA and consultant at national level.</p>
<p>Prime Minister's Zonal HESAWA office in Mwanza, i.e. PMO's Deputy Director and Tanzanian Government staff. (Coordination office.)</p>	<p>Support from SIDA and Tanzanian and expatriate con- sultant at zonal level.</p>
<p>Regional HESAWA Coordinator (with regional staff from the departments involved, mainly advisory tasks).</p>	<p>Support from regi- onal consultants (Tanzanians and expatriates.)</p>
<p>District HESAWA Coordinator (with district staff from the departments involved; the main implementors).</p>	<p>Support from Tanzanian district consultants.</p>



Chapter 1

Step 9>

Step 8>

Step 7>

Step 6>

Step 5>

Step 4>

Step 3>

Step 2>

Step 1> Introducing the study group programme.

In this chapter we are going to deal with:

- * Introducing the study group programme to decision-makers/donors.
- * How a request for financial support might be structured:
 - Background to the request.
 - Objectives.
 - Target figures.
 - Organization.
 - Budget.
- * Summary.

Step 1: Introducing the study group programme.

Before we go on another strong piece of advice needs to be given. (The first was: never let the villagers down!)

As far as your participation is concerned you are dealing with a mass education programme in a host country. Engaging a lot of people at village level (the political phrase often used is "mobilizing") will probably attract the attention of the politicians. Be aware of this fact! Let your local colleagues handle problems which might arise in this area. You are a guest in the country! You should, however, be careful not to involve your programme with local party politics, or at least as little as possible.

On the other hand: it is both advisable and important to have support from influential people, e.g. Village Chairmen, Ward-, District- and Regional leaders, maybe even MP's. So you might still have to compromise and find a balance.

Let us now assume that you have the idea of an HRD-input to support whatever programme you are working for.

That was my case with HESAWA in 1986. I was, however, in quite a good position from the very beginning. Training was already provided in different forms, and a lot of work had been done to prepare the ground for complex HRD-support. In order to promote the HESAWA concept, an expatriate Promotion Advisor had been engaged. She was working together with local, highly-qualified and experienced Promotion Officers. In fact, the role of training may even have been exaggerated in the sense that, whatever problem the programme was facing, training seemed to be seen as the immediate solution.

In other words, there was not only an awareness of the essential of HRD back-up, but it had already started to be implemented in different ways. To present the idea of the study group programme was therefore at least a little easier here than in a programme where there is a lack of interest or awareness about HRD.

But no matter how the conditions are, you have to

prepare yourself properly from the very beginning for a presentation to a donor agency, or, in this case, a joint Tanzanian-Swedish Review Mission, or from whoever the support is going to be asked.

The presentation for a request should at least cover the following areas:

- A) Background to the request, especially how the idea fits into the rest of the programme.
- B) Objectives including time span.
- C) Target figures.
- D) Organization.
- E) Budget.

1.1 Background to the request.

Most programmes do need an advanced HRD-backing. HESAWA certainly did. HESAWA was to improve the health of villagers by providing them with better sanitation facilities and more and better water. The villagers should, according to the programme's idea, participate actively in this development process.

People can be activated in different ways. You can persuade them about the importance of participating. Sometimes people are simply being forced to involve themselves. Incentives are used quite often - and they can quickly become bribes instead; in my opinion this is a very delicate question. In all these cases, the activation is initiated from outside.

What about initiatives from the villagers directly then?

Certainly, there are a number of ideas. If you have the time, get together with some local colleagues and try to find out. Most likely there are many suggestions the villagers will come up with, proposals you might find not only very interesting, but also fitting quite well into whatever concept you are working with.

You can, however, also try to initiate in such a way that the initiative, although originally coming from outside, is taken over quickly by the villagers.

That is what we wanted to do with the study group programme. This was very favorable, as there was already a general interest among the villagers in the Lake Zone to join the HESAWA programme.

However, there is a danger involved here. If you really mean to let the villagers participate (for example in how to organize the programme, what context it should have, and so on) then you also have to make clear to them from the very beginning the limitations of their influence. In the case of the HESAWA programme, for example, it was not possible to include a subject area like reforestation. Not that the subject was unimportant, on the contrary; but it simply fell outside the HESAWA concept.

There is often a difficult balancing act to be done, i.e. to let the villagers really participate and quickly take over the initiative, but still keep it within a particular framework given from outside.

During the contact with the sponsors the problem is on the other hand not acute - yet! The decision-makers like formulations with "participatory..." The problems with the central decision-makers come later. The question is whether you want to raise the subject at the initial presentation, or later. I chose later.

The problem is that later, when the villagers do want to make their own decisions and take responsibilities, i.e. actually do what originally was well formulated and agreed in highly cultured, diplomacy protocol-guided documents, now most likely does not fit in any more with the interests of the central decision-makers. They might simply ignore previous agreements and statements, even if they have been written down! Democracy and decentralization are popular subjects to discuss over a buffet-dinner in the capital's five star hotel. However, when taken seriously by the villagers such ideas quickly become quite irritating for the same buffet-dinner guests who supported the idea in the written down agreements.

Your background presentation should deal with the following areas:

- * How an HRD-input would improve the actual participation of the villagers in the programme.
- * How the study group programme as a form would be suitable (because it has proved to be so in a number of other African and Asian countries, e.g. Zambia, Zimbabwe, Tanzania, Pakistan, India).

- * How the study group methodology has proved, when properly used, to provide an important learning impact among semi-literate people (with reference to the same country experiences as indicated above).

It is unlikely that you will encounter any particular disagreements from donor- or decision-maker representatives so far. They might, however, ask you what this “study group thing” is all about. And maybe you should include an explanation of it in the introduction to your request. However, don’t confuse them with phrases like “learner oriented...”, “dual focus...”, “folk media...”, “participatory...”, and so on.

Essentially you should highlight the following points:

- * The study group programme is simply a way of learning for adults.
- * The participation shall be voluntarily and open for everyone.
- * Each group should consist of between 5 and 15 participants.
- * A study group leader shall be appointed from among the participants.
- * The study group leader is not a teacher, but a good chair person.
- * The study group leader shall be trained for the task.
- * Pedagogically, the idea is that each member shall contribute as much and as actively as possible with his or her own experiences - no matter how limited - in the subject area. Such a spectrum of experiences, once in the open, usually creates a lot of reactions among the other group members. This interaction is supported by the trained group leader as well as by the way the materials have been produced.
- * The study materials shall be adapted to the methodology, i.e. shall support and promote, sometimes even provoke the willingness to contribute, rather than give answers to the problems which might arise.
- * Only when the group gets stuck, despite the study materials, the questions should be collected and

an expert be called to the next meeting to help the group.

- * The studies shall primarily aim at benefits for the group as a whole.
- * The study group learning shall be action oriented, i.e. shall result in some tangible, physical, visible achievement.
- * One study group exercise can for example consist of ten meetings, one meeting per week and each meeting of about three hours duration.

All these ideas limit the subject areas deliberately to projects which will give quick, physical, visible results. This is important for semi-literate adult learners.

Nor shall the study group programme interfere too much with the ordinary hard day-to-day work of most peasant farmers. It should also be suitable for the women to participate in as well.

You should also definitely mention the idea of building up a local capacity, i.e. training your forthcoming local colleagues in organizing this type of mass education programme and the production of study materials for semi-literate target groups.

1.1.1 Womens' participation.

You should give special attention to women's involvement in the project. However, don't let the presentation be opportunistic! The choice of the subject area can for example be geared towards women's special interests, if this "guidance" is needed.

In the HESAWA context it was quite easy and not in any way controversial: the subject area was water (which my Tanzanian colleagues and I had agreed to start with) which touches women very closely.

Another decision made by my Tanzanian colleagues concerning this issue was simply to agree on a proportion of 50 % women among the participants. Nobody among the decision-makers argued.

1.2 Objectives.

At this stage, it may be difficult to state objectives, as you certainly should first have the ideas anchored

"I remember Mr. Baltzer's presentation quite well. He was new, only some three weeks 'old' in the programme.

I was one of those participating in that review meeting. Actually, I think nobody understood really what Mr. Baltzer was talking about, but everybody was impressed by the way he was presenting the idea; he was a typical teacher: his voice was a teacher's, he presented the idea in short headings on a flip chart, he was very clear in his expressions, he seemed to know exactly, what he was talking about, so everybody was simply impressed. And nobody dared to ask or argue. How could we, by the way? And it went so fast as well and it was close to lunch. So the whole idea went through, action plan and budget, without any discussions at all."

Tanzanian Annual Review participant, who wants to be anonymous.

among the participants of your target group. So you have to be slightly pragmatic. Write down objectives anyway. Try to get some kind of carte blanche to change them a little once you have discussed them with the future participants.

I belong to the stubborn adherents of measurable objectives. If they are not measurable, I would rather refer to such written down goals as "policy statements". Measurable objectives are difficult to write down. They take time and effort to formulate. They also sound quite simple to the decision-makers, as they lack the fancy words and phrases the development cooperation bureaucrats are so fond of.

Take this as an example: "The objective of the programme is to initiate an awareness among the rural population about the importance of improving sanitation facilities."

That sounds good, especially if you can add something with "participatory engagement" and "dual focus approach in the implementation" and "...serious concern

regarding the women's involvement...", and so on.

So called objectives like those are, however, in reality of no other use than good seminar examples for students in basic semantics - and maybe for some of the bureaucrats in development cooperation.

The latter have difficulties in accepting: "By the end of next financial year 25 selected villages in the pilot area shall have produced at least 15 latrines per village."

Still, don't give up! Stick to measurable objectives! Just be aware of, that as well as providing you with clear criteria for success, they also clearly reveal failure. With measurable objectives it will be very difficult to hide a disaster through clever linguistic management!

In your objectives you also need to include a time span. The ones you are presenting probably cover one financial year. However, you should also include a medium-term plan for three years, after which period a local capacity must have been built up. And this should be done regardless of your actual contract period. A fourth year of support might be needed. That could, however, also be done in the form of a short-term consultancy.

1.3 Target figures.

Concentrate on the quality of your study group programme! The quantity, i.e. the number of participants involved, is of less importance!

Still you must in your presentation give target figures, if for no other reason than that they are linked both to the organization and certainly to your budget.

We stated above that one study group should consist of approximately 15 registered participants. We also said that the groups should meet once a week for ten weeks. Therefore one study group programme should last for ten weeks.

The planned figure of such groups will depend on a number of other factors. Basically, however, you should decide on the figure with your colleagues in the field. They should be able to visit all groups at least twice during the ten week active meetings period. So if you have access to good and reliable transport for your district organizers, you might be able to increase the

number of groups. If the areas where the groups will run the activities are easy to reach, you might even add some more.

In the HESAWA context the district organizers had difficulty in obtaining regular transport. Walking was the most reliable means of transportation. That affected the decision of how many groups we should plan for. Certain areas were quite remote, which again resulted in lowering the target figures.

On average, one HESAWA district organizer was responsible for 10 to 12 groups in about three villages. That might be a good guideline.

And again, it is better to have a lower number of groups and participants, who really learn something and benefit from the programme, than to develop high-figure plans which are unrealistic, cannot be sustained, and produce limited benefits.

Remember also that once you have written down your specific, measurable objectives, the results, i.e. the implementation rate, will be appraised against those figures! So be realistic about what you can achieve within a particular context.

There is also, however, likely to be a minimum or break-even level you must have in mind. Organizing a mass education programme in the HESAWA-way (or in the way the Cooperative National Study Group Programme in Zambia was organized) with let's say 500 participants only, would cost so much per participant, that it is not justifiable any more. The minimum target should be at least around 3.000 participants, i.e. 200 groups of about 15 participants each.

In Zambia, a national programme, the total figure was slightly more than 40.000 participants per year.

In Tanzania, in the HESAWA programme with its limited action area, there were around 4.500 participants per year.

1.4 Organization.

The organizational structure of the HESAWA Study Group Programme looked like this:

Level A

The participants in the study groups in the villages.

The programme was carried out in 71 villages with 297 study groups. 1)

Number of participants 4.657

Level B

The study group leaders.

After the first programme in 1987 we doubled the number of study group leaders to two per group, with the second (usually a woman) acting as a kind of deputy.

Number of group leaders 2) 591

Level C

The district organizers.

The programme was run in eight districts. Most districts had two organizers.

Number of district organizers 13

Level D

The central study group organization.

One expatriate adviser and eventually one of the district organizers appointed as counterpart and successor.

Here also should be included access to secretarial staff and one artist/illustrator.

Number of central staff 4

1.4.1 The participants.

These are the key actors. They are the people who shall benefit first and foremost from the programme's

1) Figures from the 1988 results.

2) In 1988 the number of group leaders was already doubled.

achievements. They are also the ones to carry out the activities which are included in the programme.

The participants are supported by a specially produced book, the Participant's Manual. They are further backed up by ten audio or radio programmes, one for each meeting. These too are produced specially for the study group programme. Finally, they have their trained group leader as a chair person/facilitator and kind of pedagogical adviser and stimulator. They also have access to subject expertise if needed for one or two of the meetings.

In the first HESAWA Study Group Programme, the activity agreed upon by the participants - after research - was to improve existing traditional water sources. This was done by re-building them into rock-wells which were eventually covered with a cement slab. The well was then also fenced and in quite a number of places arranged with a bench for the women to rest, often under a traditional roof setting.

Both the written materials and the audio programmes were geared towards these goals. (How it was done pedagogically we deal with in chapter 4.)

During the third Study Group Programme in 1988, the male/female ratio among the participants was 52% male and 48% female, from 62% male and 38% female in the first programme, via 46% male and 54% female in the second.

1.4.2 The study group leaders,

There is no doubt that the group leaders are the most important persons in the programme. Success is dependent on them, i.e. their commitment to the programme, how they are being supported, and how well they have been trained.

The group leaders should not receive any financial or other material support. An incentive could perhaps be considered after some two or three years of running the programmes. The main incentive should instead be a well-organized training in pleasant and comfortable conditions. Be generous with the funding here; under-investment in this area could limit the success of the whole programme!

A major problem is to prevent the group leaders thinking of themselves as teachers. Another problem is to get the group leaders to understand their roles as good, stimulating, coordinating, encouraging chair persons. "The quieter you are and the more the participants talk, the better a group leader you are!"

Already the title "leader" creates a problem. The role of the study group leader is actually quite different from what a leader usually is believed to be.

He or she is also expected to act differently. The study group leader is in every respect a truly equal member of the group!

In the HESAWA project we introduced in the second study group programme the idea of having two group leaders, the second one being a kind of deputy. As the first one was chosen by the participants without our interference almost all of the group leaders were men. We now had to use some "pedagogical guidance", i.e. we suggested strongly that the deputy to be appointed should be a woman. In difficult cases we simply suggested a "secretary", which automatically resulted in a woman being appointed!

When the third Study Group Programme was launched we again used a little "pedagogical pushing" from our central organization. Why not let the previous deputy this time be the study group leader? There was no major problem to get that through, so most of the groups in 1988 were actually led by women!

1.4.3 The district organizers.

These important persons become much of what a couple of years ago still was called counterparts to the expatriate adviser or at least they should.

The number of district organizers depends on the size of the programme.

Why call them district organizers?

It doesn't matter what you call them. But you have to find a suitable mid-level structure between the central organization and the group leaders and participants.

Most countries are administratively divided into regions, provinces or zones, which are then sub-divided into districts, and so on. I have found the district level to

be the most appropriate for mid-level-organization. Using an even more decentralized level, for example the ward in Tanzania, would mean having too many organizers to handle. Leaning at regional level would mean that the organizers would be too far away from the participants and group leaders.

However, if the programme is being run at a national level, as it was in Zambia, regional coordinators are valuable to handle certain administrative and organizational issues.

The relationship with the district organizers is twofold. First, you have to create the best possible working relationship with them. And, as very much of your time will be spent together with them, the personal relationships become equally important.

For you, as the expatriate expert or adviser, this might create some problems. For many of them, you represent also - and there is certainly nothing wrong with that! - a kind of access to material resources. You have to decide how to handle this. Just be fair! When it comes to this relationship issue, it is like being a teacher in school: don't ever favor anybody!

Looking at the district organizers as your counterparts gives you a certain responsibility towards them. You are, for example, responsible that they learn as much as possible from the project so that after some two or three years they can run the whole programme without you. Transfer of skills and knowledge, or knowledge development, is what this idea is usually called in development cooperation. That is quite a task for you, especially when you are dealing with many district organizers. You definitely have to prepare a separate kind of development plan for them.

Think from the very beginning of the district organizers' access to transport. That will be one of the important issues to handle throughout the programme.

And don't forget the time span: three years.

1.4.4 The central study group organization.

In terms of staff, you need at least one counterpart or assistant, who from the very beginning or quite soon after is appointed to take over the total responsibility for

the programme when you leave. Most likely, or at least very often, this is one of the first difficult issues you have to fight for. If the decision-makers are reluctant to appoint a counterpart (and very often they are, especially the local ones!) you have to fight even harder. But don't give in!

This person needs very special attention from your side. It is of the utmost importance that the two of you can work well together. If you find problems with this, break! Try to find a new constellation, i.e. try to find a new counterpart. The central organization must work extremely well!

Access to secretarial facilities is a must.

As far as equipment is concerned word-processing facilities are also very useful. That in its turn means either you have to get a secretary who is capable of handling word-processing programmes on a computer, or you teach the necessary skills, or you do it yourself.

Access to a good audio recording facilities should be there too. The minimum requirement for audio should be that at least a good tape recorder is available, though it would also be useful to have sound mixing, editing and copying facilities.

A capable artist should be engaged at an early stage in the project. You will probably be dealing with semi-literate people in the villages, some of them even illiterate. The audio productions are partly made for them. You can help these people even more by illustrating your materials as much as possible.

Finding a good artist is the main problem.

Transport in the central organization is vital.

And don't forget the time span of three years.

1.4.4.1 The expatriate expert's role as an adviser.

This is a difficult subject.

I disagree sometimes with the advisory role. If one exaggerated it a little, one could recommend to put up a sign outside your office saying: "Welcome for advice on Tuesdays and Thursdays between 10.00 and 12.00."

You have to discuss this issue with your superior officers. What you in my opinion need in the beginning is an executive decision-making possibility and responsi-

The HESAWA Study Group Programme 1989 in Tanzania:

Cost per participant SEK 217:- =USD 33:-.

(Total costs SEK 1.010.569:- = USD 153.681:-.)

Some comments:

Here we had 4.657 participants. The audio programmes were distributed on cassette and reproduced on audio cassette recorders, which were provided one per group, in all 297. The group leaders' training lasted for six days and the number of group leaders was doubled, i.e. two per group. The costs for the expatriate expert were not included, neither were salaries for the local staff.

This should give you a good guideline for budgeting, once you have read the whole book.

1.6 NOTA BENE: Purchase of equipment abroad.

If certain equipment has to be bought abroad (see for example chapter 5.2 and 5.3 !) preparations for that have to start as early as possible. It usually takes time to get things imported.

1.7 Summary.

We have in this chapter discussed how to introduce a study group programme to the decision-makers. We have concluded that initiating the idea is no major problem: all development programmes need HRD-support.

We said that the background information should include how a study group programme might involve the participation of the villagers; one should also explain why the study group is a suitable form. The presentation should also highlight women's involvement in the project.

Certainly a presentation of the pedagogical idea should be prepared.

Concerning the objectives, we said that they should be measurable and twofold: short-term for one year and medium-term for three years, by which time the expatriate expert or adviser should have been withdrawn and the programme handled by local, now professional staff.

Target figures were depending on what size you would like to give such a programme. A minimum of 3.000 participants in 200 groups was however mentioned.

The organization was presented: the participants in the groups led by a group leader; the group leader trained by a district organizer; the district organizer trained by the central staff.

Cost estimates were also presented: somewhere between USD 10 and USD 30 per participant was a good guideline.

INTRODUCING THE STUDY GROUP PROGRAMME.

- * **Presentation to the decision makers.**
 - * **Background.**
 - * **The pedagogical idea.**
 - * **Objectives.**
 - * **Target figures.**
 - * **Organization.**
 - * **Costs/budget.**



It is this environment the district organizer has to be very familiar with.

Chapter 2

Step 9>

Step 8>

Step 7>

Step 6>

Step 5>

Step 4>

Step 3>

Step 2> **The first meeting with the district organizers.**

Step 1> Introducing the study group programme.

In this chapter we are going to deal with:

- * Recruitment of the district organizers.
- * Presentation of the study group exercise to them.
- * Objectives.
- * Identification of the target group.
- * Identification of the subject area.
- * Preparation of time schedule.
- * Preparation of information meetings.
- * Summary.

Step 2: The first meeting with the district organizers.

At this stage it is assumed that you have got your idea accepted by the funding agency. Now starts the quite nervous period of implementation.

Usually those who are supposed to help you, the proposed district organizers, will be appointed without your participation.

2.1 Recruitment of the district organizers.

You are likely to have little or no involvement in the appointment of the district organizers. Still you can try to intervene diplomatically. You can, for instance, “camouflage” your interest a little. Organize the very important information meetings about the study group programme for regional and district staff in charge of the overall programme at a time when the appointments of the district organizers are going to take place or in connection with them. The information meetings’ main purpose is to properly root the idea in order to get the necessary support from the influential people at regional and district level. When presenting the organization chart, the district organizers’ role comes up automatically.

I have always tried to get quite junior officers from the administration attached to the programme. And whenever possible I have tried to get women appointed.

Why junior officers?

Because they usually have the time to engage themselves. With the structure of responsibility in many a so-called developing country, i.e. within the government set up, the decision-makers usually are very busy, while the juniors quite often lack actual work or facilities or resources to carry out their duties.

I also have a general feeling that younger officers tend to be more responsive to new ideas, i.e. it is quite easy to stimulate their enthusiasm and involvement.

Why women?

Because they usually commit themselves to the job much more than men do.

It is likely that senior officers might be very interested in being involved in the programme. Quite a lot of

money, in cash, will be handled throughout the programme cycle. Transport might be made available. Training of some district organizers abroad is a possibility. A number of nights will be spent out in the field: that means allowances. All these and more are highly attractive arguments for involvement.

When this situation of "interest" occurs underline the extreme importance the senior officer has. Point to his heavy responsibility for so many different activities already now on the schedule. And emphasize all the other important work he is carrying out. Under such circumstances it would not be fair to put even more burdens on him, especially for a task, which doesn't need his high qualifications and long experience.

That has so far always worked quite well whenever needed. Unfortunately, it has been needed quite often.

Support this approach even more by stressing the time needed: approximately seven months full-time commitment per year, three years ahead at least.

Once you have got the names of those appointed as district organizers you should call them for a first meeting, a kind of seminar, combined with workshop activities.

2.2 Presentation of the study group idea to the district organizers.

This first meeting is similar to when a teacher meets a new class. Both parts have to feel their way.

The difference is that you represent something more than just the "authority" of a teacher. You also represent, whether you like it or not, some or all of the opportunities mentioned earlier. It is a very delicate situation.

In that connection it is worth reminding yourself about some of the basics in communications. It doesn't matter so much what you tell the district organizers at this stage. They are likely to listen in the beginning only to what they want to listen to. They hear you say what they want to hear you say. If, for example, you say (which you definitely should not!) that "there maybe is a possibility sometime in the future for some two or three of you to get a scholarship for training abroad" they will instead hear, individually, all of them: "I will get a

"The relation between district organizers and their superior officers is very important. That relation simply has to be good. The expatriate adviser sooner or later will leave. The district organizer will remain.

Within HESAWA the role of the district organizer in the study group programme was sometimes not totally clear. It could for example look like this:

HESAWA was at district level headed by the District HESAWA Coordinator, who had this job on a part-time basis. His actual, formal job might have been District Planning Officer. The three ministries involved, Water, Community Development and Health, were represented by their respective heads.

Now, me being a health officer, appointed as district organizer on a kind of part-time basis for the study group programme, i.e. attached to HESAWA, I was responsible to...., yes, to whom? Was I responsible to my senior health officer, i.e. my supervisor from the health department? Certainly.

Was I responsible to the HESAWA Training Adviser, i.e. to Mr. Jorgen? In a number of ways, yes. Was I responsible to the District HESAWA Coordinator? Most likely.

Was I responsible to PMO, i.e. the coordinating body for HESAWA? I don't know. Maybe.

In a situation where the responsibilities are not clearly defined, i.e. in a situation like ours as district organizers for the study group programme, it is even more important to create and then maintain a very good working relation to all 'bosses', but especially the local ones.

I think this is an important issue.

*After the experiences of running four study group programmes, I think it is even more important.**

Mr. S. Maseke, Serengeti District, district organizer in the study group programme.

scholarship abroad, by the latest next year."

Don't be afraid of being quite rude, i.e. honest during this first meeting. Don't mention anything about any "goodies" they might get out of the programme. Give them, honestly, only the bad things. Promise them that they will get the hardest working time they have ever experienced so far. Promise them that they will have problems with their superior officers. Promise them that they will suffer when walking from village to village. Promise them that they will get angry with you pushing them throughout a night if necessary during a production workshop. Promise them that they will get hell if they do a bad job; and promise them also that nobody is going to thank them (except for you) if they do a good job. Most likely they will be criticized however well they do.

The last statement might sound confusing. Still it is what is likely to happen. If you are successful, you and your colleagues might, for example, get turbulence from some of the local senior officers. They will get irritated when they see all the cash and the equipment running through the hands of their subordinated junior officers. And they will do whatever they can to "rectify" that situation.

In Zambia, we were fought with the argument to follow the usual government channels: from Treasury, to Ministry, to Department, to Regional Department, to District Department, to the district organizers. If we had done that, less than 50 % of the funds would have arrived where they should and most likely they would have been seriously delayed. We refused and fought back, and finally got an account of our own from which we could make the payments directly to the district organizers. None of us was especially popular among those who had been by-passed.

In Tanzania, one used the exquisite and always possible argument of "decentralization" saying that the funds should be decentralized to the district authorities from our central account.

And if you and your local colleagues not give in, you will definitely annoy some high-ranking officers in the Regions and Districts, as well as some of the development cooperation agency's.

So, be prepared that you will be criticized. But that is just part of the job. Don't let that in any way disturb you because your real evaluators are somewhere else: in the villages! If the peasant farmers are satisfied, then you should be too! No matter what anybody else says! If they are not, you definitely have to improve your performance.

This is *inter alia* what I tell my new colleagues during the first day's meeting.

Then I make the rhetorical statement: "So, whoever wants to leave now is welcome to do so."

Over the years I have experienced two (out of about hundred) who left at this point.

To explain what the study group exercise is all about, especially from a pedagogical point of view, is a problem. And in this case it is of the utmost importance that the district organizers really understand it because they are going to conduct information meetings at village level about the programme. If they have not understood it correctly, the villagers will understand even less, and the result might well be total chaos.

2.2.1 Production of a small information leaflet.

A good way out of this dilemma is to start work on producing a small pamphlet about the programme which turns this first meeting on the second day over to a workshop.

There you will also immediately be confronted with another problem: the language. In Zambia we had to produce everything in seven official vernacular languages plus English. In Tanzania it was only in Kiswahili.

Your working language is, however, most likely to be English.

I come back to the problem of translations later in chapter 4.

What I suggest you do at this stage is to produce a small information brochure. Letting the participants do that to a large extent pushes them into very active learning. They cannot produce a leaflet trying to explain the study group programme for others without understanding it themselves.

Take an ordinary sheet of A4 paper and fold it so

that you get four A5 page spaces, not more.

Let them work in groups and then chose the best alternative. Encourage them to combine text with some drawings.

Later, if necessary, you can make a proper layout and original in the office and then simply duplicate it on an ordinary copying machine and produce the needed edition.

These leaflets can later be used by the district organizers in connection with the information meetings in the villages.

2.2.2 Adult education.

There might be a good reason to discuss the subject of adult education a little more academically. It depends on the participants. Exposing people to Paulo Freire's ideas is for example always an important and exciting task. I remember from the Co-operative College in Lusaka the advice a newly arrived Swede got from one of his local tutor colleagues: "If a student asks too much, just throw him out...!"

Maybe that was the exception of "pedagogical" radicalism. Still, my experience is that modern pedagogical ideas in many so called developing countries, especially within adult education, very often are not known; and when academically known, they are seldom practiced in reality.

It is in any case important to discuss the study group idea in the previously mentioned humanistic and democratic context, if for no other reason than the fact that your participants, or by now colleagues, are unlikely to be professional pedagogues.

2.3 The objectives.

You have the objectives from the previous presentation and introduction to the decision-makers and funding agency.

It is worth going through the objectives again. A discussion about, or an exercise in the art of writing measurable objectives is good. You will need your colleagues' knowledge in this field anyway when you start producing the materials in a later workshop. Try

to get them to start writing all objectives with “By the end of this programme (later: ...of this meeting) the participants shall have constructed (or produced, or improved, or whatever; or shall be able to /do something/; and so on.) ...” The main thing is that they express a measurable time-span and measurable, visible and countable achievements. Again, it does not sound as sophisticated as “... aiming at a radical improvement of the daily lives of the peasant farmers...” but it is an excellent help for the forthcoming monitoring, and certainly also a good help for the evaluating of the programme.

In the production workshop (chapter 4) for the materials, it will be very important to have such specific objectives for a proper and logical build up of the contents.

2.4 Identification of the target group.

This means in short: “who” and “how many” and “where”?

I) The “who” was touched earlier in terms of age limitations. We said that you should remember that this is an adult education programme, i.e. a minimum age should be established for participation.

The idea of stressing women’s participation is around all the time. You should be concerned with quotas even though it might contradict the idea of the study group programme being open for everyone (which it isn’t in any case since you don’t have the resources for that!).

Sometimes the quotation turns out to affect the men instead. We had one HESAWA Study Group Programme dealing with the health of children, from mothers’ pregnancy up to the children’s age of five. Naturally, the interest was high among women for this subject; suddenly we had to discuss reducing women’s participation in order to get more men into that programme.

You have to find out whatever you can about the villagers’ traditions, beliefs, taboos, religious attitudes, language use, and so on.

The last point is not only a question of using different languages. If that’s the case, you have to explore bilingual capacities or investigate possibilities of producing the materials in several languages.

It is, however, also a question of trying to find out the content of the villagers' language: what is it that men mainly talk about during ordinary conversations in the field, in the bar, at the bus stop? What do women discuss when fetching water, gardening, or sitting in the waiting room at the dispensary?

Some kind of quick "action research" might be useful. If you don't have time, see to it that you get as much information as possible about these matters from your local colleagues.

Finally, create a fictional man and woman, together a family, maybe even a whole village (or several, if needed) with the characteristics mentioned. Write them down. You will need this later during the production workshop.

II) The question of how many participants depends entirely on the number of district organizers, access to reliable transport, and the location of the participants, i.e. the villages.

Start low!

Four villages per district organizer might be a reasonable figure to start with. It's likely that there will be no reliable transport, so walking will probably be the only available means of travelling.

If you have, for example, four groups in each village and each group consists of 15 participants, this would give you $15 \times 4 \times 4 = 240$ participants in 16 groups in the four villages per district organizer. And as you should have two district organizers per district, this would result in about 500 participants per district. And if you double the number of group leaders, i.e. you have two for each group, you would have some 30 group leaders per district to take care of.

This was, in short, the HESAWA set up.

There is another point of view concerning this level of limitation, a psychological one. Well handled, it can have some good "spin off" effects. The fact that not all who would like to can participate in the programme, puts pressure on the ones who are involved to participate regularly. Those who are not on the list, i.e. those who have to wait until "next time", might still want to run the study

group programme, but on their own. This happened in a number of villages in the HESAWA areas, especially in neighboring villages, where one only had heard about the programme.

III) The question of “where” is easy. Let the district organizers decide, as they are the ones who will carry out the work in the field. They should know best in which villages to run the programme, especially in terms of access (or lack of access) to transport.

When doing this planning it is good to have a map available, so that you too can identify the villages from the very beginning.

2.5 Identification of subject area.

Whatever programme you are working for, there is likely to be a broad limitation on the type of subject on which you can work. In a road construction programme, you are not likely to run a study group programme on child care; and in a water programme you unlikely will run an AIDS-education campaign.

Neither, at this stage, will it be possible to carry out research among the villagers about a suitable subject area, as they simply don't have the necessary pedagogical experiences to chose a suitable subject for this type of programme. So you have to make the choice this first time, though of course you will have the help of your local colleagues, who will by now be aware of some of the educational ideas behind the programme.

What you must have in mind is the result of the programme. It should be visible and physically measurable. And the result should be evident when the tenth meeting is over, or at least soon after the last official meeting of the first study group programme.

When the HESAWA district organizers suggested the improvement of traditional water sources by the construction of rock wells, that was close to an ideal situation. The result could be physically seen and measured. All group members - and others in the community - would benefit from the new well. The project could be accomplished within the ten meetings/weeks and the participants could do it totally by themselves.

When the subject area has been agreed, go back to the objectives and modify them accordingly.

2.6 Preparation of time schedule.

In this book the time schedule will be presented in the same way as it was in the HESAWA project. The Zambian time schedule was also essentially similar.

Month 1: Preparation for the presentation of the idea to the donors/funding agencies. Decision to run a study group programme.
Ordering equipment.

Month 2: Information meetings in the provinces and districts. Appointment of the district organizers.

Month 3: Meeting I with the district organizers, followed immediately by information meetings run by the district organizers in the villages.
Organizing the groups in the villages.

Month 4: Meeting II with the district organizers, production of written materials.

Month 5: Meeting III with the district organizers, production of audio materials.
Printing starts/continues.

Month 6: As soon as the materials are available from the printer, comes meeting IV with the district organizers: training them in how to train the group leaders.

This should be directly followed by the training of the group leaders.

Month 7: Training of the group leaders.

Month 8: The study group programme starts.

Month 9: The study group programme continues.

Month 10: The study group programme ends and is immediately followed by collection of the attendance lists.

Month 11: Meeting V with the district organizers, compiling the results and report writing.
Also preparations for the second study group programme.

Month 12: Reserve.

In other words, organizing and running a first study group programme as it is presented here takes approximately one year. A second study group programme might be completed within about ten months.

2.7 Preparation of information meetings.

As the first task for the district organizers will be to organize information meetings in the villages, and the next to organize the groups there, it is very important first to train the district organizers how to run these meetings. This is preferably done in the form of a role play. If possible, you should have some totally unprepared listeners for these role plays, if possible villagers.

Let the district organizers first arrange an agenda for these meetings.

Then let them run the meetings as a role play.

During this acting you will usually see, how difficult it is for them to explain the study group programme in detail. For example, even when they get confused in their explanation, they still tend to go on explaining. Even if they become totally lost, they may still go on talking.

If you have outsiders as listeners, let them ask the presenters questions. If the guests are too shy, you ask them questions instead. If they cannot answer your questions properly, ask the district organizer to explain again. If the district organizers cannot explain adequately, then your training and explanations have not been good enough and you have to try again.

This type of role play is not only enjoyable but it is also very important as part of the training. It is the only way to find out the extent to which your colleagues have understood you. It will also indicate where you have to clarify your presentation. In this way you will also be able to ensure that the district organizers are communicating the essential information which you have agreed on.

One final piece of advice: make it very clear to the district organizers that under no circumstances should they put themselves in a situation, where they promise something to the villagers. This too can be achieved by training. (Push them a little during such training/role

play, and you will see how fast they still turn over to promising!) They have to be trained how to avoid it! Sometimes, from a purely cultural point of view it is quite difficult for your colleagues. In many African cultures, for example, it is considered extremely rude to give a negative answer, i.e. to disappoint the one who asks by giving an answer he doesn't want to hear.

Still...

Don't forget to ask for the release of funds for these village meetings as indicated in the budget!

2.8 Summary.

In this chapter we have discussed the recruitment of the district organizers and suggested that, diplomatically, you should try to have an influence on these appointments.

We have also underlined the importance of being realistic in the presentation of what the involvement will mean, especially in terms of time: seven months full-time per year, for a period of at least three years; and that it is a project that will make severe demands on the district organizers.

In order to reinforce the understanding of the study group idea at this stage among the district organizers, we also suggested that they should produce a small information sheet about the programme. They should then use this leaflet when introducing the idea in the villages.

It was also important to communicate to the district organizers modern ideas on the scope and methods of adult education.

The writing of objectives should be given special attention. And we were strongly arguing for behavioral objectives.

We then identified the target group in terms of Who? How many? and Where?

We stressed the need to limit the number of participants in terms of the capacity of the district organizers to keep in continuous contact with them.

We also discussed the question of the subject area and how to identify it.

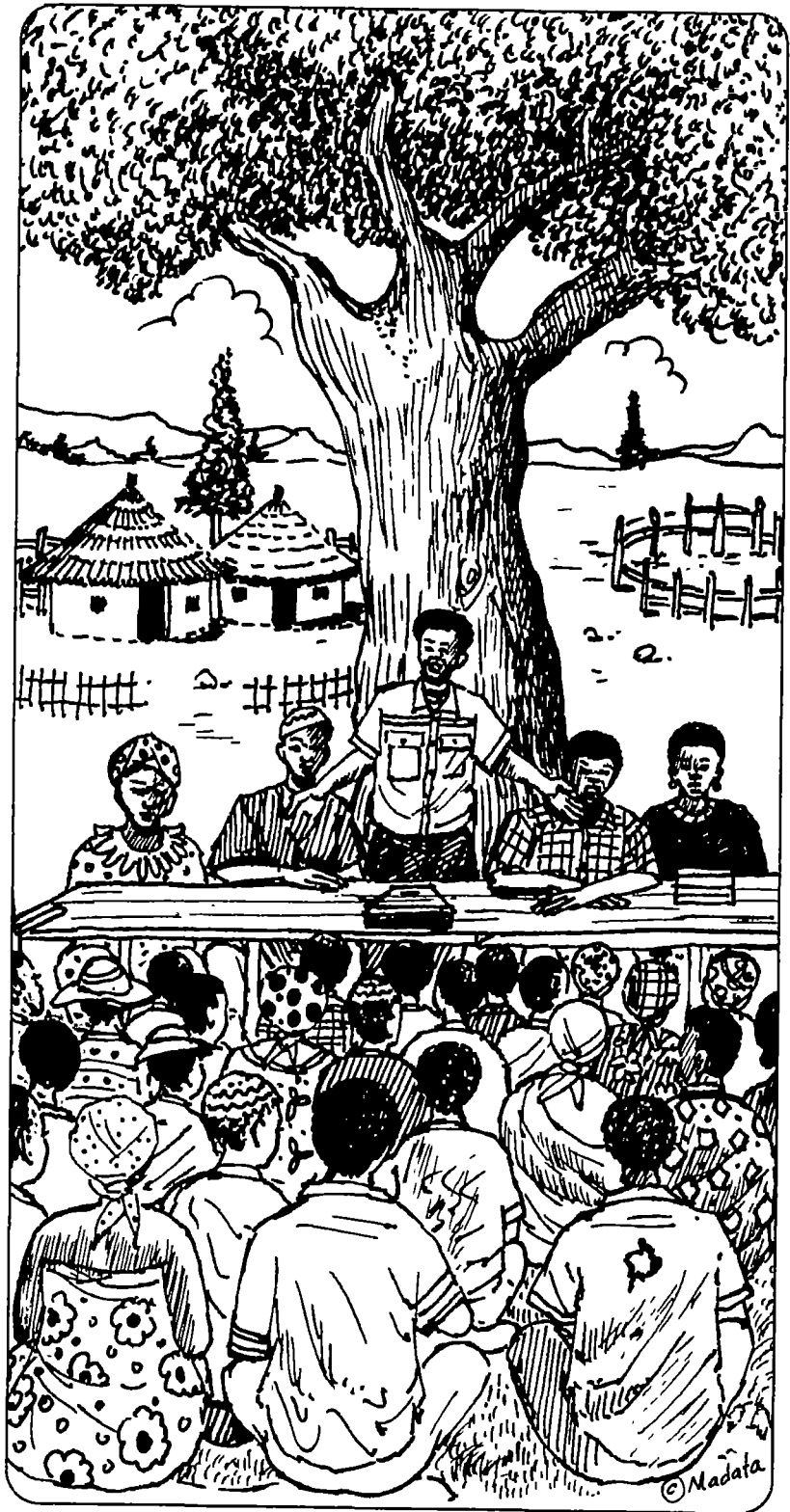
A time schedule was presented in which we suggested that for the first programme you would need

one year, and for the second probably ten months.

Finally we suggested that the information meetings in the villages be practiced in the form of role plays during the first meeting with the district organizers. We also stressed that in these role plays you should include training in how to avoid giving promises.

THE FIRST MEETING WITH THE DISTRICT ORGANIZERS.

- * Recruitment of the district organizers.
 - * Presentation of the study group exercise to them.
 - * Objectives.
 - * Identification of target group.
 - * Identification of subject area.
 - * Time schedule.
 - * Info-meetings.
 - * Summary.



Chapter 3

Step 9>

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**Step 3> Introducing the study group
programme in the villages.**

Step 2> The first meeting with the
district organizers.

Step 1> Introduction to the study
group programme.

In this chapter we are going to deal with:

- * Preparing the village meetings.
- * Running the village meetings.
- * The district organizers' information.
- * Feed-back meeting.
- * Summary.

Step 3: Introducing the study group programme in the villages.

The information meetings in the villages have two main aims:

- I) To inform the village leaders about the programme.
- II) To set up the study groups for the programme.

It is assumed that at this stage the district organizers have access to the information materials they produced during their first meeting with you. They should have an adequate number of copies, so that all the people coming to the meetings in the villages have access to a copy.

3.1 Preparing the village meetings.

It is extremely important to inform the village leaders about the programme. Even more important: the village leaders need to become sufficiently involved in the project that it is they who actually “offer” this programme to their fellow villagers. The village leaders need to become actively engaged in the project.

Your local colleagues will certainly know what procedures need to be followed in order to organize these meetings. They include all the formalities and courtesy calls needed, this subtle mixture of culture, bureaucracy, security, local politics, and so on.

In Zambia, it was relatively easy since the study group programme was organized through the co-operative movement. The local co-operative society was always formally the organizer of these meetings.

In Tanzania, my colleagues usually organized the meetings through the village chairpersons, i.e. through the local branch of the national political party.

Your role is now very subordinate. It is mainly to help your colleagues to get transport in order to get out into the villages you have agreed will be included in the programme.

However, this also has funding implications, since the district organizers will normally spend a number of nights in the field.

Present to your finance officer not only the cost estimates as a whole, but also when you need the money,

and do so as early as possible. You are going to be handling comparatively large sums of cash money, and in some banks, in some countries, in some administrations, actually obtaining the money may take some time!

When dates and places have been agreed on, and you have the necessary information about all of them, decide where you would like to participate. You should attend as many village meetings as possible, though it will be impossible for you to attend all of them.

3.2 The actual meeting.

This is how it was done in the HESAWA programme.

The district organizer had agreed with the village chairperson that the meeting should be held on a certain day, at a particular time, usually one village in the morning, another one in the afternoon.

Sometimes these meetings had to be re-arranged for a later time, for example because of a funeral, or very bad weather, or the fact that a bridge had collapsed after a storm, or because the chairperson was not well. But most meetings took place as and when planned.

We usually had between 50 and 300 villagers assembled on these occasions. Few of them knew what the meetings were to be about. But if nothing else, the opportunity to meet with people from outside offered a break in the daily routines. So if time was available, why not go there?

The chairperson would usually introduce the visitors, i.e. the district organizers, and me, if I was present. My presence tended to produce, as yours will, an added curiosity. The opportunity to observe a funny "muzungu" 1) with "crazy ideas" is always worth the effort for the peasant farmer, if for no other reason than the fact that it offers a topic for conversation - and perhaps amusement - when the outsiders have left.

The introductions by the chairperson sometimes turned into political speeches. They were, however, in most cases quite entertaining. And the speech-makers were usually good performers, which gave the whole

1) Kiswahili for 'European' or 'white'.

event the enjoyable character of theatre-show, with a lot of laughters involved. That is good.

I was then usually asked to say a “few words” and then the floor was given over to the district organizers.

Again it is very important that you have made it clear to the district organizers not to create any expectations whatsoever.

This is very difficult especially if you are around as well. You come to the village with your station wagon/ four wheel drive (most likely). It may even have your development agency’s emblem on the doors. And even if you don’t advertise directly, the villagers will usually know which foreign or UN development agency you are representing. So the simple fact that you are there already creates expectations, even before you have said a single word.

This makes it even more important that the district organizers are aware of this fact. The last you want is a traditional donor-recipient relationship!

3.2.1 The district organizers’ information.

The pamphlets had already been distributed at the beginning of the meeting. (Never distribute any papers immediately before you are going to talk on the subject: everybody will read the leaflet and nobody will listen to you!)

The district organizers, having completed all the formalities which always involve a lot of “thank you”s to everybody, from the chairperson to the audience, start with presenting the idea of the training programme.

As I above suggested, this break in the daily routine of the villagers already gives the meeting a positive atmosphere. If your district organizers can add to that by creating some laughters, they will quickly attract and hold the attention of their audience.

The pedagogical idea has to be explained.

Two things will create discussions more than anything else and one part might create confusion.

1) As the district organizer presents the idea of action orientation in the study group programme, the question will come up, “so what do you expect us to do?”

In the HESAWA case with the rock well project, the

villagers were informed that they had to collect the stones, dig the wells, re-enforce them, build a fence and construct a hut. At this stage, we also informed them that the idea was not a “muzungu” one, but had been suggested by a number of other villagers. This was partly true. We stressed this, however, to underline the fact that the idea had not come from outside!

II) A logical follow-up question inevitably followed:
“And what do we get out of this?”
“An improved well with cleaner water.”

No promises should be given in any way whatsoever! For example, if they ask for transport to collect the stones, don't say “maybe”. That will be understood by the audience as meaning “yes”.

Don't feel embarrassed that you have nothing else to “offer” but the training as presented, with the action carried out by the villagers themselves without any outside support. And don't feel bad if some of the listeners at this stage actually decide to leave the meeting.

(There is also an amusing aspect to this negative approach. You are going to present the villagers with a tremendous surprise, as you will probably be the first person they have met for a long time, representing a development agency, who is actually not promising them anything!)

III) The part of the presentation that will probably create confusion is the idea of the group leader's role. How can somebody be a group leader without being a teacher? The answer should be clear from the role play in your first meeting with the district organizers.

However, the pressure will be on the question of what the villagers will get out of participating. This is a sensible and natural question, which will come up again and again.

At this stage, i.e. when the discussion part of the meeting has continued for a while (remember, that many of the villagers might have quite a lot to do in the fields!), the district organizer simply asks who might be interested in joining the study group programme.

This is a crucial part of the meeting. If only a few

raise their hands, that is fine. If too many want to participate, your problem will be how to cut down the numbers. Remember that many hands might go up simply out of politeness!

In that situation, the district organizer might tell them that in fact it will only be possible to organize three or four groups in this village (or whatever number has been decided) which makes the polite hand-raisers usually withdraw.

Or, if you are less lucky, it creates a situation through which people become aware of the limitations of the programme (now mentioned for the first time) and argue "Well, it may be better to join in that case and see what comes out of it..."

Here you should also be careful not to let the chairperson take over the organization of the groups, which happened in some cases both in Tanzania and in Zambia: "You, you, and you will be group leaders. Collect your people and form one group each!"

When that happens, you have to explain once more, very politely, the basic idea of voluntary participation, and the fact that the groups should elect their own leaders.

"Maybe you could divide yourselves up into some small groups of about 15 to 20 and discuss this idea a bit more?"

That suggestion is usually taken. It gives the "polite" ones an opportunity to disappear.

Among those who remain, now sitting in some three to six groups, the idea is to discuss the issue more openly without your interference, and also to think about a suitable group leader, which should however be introduced towards the end of their meeting.

The district organizer uses this time to have more informal conversations with members of the groups. He or she also uses this more private opportunity to explain what type of a group leader would be suitable: not automatically a teacher, or a politician, or a preacher man, who would maybe tend to talk too much and dominate the group. "It is you, the group members, who are supposed to do the talking. What you need is a quiet, efficient and respected chairman or -woman!"

"One has to be a little careful how one expresses oneself sometimes. Mr. Jorgen was always very much straight to the point. But I remember a story a Zambian colleague of his, when visiting us, told us, when dealing with this question of who might be a suitable group leader, or rather who one should avoid.

So, this obviously happened in Zambia.

The seminar with the district organizers was arranged at the President's Citizenship College in Kabwe, north of Lusaka. That is the place, where all the future party officials are being trained.

When Mr. Jorgen came to this point of how to select suitable group leaders he obviously there too said something like: 'You have to avoid preacher men, teachers and politicians. They just love to talk and they talk too much.'

Unfortunately some high ranking Zambian party official, when passing outside the classroom, heard the last statement; and Mr. Jorgen was reported, and he had certain difficulties to explain why party official were no suitable group leaders in the study group programme..."

*Mr. G. Nyongoli, Biharamulo,
district organizer.*

Towards the end of these informal group meetings the decision about the group leader's appointment is taken.

The district organizer writes down the name and address of the person and tells him or her, that "we will be in touch with you about your training" and agrees on a time for the next visit to the village, when the time and venue for the training will have been arranged.

That's it. A formal closure of the meeting, again with a number of votes of thanks, is usually arranged by the village chairman.

3.3 Feed-back meeting.

Now comes a short two day meeting with the district organizers to give you and them the necessary feed-back from the village meetings.

At this time, you should get a clear picture of both how many participants and how many groups you will have, and where they will be located.

You can also use this time to prepare a draft attendance list. The one we used in Zambia and in Tanzania is attached in the Appendix as an example.

You must, however, properly write down the names and addresses of the appointed group leaders; and you should also start numbering the groups.

If you are going to use computers for analyzing results, see to it that, from the beginning, you prepare the attendance lists and group numbers in such a way that they suit the computer programme. And naturally this is done in close cooperation with your nearest counterpart(s) and your secretary. They should, by the way, be around you all the time anyway; you together create the knowledge development!

The last subject on the agenda should be the next workshop, the production workshop, at which the materials for the study group programme will be prepared.

3.4 Summary.

In this chapter we have discussed the introductory meetings in the villages.

We said that the preparation is carried out mainly by the district organizers; and that your role is essentially to provide support to them.

During the actual presentation in the village, we stressed the importance of keeping a very low profile to avoid even the slightest suggestion of unrealistic expectations.

Towards the end of the meeting, you should write down the names of the group leaders, now appointed or elected by the group members.

You should also then arrange a short two days meeting for overall feed-back.

Finally, you should make your preparations for the next workshop, the study materials production workshop.

**INTRODUCING THE STUDY GROUP PROGRAMME IN
THE VILLAGES.**

- * Preparing the village meetings.
 - * The actual village meetings.
 - * The district organizers' information.
 - * Feed-back meeting.
 - * Summary.



Chapter 4

Step 9>

Step 8>

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Step 4> The study materials
production workshop.

Step 3> Introducing the study group
programme in the villages.

Step 2> The first meeting with the
district organizers.

Step 1> Introducing the study
group programme.

In this chapter we are going to deal with:

- * The production of the Participant's Manual.
- * The production of the Group Leader's Handbook.
- * Summary.

Step 4: The study materials production workshop.

There are three activities in this programme cycle, which are central: the production of the text materials, the production of the audio materials, and the group leaders' training. They are central because they need most effort from all those involved so far, and they need a substantial and continuous cash flow. They will also be an excellent test for everyone's patience and for what is really meant by "cooperation", especially during the production workshops.

Time pressure will be there as an omnipresent headache.

On the other hand, once they are over, the production workshops will be regarded as the most exciting experience as well, giving not only a lot of intellectual stimuli, but also the satisfaction of very visible results: the books and the radio or audio cassette programmes.

However, before you start on the productions, an important pedagogical decision has to be made: will the written materials be produced first with the audio programmes supporting the text and the illustrations? Or will you start with the audio programmes and let the books play the supportive role instead?

(The above discussion question assumes in other words the production of both written and audio materials. I think that is how it is supposed to be done, especially when dealing with semi-literate people.)

Both alternatives have advantages and disadvantages. However, you need consider the question of starting with the audio programmes seriously since you are likely to be more familiar with producing written materials and therefore your inclination may well be to start with them. Over the years I have done it both ways. In the beginning, I always started with the text and illustrations, mainly because of my western handicap with its over-belief in books and knowledge achieved by reading. Later, I let myself be persuaded (to some extent) to start with the radio programmes instead. There are a number of good reasons for that.

In case you are not familiar with audio production try to get a short-term consultant to help you. If you

don't know where to go, i.e. you don't have the needed contacts already, turn to the International Extension College in London. 1) They will be able to help you.'

There are, however, also a number of good arguments for investing substantially in the written materials, one of which is the fact that books in general are scarce in the villages. Your written production may also benefit a number of other non-participant villagers as your books certainly will circulate beyond the study group members.

We are in what follows going to discuss the production of materials on the assumption that the written materials will come first.

4.1 The production of the Participants Manual.

The length of this workshop should probably be four to six weeks. If you have more than fifteen or twenty district organizers, select eight to ten of them for this workshop. Don't take more.

You also need a good artist/illustrator to take part on a full-time basis, and you need a good secretary, as well as computer equipment (an ordinary PC is adequate) with a word processing programme, which the secretary can use effectively.

4.1.1 The workshop language and the production-language.

No matter what language will be used in the final productions, the workshop language should be English. The reason for this is simple: that's the only way for you to keep the production under control, not least from a pedagogical and linguistic point of view - unless, of course, you are fluent in the other language to be used.

If the final version of your books is to be produced in a language other than English, and if you are not fluent in that language, then you need also a very good editor in that language and preferably also one or two

1) The International Extension College in the UK (London and Cambridge) is a non-profit making educational organization which specializes in supporting distance education in so-called developing countries. The address is: International Extension College, Room 105/106, 17 Russell Square, London WC1B 5EA, UK. Tel.: 01-580 4372, fax: 01-323 0325, telex: 23152 MONREF G.

good translators. If you can't get them from within your group, you will have to engage them from outside. They too should be involved in the production from the very beginning.

4.1.2 Structuring the overall idea of the programme.

I) By this stage, you will probably have agreed on the overall subject matter for the project.

The question now is how to structure it.

However, before you actually do that, you will need to clarify your overall objectives. What will the general aims and specific objective of the programme be? What will be its major outcomes?

II) Once that has been done, you have to create a story-line. You simply write down, where your programme starts, which main stations the story passes through until it reaches its end, i.e. the agreed results in terms of the objectives defined above.

III) Once the story-line is clear, you "cut" it into pieces, i.e. into chapters, preferably ten, one for each of the ten meetings you are going to have. The first and the last meetings are more or less given: introduction and summary. So in reality you have eight chapters/meetings to identify.

Don't rush this part of the process! It is extremely important to get this done properly, which incidentally goes for all the preparations before the actual writing. There is a tendency to increasing nervousness at this stage: "The writing..." But don't worry about it! The better your preparations are, the faster the writing will go.

IV) Now try to formulate for each meeting/chapter the main messages you want to communicate to the participants. Concentrate on a few. Three per chapter/meeting is enough; even two or only one may well be sufficient. However, make sure that the messages actually represent something new to the participants. (This should later be checked through some quick action research; most likely your local colleagues can already at this stage offer

important help on this issue.) For instance, a message like “The importance of boiling water before drinking” should not be chosen as a main one simply because it is likely that most of your participants know it already - even if they don’t put it into practice. Such repetitions as main messages are simply boring. It is like telling a smoker in Europe that smoking is not good for his health: he knows that quite well already. So find really new items or ideas as central ideas.

V) Once the messages are clear, then writing of the final objectives starts.

You should write objectives for each meeting/ chapter. And they should definitely be measurable and specific. Start each time with “By the end of this meeting the participants shall...”, for example, be able to do something, or have collected something, or know how to handle something, and so on. Avoid objectives using words such as “understand”, “be conscious of”, “create awareness”, which are very difficult to measure.

The main messages from above will now be reflected in the objectives.

4.1.3 Finding a pedagogically suitable form for the presentation.

There are several choices: you can write a story, like a novel; you can chose an instructional presentation; you may prefer a drama.

During recent years I have mainly chosen the drama form. There are several reasons for this.

I) Drama means “roles”. That makes it almost impossible for the group leader to “run the show” by reading the text aloud and alone for the participants. (Despite all the training, that still happened in a number of cases during the first programmes in Zambia, which combined instructional and descriptive methods.) The group members are encouraged to be active because they have to read the different roles.

Half of the roles, i.e. characters, you create should always be female. That automatically engages the women. It also opposes the tendency you will sometimes find for the women to withdraw from the group a couple of me-

ters and sit by themselves as a separate group.

Once the reading starts - and the manuscript is good - you will also see how the involvement of the participants increases.

II) In a dramatic dialogue it is also easier to keep the sentence length short, because you are using colloquial language, and the language will therefore be simpler.

III) Drama means drama, i.e. compared to, for example, any descriptive writing, you can more easily create a dramatic situation - supported by the audio programme - especially with non-professional writers.

IV) Finally, your participants will enjoy the drama form more than others. That is my experience at least. They like the possibility of acting and more often than not actually do it. Our research in Zambia, where we started with a descriptive/instructional form and then switched over to drama, showed that clearly.

4.1.4 Some pedagogical “cheating”.

If you decide to choose the drama form (and if not, the following is still relevant), you have to let the created characters in the story come up with the brilliant new ideas. The reader, in other words, recognizing the characters in the drama, gets the message not from the outside, but from a fellow villager in the story.

4.1.4.1 Creating the characters and the environment.

Here it is very important that the characters and the environment presented are recognized by the participants.

If the project covers areas where there are big cultural, social, religious or language differences, you may even have to produce several editions of your book!

The main characters and environments should be the same throughout the story. Write them down, character by character. Put the list on the wall. Let the artist make a drawing (or several, if needed) of the main environments in which the drama takes place. Put the drawing(s) on the wall.

4.1.5 Summing up so far.

Now that you have made a decision on the language(s) to be used, besides English during the production, and you have structured the story line, agreed on specific objectives both for the whole story and for each chapter, decided on using drama (I hope) and created the necessary characters and environments, it is time to start the actual production.

4.1.6 Writing the first draft.

In the HESAWA programme, with non-professional writers having English as a second language (like me), I divided the 12 participants into four groups, all of them writing the first chapter.

4.1.6.1 The structure of a chapter/meeting.

A suitable structure of one chapter/meeting can for example look like this:

INTRODUCTION

A descriptive text, standardized in the beginning of each chapter covering a general welcome to the meeting, a brief recapitulation of the points covered in the previous meeting, objectives for this meeting, one or two discussion questions for the introductory drawing for this chapter/meeting, and finally the request to listen to the audio programme, either on radio or from a cassette player.

RADIO/AUDIO LISTENING

TEXT PART 1

The first part of the text starts with the Narrator introducing and goes on to the drama dialogue.

DISCUSSION 1

The first part is interrupted by a discussion session, i.e. two or three discussion questions appear, either linked to the previous text, or to a drawing, or to both.

TEXT PART 2

As above.

DISCUSSION 2

As above.

(Maybe a text part 3 and discussion 3)

ACTIVITY

As the programme is action oriented, i.e. designed to produce visible achievements, it is important to get the participants used to carrying out activities from the very beginning.

These activities will be carried out in between the meetings. Start with easy ones; but do it in such a way that the participants are more or less bound to continue after the second meeting.

SUMMARY

Summary.

4.1.6.2 Other pre-writing preparations.

Besides the earlier discussion and agreement on the structure of a meeting, we also had a session about the basics of drama-dialogue text before the actual writing started.

We introduced the idea of a "Narrator", i.e. a role with an essentially descriptive text. This is needed to lead into the story efficiently, and to connect the scenes with each other. (Your participants may not be familiar with the conventions of European dramatic structure and writing.) It is also good to have as a winding-up at the end of a chapter.

The advantage of using English in the draft versions is *inter alia* the fact that the language limitation for somebody using English as a second one automatically shortens the sentences and simplifies the language. And that is perfect for the semi-literate target group!

4.1.6.3 The first drafts are ready.

When the first drafts are ready and everybody is assembled again, we have a common session in which each group reads through their own production and lets the others comment on it.

Let the first comments be very spontaneous. There

is often, however, a tendency to enjoy criticizing as you will see. Push the participants then very hard to have at least one positive comment (and not just “otherwise ok”) linked to each critical viewpoint expressed.

When the general comments have been covered, then take it step by step:

- I) How does the text correspond to the objectives, i.e. can the objectives be achieved with the text as it is?
- II) Are the agreed messages there and clearly expressed?
- III) Do the actions of the characters correspond to the characters originally envisaged?
- IV) Does the environment correspond to the one which was created at the planning stage?
- V) Does the dialogue create laughter, i.e. is it humorous? At which points and why?
- VI) Does the dialogue create excitement? Where and why?
- VII) Is the content of the dialogue credible in terms of the characters and for the context? (Culture? Religion? Taboos? Interests? Main duties? Actual language use?)

All these questions will normally result in a number of suggestions for further improvement; and so all the groups go back to prepare a second draft of the text.

4.1.7 The second draft and language testing.

When the second draft is ready, the process is repeated in the same way as after the first draft.

A new input is then given with the introduction of language testing.

Basically, a language test never tells you explicitly that an analyzed passage is difficult or easy. It tells you, nevertheless, that most likely the examined part is quite difficult or very difficult or quite easy for a majority of a certain category of people. In other words, the language

test gives you a presumable level of understanding for a given target group.

There are a number of different tests available. The one I have been using over the years - rather out of habit and good experience than because of more scientific reasons - is the one called the "Modified Fog Index".

Most language tests are basically built on the principles of physiological reading. So is the Modified Fog Index. It analyses the relationship between the sentence length and the number of difficult words. Now, there is no exciting aha-reaction in the fact that a very long sentence with a number of difficult words is more difficult to read than a short sentence with simpler words. Still the test as such is for many people quite stimulating, as it makes the level of difficulty measurable. In your workshop it certainly will be highly appreciated.

4.1.7.1 The Modified Fog Index.

Select any given text and count 100 words in a certain passage. If by 100 words the sentence does not end, count forward or backwards to the nearest full stop.

Let's take a sample text from the introduction of this book (before it was edited from "Swenglish" to English):

*"It was during these **difficult** times, when the workers started to create unions. **Temperance movements** started to fight **alcoholism**. New churches arose, free from the **established, governmental** one. And people joined these **movements** in hundreds of thousands. While the **ideologies** behind these **movements** differed, they had the common need for all the new members to provide them with **education, popular adult education**. A new **pedagogy** arose. There was **certainly** a lack of teachers for the subject **areas** to be taught. There were no books. There were no **facilities**. The members of these **organizations** had to **establish** the teaching and learning (< 100 words!) by themselves." (<102 words!)*

- * You have in the above passage 102 words.
- * Now count the number of complete sentences.
- * You will get 10 sentences.
- * Divide the number of words by the number of sentences, i.e. $102 : 10 = 10,2$, which is the average sentence length, or in the index abbreviated to ASL.
- * $ASL = 10,2$.

Now you have to find the difficult words. They are in the Modified Fog Index simply defined as words, which consist of three or more syllables.

- * Count the number of difficult words as per definition, i.e. words of three or more syllables.
- * You should get 18 such difficult words (the ones printed in bold in the text). **D**ifficult words are abbreviated DW.
- * $DW = 18$.

The Modified Fog Index formula looks like this:

$$\frac{(ASL + DW) \cdot 2}{5} + 5 =$$

Let's put in the figures:

- * $ASL = 10,2 + DW = 18 = 28,2 \times 2 = 56,4 : 5 = 11,3$
 $+ 5 = 16,3$.
- * The difficult score of the above text is in other words 16.

What does this score mean?

<u>Score</u>	=	<u>Text level</u>	<u>Reader</u>
12 and below	=	Very easy	Literate, but with very little primary schooling, or its equivalent.
13 - 16	=	Easy	Several years of primary schooling.
17 - 20	=	Quite difficult	The reader has secondary education.
20 - 22	=	Difficult	Post secondary education is needed to fully understand the text.

23 and above = Very difficult In order to understand this text properly the reader needs advanced university education. 2)

When applying the test on a person with English as a second language, deduct one or two points from the score above!

You will most likely be surprised about the scoring and its meaning, especially when you find out the level of difficulty of what you write and the way you express yourself.

And the measures to be taken to simplify a text: shorten the longer sentences, especially the ones with subordinated clauses, and simplify the difficult words. In the above example you could, for example, change:

difficult (times)	>	hard,
movement	>	program,
ideologies	>	beliefs,
education	>	training,
certainly		could be omitted,
facilities	>	school,
pedagogy	>	methods,
areas	>	sectors

Applying the language test to the second drafts means necessarily producing a third draft.

4.1.8 The third draft.

When ready, the third drafts are checked in the same way as before.

Now you have to make a choice, i.e. you have to select one of the texts to go on with. This will also test the participants' capability of coping with criticism, i.e. to maintain a good cooperative mood despite the fact that some drafts now will be totally dropped, and only one will remain.

2) From Janet Jankins, Course Development: a manual for editors of distance teaching materials, International Extension College, Cambridge and London and Commonwealth Secretariat, London, UK, ISBN 0 903632 36 5.

Be very positive, especially to the authors of the dropped versions, and give them as much encouragement you honestly can.

When the single final draft has been selected, see to it that everyone gets a copy.

Now the work with the artist/illustrator starts.

4.1.9 Illustrations.

There are three activities I usually run at this stage:

- I) A session on visual literacy/illiteracy.
- II) A session on text-illustration relations, i.e. the support of the drawing to the written parts and vice versa; choosing illustrations for certain sections.
- III) A session on how to brief or instruct the artist, in writing.

4.1.9.1 Visual literacy/illiteracy.

With your target group, you are likely to have both a number of illiterate people, and an even greater number of people who are semi-literate.

Both these categories are also likely to be handicapped in terms of their ability to read pictures.

There are three short pieces of advice I would like to give you:

I) Let the artist produce two or three different draft drawings for each illustration and test all of the pictures carefully among your target audience.

II) Avoid all "cuttings", i.e. imaginative continuations outside a visible or thought frame, like this:



A common comment on this picture was that people felt sorry for the woman: "She has no feet..."

(Picture from the Co-operative National Study Group Campaign in Zambia 1983.)

III) Watch out with perspectives. People who are visually illiterate often misinterpret perspectives in a two dimensional drawing.



(This picture too /not tested before use/ was used in the Co-operative National Study Group Campaign in Zambia, 1983.)

A number of participants asked whether the person in the foreground was a chief or another important person; "He is much taller than the others..."

The classical story is about the European expert nurse who showed big pictures of mosquitos to some villagers in connection with a malaria information campaign. Everyone found the presentation interesting, however not especially relevant: pointing at the flip-chart with the mosquito illustration they said "But we don't have such big mosquitos here..."

Or when the "ideal" family is presented: father, mother and two children, none of them "overweight", which might create a reaction like "poor fellows: only two kids and look how skinny all of them are"... (as opposed to the "lucky" family with twelve children, all of them very fat).

So it is sometimes not only a question of gap

between the European expert's approach and local understandings, but also a gap between educated and uneducated. All this has to be taken into account.

4.1.9.2 The choice of where to put what drawings in a text.

This is often a difficult and sometimes a time consuming exercise. What is important is to get through to your participants the fact that the drawing has to have a clear pedagogical meaning and function when chosen to be put into the text. Simply ask: "Why this drawing and why here?" This usually creates a good deal of discussion. It also eliminates quickly all the unnecessary drawings of, for example, very well known situations and objects. A drawing of a hoe in a book for farmers in Tanzania, "saying" that "this is a hoe" is as senseless as showing a European farmer, for example, a picture of a tractor with a plough and saying, "this is a tractor with a plough".

I have always preferred, out of tested experience, "clean" message pictures like this:



(This drawing is from the HESAWA Study Group Programme 1987.)

Also drawings with a lot of detail are good, like this one:



(This drawing too is from the HESAWA Study Group Programme, but from 1989. Here the participants were asked to point out on the picture certain bad things in the environment. The original size is A 4.)

Many details are always appreciated, because they give the reader or viewer the opportunity to discover new things for quite a while.

4.1.9.3 Instructions to the artist.

Once you have decided, together with your participants, where to support the text with what drawings, it

might be useful to take some time for training in how to brief or instruct the artist.

Always do this in writing. Oral instructions usually sound something like this: "I need a picture of a woman with a new-born baby". Then the artist makes a first draft, shows it to the person who has asked for it, and often gets the comment: "No, not like that! The woman must be younger." The artist makes the changes and returns with his new suggestion. "Yes, but the baby should look a little older". And so on.

The time it takes to write down proper and detailed instructions constrains the author to think clearly and in detail about the drawing and its relationship to the text as we suggested in the discussions above. But the time used is quickly recovered. You spend less time going backwards and forwards to the artist; you get better drawings from the very beginning; and you get good order into the production, not least for the artist.

4.1.10 Summing up so far.

After the first drafts have been written, i.e. when all groups have written on the same first meeting, after the first language testings, and after the intense work on the illustrations, it is now possible to distribute the various chapters to the different groups. If you have say 12 participants, it is good to create three groups, giving each of them one chapter.

When you have completed chapters two, three and four the time has come for the first translations.

4.1.11 Translations.

I said at the beginning that I assumed your working and production language is English; but the language to be used in the study group programme is likely to be another one. That means translations.

4.1.11.1 Using professional translators or letting the district organizers do it?

There is no clear answer to this question. Basically, it depends on the factual knowledge of your colleagues in both English and the vernacular language, and their skills in translating.

Whoever you are going to use, your involvement is still needed in two areas:

- I) To instruct the translator(s) to stick to the same basic principles followed in the English versions, i.e. short sentences and as few difficult words as possible.

- II) To check the quality of the translation by having the vernacular version re-translated back into English by somebody who has not seen the original English text.

This is worth doing, if for no other reason than for the fact that it gives you, as the main responsible person, a better sleep in forthcoming nights. It will also give you some smiles. You will get some quite amusing re-translations. Once we got “The dog is going to eat the sheep...” compared to an original which said “The family will join the co-operative society...”

This activity might take a day or two, especially if you discover problems in the translation.

You finally may need a day to get the vernacular versions typed and copied for use. Because now you will carry out some “practical research”. I use this term mainly because of a book ③ (with the term in its title) which has proved very useful for this part of the workshop.

4.1.12 Some practical research (testing).

One of the great advantages of Mitton’s “Practical Research” is that he gives you the courage to do research even if the circumstances are very difficult and it is not possible to be 100% scientific. He obviously both knows the problems you are facing in general and the time pressure under which you are likely to be working. One of his arguments is that it is better to do some research, even if it is not so sophisticated, than not to do any at all because of all the difficulties you have. These difficulties are sometimes an easy excuse...

③ Roger Mitton, Practical Research In Distance Teaching: a handbook for developing countries, International Extension College, Cambridge, UK, 1982. ISBN 0 903632 24 1.

"During the production workshop of the third study group programme the following happened. This programme dealt with child health and care from pregnancy until the kid was five years old. The issue of delivery was quite difficult to handle in the books as there are so many taboos and other cultural considerations one has to take into account.

Anyway, Mr. Jorgen suddenly suggested: "Why not let the husband in the story participate in the delivery, be it in the hospital or during a delivery in the village with a traditional birth attendant?"

That was a very typical "muzungu"-idea, and we told Mr. Jorgen so. "You might be able to do it in Europe, here it is totally impossible! Men would just not do it!" But then one of our participants took up the idea, so to say, and she said: "Ok, I agree that men participating is impossible to even discuss in the book, but maybe we could push at least the idea in our story that the husband should be around when the actual delivery is coming closer. We could push, that he should not deliberately make a longer travel to some relatives when this period is coming up. He should remain sober, yes, be around simply, so that he could help in any way if needed." The issue was discussed quite a lot and finally we agreed to include in the story the idea of letting the husband be around shortly before and during the delivery time.

As usual we ran the workshop in English, i.e. we did the draft writing in English as well. Later followed the translation into Kiswahili, including this part of "being around".

In order to finally get the Kiswahili part properly written we had engaged a special editor towards the end of the workshop. He had not participated in the previous weeks work. He was simply trying to get the Kiswahili right and correct. Obviously he misunderstood this part of "being around"...

And we never checked in detail either when his editing was done, so the final text went to print and

came back and the books were then used during the group leaders' training to begin with. When we in the groups I was responsible for came to this passage it created a very spontaneous reaction, now in Kiswahili naturally. "What is this about participating of the husband during the delivery?" I was chocked when I read it. Yes, the text in Kiswahili actually was saying "participate", i.e. what Mr. Jorgen originally had suggested. The mistake was made during the editing, when "being around" by the editor was wrongly translated into the meaning "participate".

Everybody wanted to say something on the issue. Some were laughing, some were annoyed or angry even, nobody was neutral however. I tried to get some order into the discussion and tried desperately to explain, that it was a translator's mistake, "It was never the intention to suggest you men to participate in the deliveries! What we wanted to say is, that you should be around, not travel away from your wife when the delivery is coming up!"

Then came what was surprising: we had assumed, I had assumed, that this "crazy muzungu-idea" would create mainly negative reactions from the men. What however became more and more clear in the groups I was working with (and others confirmed that later) was that while the men not at all were discussing it in any negative terms but in possibilities and obstacles, i.e. they took the idea serious, it was the women who were the ones who categorically refused the idea of having any husbands or men around during the delivery.

In other words: what we thought was the traditional belief, and what guided us during the production, was in reality totally wrong. The idea was so new and obviously so exciting, that it was not at all refused by those we thought would refuse, i.e. by the men, but by those, who we even didn't discuss might be the opponents."

Mama S. Hassan, district organizer.

4.1.12.1 KAP studies.

So, we will be doing some KAP-studies where **K** stands for Knowledge, **A** stands for Attitudes, and **P** stands for Practices.

In other words: we want to find out

- I) whether our materials actually present new knowledge;
- II) whether they fit in with existing attitudes (attitudes which you may want to reinforce or change);
- III) how they relate to existing practices (which again sometimes you may want to change).

For this we need to prepare a questionnaire, an original in English, and a version in the vernacular to be used in the villages.

4.1.12.2 Testing the illustrations.

We also want to find out how well the drawings are working, i.e. whether our participants understand the illustrations in the way we intended. For that you need plenty of copies of all the illustrations, properly numbered.

As far as the illustrations are concerned, we have always prepared that research this way:

The first thing we ask the participant to do is simply: "Please describe this picture."

If he or she can describe it in the way we intended, then the illustration is accepted.

If the description is inadequate or inaccurate, or the respondent cannot describe the drawing at all, we help the viewer with one supportive statement or question. If we get the wanted aha-reaction then, this picture might still be useful, though it may need to be modified.

If the meaning after the supportive statement or question is still not clear, then the illustration simply has to be dropped. And that applies no matter how good you, or your colleagues, or the artist might find the picture!

4.1.12.3 Observation scheme.

The observation scheme shall be used during the actual meeting. This is simply a piece of paper on which you make certain notes about what happens in the group during the meeting, which is conducted by one of the

district organizers. This is his or her first and important practice of what they want the group leaders later to do.

The “observer” first makes a simple drawing of the way people are seated during the meeting, indicating males and females. During all discussions marks are given to the participant each time he or she says something, including when the group leader (here the district organizer) is active.

Mark also the actual time it takes for each part of the meeting.

In the Appendix you can see an example of an observation scheme.

4.1.12.4 **Typesetting and layout test.**

One important thing, which is simple and straight forward to do but often forgotten, is to give the participants the opportunity to chose the layout and type face for the printed materials. This is easily done if you have computer facilities, even if they are very limited. A number of people in rural areas might have difficulty in reading properly, not primarily because of illiteracy, but simply because of bad eye-sight and the fact that they have no glasses. Better type setting and layout may help these people to participate much more. Give your participants some examples of type settings and layout and let them chose the one they prefer.

4.1.13 **Final versions.**

Analyzing the results of the practical research is then followed by the final re-writing and re-drawing of the text and of some illustrations.

The final versions of the Participant’s Manual should then be made camera-ready for off set printing. If you have only limited computer and printer equipment, make the print out in the best quality possible. There is usually a possibility called Near Letter Quality or just Letter Quality. If you have access to a desk top publishing programme the choices are many.

When the original is ready you have to make one copy for the printer, a so-called “dummy”. If you have time and the resources, it is also useful to provide your participants with a copy each. It is the visible result of



all the good work they have done so far.

A comparison between the first draft of chapter 1 and the final version of the chapter gives you a good opportunity to demonstrate the progress that has been made. Make sure you give your colleagues the credit they deserve!

To produce camera ready copies (CRC) is what you should aim at. That means jumping the whole process of typesetting, proof reading, making corrections, new typesetting, paste-up, etc. But you need a computer for that. If your funders argue about a computer, explain to them both the time it will take to produce the materials (and what that time costs!) and explain to them what the typesetting and paste-up might cost. You gain - in the way it is suggested here with computer support - approximately three to six months of work.

4.1.14 Summing up so far.

The preparations for writing the first draft included decisions on the structure, form, characters and environment. All participants wrote the first chapter/meeting drafts in groups.

The second draft was followed by language testing.

Together with the third draft you began the work on including illustrations.

When a couple more chapters had been prepared (by now one chapter per group) the texts were translated into the needed vernacular(s). These versions were tested in a number of villages, where one district organizer acted as a group leader, while the others carried out the research. This is what usually is called "pre-testing".

With the results of this research you could finalize your Participant's Manual to camera ready copies for off set printing.

4.2 The production of the Group Leaders Handbook.

Essentially the production follows the same pattern as that for the Participant's Manual. So in the following I will simply emphasize some areas of concern which might be of help for your production.

4.2.1 The role of the group leader generally.

The group leaders are not teachers. This must be stressed over and over again, together with an explanation of the basic pedagogical ideas underlying the study group method.

It is a difficult task, as you will find out, as the ideas are often in conflict with traditional and conventional views on teaching and learning. This makes it even more important to highlight how different the study group approach is. During the group leaders' training, the characteristics of the study group method - and the contrast with traditional ways of teaching and learning - need to be emphasized over and over again. Also, get the group leaders to explain their role to each other, and how it differs from conventional teaching. Even after this, you may find that a good deal of misunderstanding still exists. Keep emphasizing the point.

Train the group leader in the art of saying "Sorry, I don't know!" This is extremely difficult to achieve in reality. You will repeatedly find that even if a group leader hasn't the slightest idea about the answer to a question, he or she will still desperately try to answer it, often in words and phrases which the group leader doesn't properly understand him- or herself even. Encourage the group leaders to say it: "Sorry I don't know!" Such unanswerable questions can then be collected and given to somebody who does know the answer(s) and who can visit the group the next time.

Another pedagogical technique you should work with is encouraging the group leaders, even if they do know the answer to a particular question, to put it to some of the participants to answer. Not until that resource has been fully used, and the question has still not been properly answered, should the group leader (perhaps with the help of the handbook) provide the answer or call in outside help.

At this stage, i.e. during the production workshop with your district organizers, you should practice what is said above as much as possible. And you should also be careful to provide a good example yourself...!

4.2.2 The role of the group leader in each chapter/meeting.

This part of the handbook is the most important. Here you have to provide the group leaders with all the help they need, and they may need a lot of help.

The first two or three chapters in the Group Leader's Handbook should be very comprehensive.

I) Show the group leader in the handbook with concrete examples, how questions are to be formulated, e.g. in such a way that it is impossible to answer them with a simple "yes" or "no".

II) All discussion questions in the chapters/meetings must be supported in the handbook by some additional questions, in case the ones in the book don't work, i.e. don't create sufficient discussions.

III) Remind the group leader always to let one of the participants summarize each discussion and repeat any decision that has been made.

IV) All pictures and drawings need the same concrete support as the discussion questions.

V) Avoid instructions like "You should aim at ..." Instead tell the group leader what and how he or she is supposed to do in order to achieve what the group is aiming at.

VI) The activity suggestion at the end of the meetings needs special support from the group leader and therefore special support in the handbook.

VII) Finally, emphasize proper preparation for each meeting, and the basic idea that the group leader should keep quiet as much as possible and encourage active participation on the part of the group. Do that for each meeting at the beginning.

4.2.3 The writing of the Group Leader's Handbook.

During the first production workshop, once the Participant's Manual is ready, I suggest that you let your

participants then write the Group Leader's Handbook. Later, you can do it in parallel with the writing of the individual meetings.

An alternative may be to appoint a special group producing only the Group Leader's Handbook. Even so, I would suggest that this type of specialization comes a little later, i.e. maybe after the second production workshop.

4.2.4 Testing the Group Leader's Handbook.

Again use some of the district organizers as group leaders when you arrange a test-meeting in several villages.

When that is being done make sure the district organizer/group leader really runs the meeting exactly in accordance with the instructions in the handbook. There is a risk that because the district organizers know the materials quite well by now, they will arrange things more on the basis of their own knowledge and experience so far rather than in line with the handbook.

You are likely to have to make a number of changes after this testing. When this has been done, then you can finalize the handbook to the camera ready copy stage.

4.3 Summary.

Some four to five weeks have gone now. From literally nothing but ideas, you have now got two books ready for printing in front of you, the Participant's Manual and the Group Leader's Handbook.

Enjoy yourselves, because you have done an excellent job!

You started this heavy workshop with a language discussion, followed by structuring the idea and deciding on a suitable form for writing.

Drama was used and you created the needed standardized characters and environments, recognizable to the participants in the villages.

After structuring the first meeting in a standard form, first draft writing was done. All the district organizers were involved in writing the same first chapter/meeting. The discussions after that exercise resulted in the writing of a second draft, which was followed by

language testing, using the Modified Fog Index. In connection with the third draft, you introduced illustrations into the text.

Meetings two, three and four were then written by the different individual groups, and when they were ready, they were translated and copied for testing.

The testing involved KAP-studies, testing the illustrations, testing the group activities with the help of an observation scheme, and trying to find out what typesetting and layout might be the most suitable one.

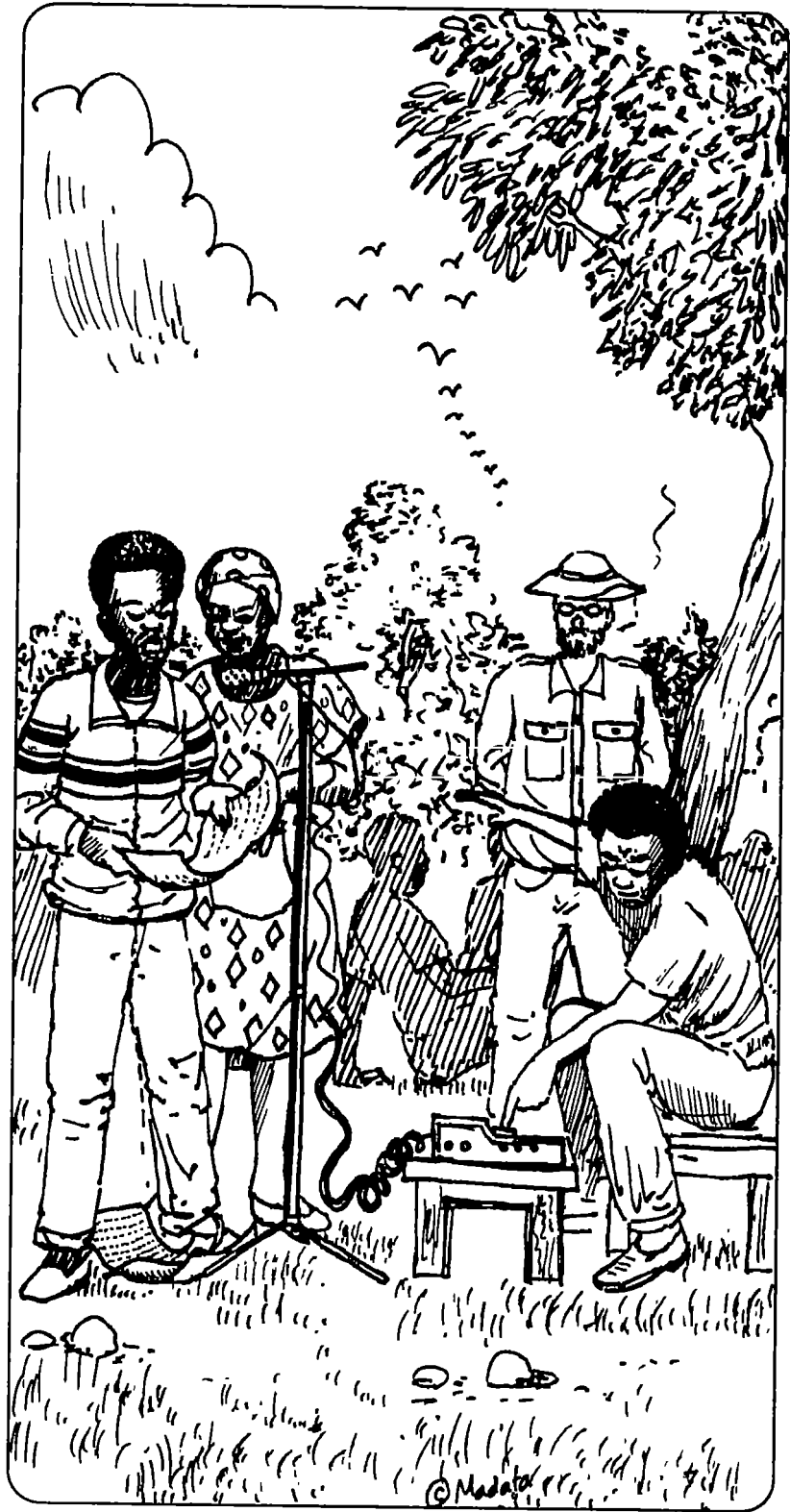
Now you were ready for writing the final versions of the Participant's Manual.

The Group Leader's Handbook was said to have an introduction emphasizing *inter alia* the role of the group leader in general, followed by practical advice and guidance for each chapter, especially the first ones. The handbook was then finally tested before producing camera ready copies.

THE STUDY MATERIALS PRODUCTION WORKSHOP.

- * **Producing the Participant's Manual.**
- * **Workshop language - production language.**
- * **Structuring the overall idea.**
- * **Deciding on what writing form/style to be used.**
- * **Creating characters and environment.**
- * **Writing first draft.**
- * **Structuring chapters/meetings.**
- * **Writing second draft.**
- * **Language testing.**
- * **Writing third draft.**
- * **Illustrations.**
- * **Translations.**
- * **Testing.**
- * **Finalizing to CRC.**

- * **Producing the Group Leader's Handbook.**
- * **The general role of the Group Leader.**
- * **The role of the Group Leader per chapter/meeting.**
- * **Testing the Group Leader's Handbook.**
- * **Finalizing to CRC.**
- * **Summary.**



Chapter 5

Step 9>

Step 8>

Step 7>

Step 6>

**Step 5> The workshop for
audio production.**

Step 4> The study materials
 production workshop.

Step 3> Introducing the study group
 programme in the villages.

Step 2> The first meeting with the
 district organizers.

Step 1> Introducing the study
 group programme.

In this chapter we are going to deal with:

- * The production of ten audio (radio) programmes.
- * Summary.

Step 5: The audio production workshop.

We said in the previous chapter that this workshop too is outstanding in terms of work, costs and pressure.

Not being a qualified radio/audio programme producer, especially not in the field of educational broadcasting, I have always used short-term consultancy support. This I have obtained, with great satisfaction, through the International Extension College ¹⁾ and over the years with a most outstanding personality in the former BBC educational radio producer, Mr. John Thomas.

5.1 The workshops in Zambia and those in Tanzania.

The ideal situation for such a production is what we had in Lusaka, Zambia: a Japanese built mass media complex, its tremendous resources utilized only to a limited extent because the lack of technically-qualified Zambian staff, giving us access to the most sophisticated equipment - from studio facilities to recording equipment - you can think of. A totally different situation existed in Tanzania. Our first HESAWA production was done in Bukoba (on the western shore of Lake Victoria) with one UHER portable tape-recorder of older model and a microphone borrowed from the Lutheran Church in town, no studio facilities whatsoever, and all sound effects recorded live during the production.

In the following I assume that you are going to ask for consultancy support. In the costs which I presented earlier for the HESAWA Study Group Programme that support was included anyway.

5.2 Audio cassettes or production for radio broadcasting?

In Zambia, as I mentioned, we had the opportunity to broadcast all programmes via Radio Zambia.

There were several advantages with that arrangement:

- * We had no costs for cassette tapes.
- * We had no costs for cassette tape players/recorders.
- * We managed not to give in to pressure to provide radios to the groups, as radios were already available.

1) See chapter 4, Introduction.

lable in all villages. However, we did provide the radio owners with two sets of batteries.

- * The fixed times of transmission meant that the participants really tried to be at the venue in time. If they came too late, they missed the radio programme, which was always listened to at the beginning of the meeting. And the radio programmes were very popular.

There were, however, also a number of disadvantages in using radio broadcasting:

- * If a meeting had to be cancelled for any reason, the radio programme was lost, since we did not have the opportunities to repeat the broadcast.
- * It also happened on a few occasions that the transmission of one of the programmes in a particular language was cancelled, for example because of national mourning, or the return of the President from an overseas trip, or an important national political occasion.

In Tanzania, in the Lake Zone, we used audio cassettes rather than radio which meant that we had to provide all groups with cassette tape recorders. The reason for this was simply that power cuts in the Mwanza area were such that the Mwanza transmitter was frequently off the air. We could not, therefore, rely on regular radio broadcasts. In addition, because audio played a more central part in the HESAWA project than in Zambia, we decided to switch to audio cassettes.

There are several advantages in using audio cassettes:

- * The risk of losing the audio input to a particular meeting is substantially reduced, and good sound quality is virtually guaranteed. If a meeting has to be cancelled for some local reason it can always be run later.
- * If the group wants to go back to a part of the audio programme, for example, because some members have not understood certain sections properly, that is easily done.

The disadvantages are primarily on the cost side:

- * It simply costs more to provide all the study groups with cassette tape recorders and batteries, and to distribute the equipment to them.

You might also think of the possibility of loss or theft of the equipment. In the Tanzanian case, however, only one theft appeared over three years. It was one cassette player stolen and it was eventually traced to one of the senior local government officers, who had in fact nothing to do with the programme.

We also deliberately stuck to cassette tape recorders, i.e. did not include any radio, which certainly decreased the attraction.

Whichever alternative you chose, you have to purchase some equipment (see also 5.3!). We have mentioned already in the beginning, in chapter 1.6, that if the purchase is to be made abroad, it needs to be done very early in the project, since it usually takes a substantial amount of time to import the equipment.

In many so called developing countries the equipment may be available locally, i.e. already imported. In that case, you have to decide whether to buy locally, but at a higher price since tax is usually included, or whether to import the equipment through the development agency at a lower price, as such equipment usually is tax- and duty free for development cooperation programmes.

5.3 Basic equipment.

There is an advantage of having at least some very basic equipment available: a good portable open-reel tape recorder with one or two microphones; some kind of studio with the facilities to mix and balance sound, or at least a quiet room with a good acoustic; a supply of open-reel tape; editing facilities and, if you are going to distribute the materials on cassettes, facilities to copy from open-reel to cassette. Always let your consultant know exactly what facilities will be available.

5.4 The audio workshop.

Arranging the audio workshop needs the same level of preparations as the workshop for printed materials. The time required for this workshop will again be around four weeks. After a year or two you might be able to cut

it down to three weeks. Even if you have four weeks this will still involve a lot of time pressure - again.

5.4.1 Introduction to audio.

An introduction to what educational broadcasting is all about is a good start, even if among your participants you have some who are familiar with the subject. Here again you are going to deal with the media's role, in this case as a support to the written materials; or, if you have decided to use audio as the lead-medium, how it relates to the print materials which are playing the supportive role.

5.4.2 Audio drama.

An important theoretical session at this stage should be to go through the possibilities of audio drama, its potential, its special characteristics and its power.

Some technical preparations/appointments could also be made at this stage. Even though all the participants (I suggest the same ones from the previous workshop) are going to act (that's at least what is assumed here, i.e. you will be using non-professional actors), some should be given special assignments. For example, appoint one person as Narrator for the series. One or two should concentrate on the technical side of the actual recording, including editing. Another should take on the role of overall producer. These last two positions need special attention and support from the expert, whether it is you or an outside consultant.

5.4.2.1 Audio drama script writing.

The teaching of how an audio drama script should be prepared and presented is also very important. Here, however, you need to be aware of different dramatic traditions.

This was the case in Zambia. Radio drama was very popular and seemed to attract large audiences. There were also a large number of professional full-time actors - and an even larger number of part-time ones - who were working in radio drama. Some of them were extremely good. What was interesting, and differed from, for instance, European experience, was that the scripts used by

the actors during the recordings looked more like comprehensive synopses, sometimes not even that. In other words, the author deliberately gave the actors plenty of room for improvisation, and that not only where one might expect it, or (with a European way of looking at it) support it, but actually in almost all radio drama manuscripts. The improvisations were sometimes preceded by a discussion between the producer or the author and the artists; or a short note in the manuscript might give general guidance about how the improvisation should be developed. But for the rest, it was up to the actors.

In the Zambian Co-operative National Study Group Programme, which included quite a lot of technical information in the audio programmes, we always had to get re-translations of the tapes once they had been recorded, in order to make sure that the main messages were there and that they were being communicated to all the language groups in roughly the same way. This was quite time consuming, but clearly necessary given the freedom for improvisation in the scripts.

The basic pattern of the final writing should follow roughly the same procedures as the ones in the previous workshop with draft writing in English, most likely some two or three drafts; translation and some testing; re-writing to final version/audio script.

5.4.2.2 The length of the programme.

As a whole, a study group meeting will usually last around two hours. We have found, with the organization presented here that a suitable length for the audio programme is about 20 minutes.

A longer time needs much more work and a more sophisticated approach, as the programmes just have to be good! And this is particularly the case, if you are working with non-professionals. Boring programmes destroy the whole exercise!

Shorter programmes, of say ten minutes, again create quality and contents problems since the time is quite short for presenting what you want to say in a dramatically effective way.

5.4.3 Recording.

First you need to rehearse your actors. However, particularly in improvised drama, it is important not to over-rehearse them. The spontaneity of improvisation is worth taking care of. Too much rehearsal can destroy it.

We usually managed to record one programme in half a day: one in the morning, one in the afternoon, and during the evening editing was done.

Watch out for sound effects! Your colleagues might love sound effects (especially when they are available on tape or records) and want to overload the drama with them. In our recordings within HESAWA, i.e. under fairly primitive technical conditions, all sound effects were created as “slot-effects” during the recording. They were planned and practiced during the rehearsal, and performed or produced when the programme was finally recorded.

The role of the local producer, i.e. the one you have appointed, is worth special attention during this exercise. He or she has to learn - often the “hard” way - to become an effective producer/director, without being dictatorial and destroying the atmosphere. For example, “Silence” during a recording means 100 % silence among all those who are involved in the acting. Decisions have to be made by the producer - they have to be clear decisions, often made quickly, and communicated effectively, understood and accepted by the cast. A high level of interaction has to be developed between producer, actors and technicians.

Get yourself a good consultant. He will do all this for you, and he will do it properly, including the training of the local staff.

5.4.4 Copying.

If the production is not for radio broadcasting but for use on cassette players, you will also have to arrange for copying from open-reel tape to cassette.

You can do this yourself if you have the equipment and the cassettes, or you may be able to have it done locally. In the HESAWA programme, we engaged somebody locally who simply used the fast copying facility on his radio-cassette recorder. It took time to copy all the

"I remember a number of happenings from the recordings. Let me tell one of them. In the second study group programme we were dealing with health. We followed in the story a child from its mother's pregnancy until it was five years old. One of the scenes in the audio programme was the actual delivery. John was our advisor together with Jorgen. One girl, a new one in our team, had been appointed to be the pregnant wife and deliver, i.e. to play that role. When we came to recording the delivery scene she started with her "sounds", i.e. tried to sound as if delivering. But already after a few seconds John shouted: "Cut!" It was just not good enough. It simply didn't sound as if she started to deliver. John, together with our Tanzanian colleague/producer, instructed her how to groan, "...like this: oohhhhh, aaahhh and oohhhhh again... Ok?" We tried again, recording was on. However, it still did not sound good. "One more time!" We repeated, the girl tried her level best - but again not good enough. John started to get irritated, and his voice became increasingly bothered: "Cut!!! One more time!!!" Well, now the girl also had become nervous so she actually became worse each time when acting, and then John exploded: "Damn it, lady, have you never delivered???" And she said, sobbing: "No, Sir..." "Ok!" John shouted back, "then I will show you how it goes!!!" and he started groaning and acting as if he delivered, and he did it very well, and after just a couple of seconds everybody had to turn away, because everybody was laughing terribly at his "delivery". That never helped our colleague, by the way. I had to do the role instead."

Juliet Kahesi, district organizer.

tapes, but it was still done locally and fairly cheap. If you are lucky you might have access to more advanced facilities, for example in nearby adult education institutions, or maybe in local churches who (in Tanzania at

least) often have very good equipment. What you need to look for is the cheapest and most efficient way of producing the cassette copies; but you must also be careful to check on the sound quality of the copies, and make sure the cassettes are properly labelled.

5.5. Summary.

We suggested at the start that you should use a professional educational broadcaster as a short-term consultant. That discussion was followed by a presentation of the recording circumstances in Zambia and in Tanzania for the study group programmes. We then discussed the alternatives: production for radio broadcasting or for audio cassettes, and we presented some advantages and disadvantages for each.

We suggested that some basic equipment will definitely be needed: a good portable tape recorder, one or two microphones, and a quiet room with good acoustic.

The workshop should cover an introduction to educational broadcasting with a session on the characteristics and potential of radio drama, followed by script writing, a discussion on the length of the programmes, translations, testing, and the writing of final versions of the script.

The actual recording should be organized professionally with a producer, actors and technical staff doing the recording.

Copying of cassette tapes, we said, could often be done locally.

THE AUDIO PRODUCTION WORKSHOP.

*** Educational broadcasting.**

*** Production for broadcasting or cassettes?**

*** Basic equipment.**

*** Introduction to audio.**

*** Radio drama.**

*** Manuscript writing.**

*** Recording.**

*** Copying.**

*** Summary.**

AFYA BORA KWA FAMILIA!
Mpango wa mafunzo kwa vikundi.
Sehemu ya pili. 1988.



(Title-page from the second HESAWA Study Group Programme.)

Chapter 6

Step 9>

Step 8>

Step 7>

Step 6> Printing the materials.

Step 5> The workshop for audio production.

Step 4> The study materials production workshop.

Step 3> Introducing the study group programme in the villages.

Step 2> The first meeting with the district organizers.

Step 1> Introducing the study group programme.

In this chapter we are going to deal with:

- * Printing the materials.
- * Summary.

Step 6: Printing the materials.

If the previous two workshops might have given you some headaches, the printing exercise, involving only you, might give you loss of hair.

6.1 Government printer or a private firm?

A lot will depend on what local institution, department or ministry you are working for, i.e. what policy you have to follow in terms of cooperation agreement. Almost as much, the choice will depend on the development agency's attitude.

The price of one Participant's Manual, consisting of about 100 pages, printed on 80 g paper, black and white, printed on both sides and with an attractive semi-stiff cover, is around US dollars 1.50 per book (1988). This cost is included in the budget presented in chapter 1.5.

I suggest strongly that if possible you should use the private sector for printing. The reason for this is quite simple. As I said at the beginning: never let the villagers down. By now you have most likely agreed both on a date when the group leaders' training will start and on a date when the actual study group programme will be launched in all the hundreds or thousands of villages, involving thousands or tens of thousands of villagers. You therefore have to get a date for delivering the books, which will enable you to fulfil your commitments to the participants.

In Zambia, we once had to re-organize all the district staff - because of printing delays - to visit all the project villages and all the group leaders, informing them about a delay in launching the programme. That information was also broadcast a number of times. Still the message didn't get through to everyone involved. And for some of those who did receive the message, this delay was seen as a confirmation of what they had always thought about "government promises": it was all just talk so they left the programme. And then, of course, there was also the increased cost involved in this non-budgeted extra activity.

No matter whether you use a government printer or a private one, your first and basic and non-negotiable request to the printer should be a written agreement,

including the date of delivery of the materials, with a clause for damages to be paid if the dead-line is not met by the printer. Most government printers will not sign such a contract - wisely enough. You should however insist.

The first time in Zambia we used a parastatal printer linked to the educational sector. The deal was made without a damages clause and only orally with the director. It further included commitments from our side to replace the needed paper, some ink, some spare parts, and so on. What existed in writing was just the total price for the printed books, to be paid in advance...

This deal was the biggest mistake I have ever made in such a production! (It was my first one...)

What happened was the following.

When the printing was approximately half way through, the director called and informed me that unfortunately the ink was finished, so the printing presses had to stop.

"But we delivered enough ink for the whole print-run, and more than that!"

"That is true. But what can we do when things are being stolen? You know how it is."

We did. We managed to buy some more ink on the black market, the same market most likely that the original ink had been sold to. The printing continued - for a couple of days...

"I am very sorry, sir, but we have a break down in one of the presses and we can't get the spare part. You know how it is."

We did.

"And how do we solve this problem?"

"Well, I might try to get this spare part on the open market, but then I need some cash..."

He got the cash. The spare part was replaced (if it had ever been missing...) and the printing went on. However, it was now delayed so I reminded the printer about the dead-line.

"In that case we have to employ the workers on overtime and that costs extra money..."

...which was supposed to be paid to him, so that he could make the necessary arrangements, which he did. I don't remember, how much he gained out of this ongoing black-mail, but it was enough to satisfy him and to get the books out - only one month behind schedule...

I don't say, that this is always the case. Perhaps the example I have just given is an exception. It is, however, a possible risk; and you should try to avoid such risks if you have the interest of your villagers in mind first and foremost. A delay also costs money, lots of money!

So I strongly advise that you should make the deal with a private printer. Make it in writing, and don't take the costs as the major condition, but rather the willingness of the supplier to sign a contract with a damages clause if the agreed delivery date of the books is not kept.

6.1.1 Printing in the country or abroad?

After the first year's experience in Zambia we argued strongly that the printing should be put out to both national and international tender which was accepted by the decision-makers. We received pro-formas from two Zambian companies, one Zimbabwean, and one from Malawi. The Malawi tender won.

In the case of HESAWA, being run in the Lake Zone, which is quite close to Kenya compared to Dar es Salaam, and with which communications are easier, the printing was to begin with undertaken in Nairobi, since no Tanzanian company was willing to sign a damages clause in case of delays.

Later, however, we found a company in Dar es Salaam which was willing to guarantee a delivery date, and also capable of providing the materials on 80 g paper.

6.1.2 Tender board.

It is worth saying here a few words about tender board procedures. They differ from country to country. They are, however, always time consuming.

In some cases they contain an element of "Catch 22". The pro-forma invoices are usually only valid for 30 or 60 days. On the other hand, many tender board procedures take a much longer time, i.e. when the decision is

being made, the pro-forma is no longer valid. So you ask for a new pro-forma, wait again for a tender board decision, which comes too late, so you ask for a new pro-forma..., and so on.

In the HESAWA case, such decisions could be made by the local programme officers thereby avoiding many of the problems mentioned above.

6.1.3 Paper quality.

80 gram paper, as mentioned above, might sound a little luxurious. In the HESAWA programme we once even used 100 gram paper.

However, the paper quality - and the binding - should be looked at from the users' point of view. Good quality paper means for example that the book can also be used by others, which certainly will be the case. It also discourages some "readers" from turning the pages over to cigarettes manufacture...

6.1.4 Loose leaf printing or printing a book?

This might sound a little odd, "loose leaf printing". It is still worth thinking about as an alternative. It was used by a colleague of mine in Zimbabwe for a similar programme.

He printed the whole of a text book for the participants on A4 sheets, organizing them in terms of meetings or chapters and providing each participant with a good quality file.

When meeting 1 started, the participants received the bunch of papers for meeting 1, and no more. When meeting 2 was due, they got the papers for meeting 2, and so on.

I can imagine some disadvantages to this system; but he certainly achieved what he wanted to:

- I) To create curiosity, "What comes next?"
- II) And that curiosity meant that he got a very high and regular participation.

6.2 Summary.

First we discussed the importance of getting guaranteed dates for the delivery of the books, preferably with a damages clause in the contract. This, we said,

might be easier to obtain from a private firm than from a governmental printer. If not even a private printer in the country is willing to sign such a contract, you should go abroad to get the job done. The dates agreed with the villagers/participants should be sacrosanct.

We mentioned the tender board procedures as sometimes being a little difficult.

We said that 80 g paper should be used with good quality binding, as others besides the actual participants will read the book.

PRINTING THE MATERIALS.

- * Government printer or private firm?
- * Printing in the country or abroad?
 - * Tender board.
 - * Paper quality.
 - * Summary.



Chapter 7

Step 9>

Step 8>

Step 7> The group leaders'
training.

Step 6> Printing the
 materials.

Step 5> The workshop for
 audio production.

Step 4> The study materials
 production workshop.

Step 3> Introducing the study group
 programme in the villages.

Step 2> The first meeting with the
 district organizers.

Step 1> Introducing the study
 group programme.

In this chapter we are going to deal with:

- * Preparing the district organizers to become trainers for the group leaders.
- * How to organize the group leaders' training.
- * Final preparations for the launching of the study group programme in the villages.
- * Summary.

Step 7: The group leaders training.

All activities so far have been important. But, although few programme components are as inter-dependent as the ones mentioned in this study group programme, perhaps some are still slightly more important than others. So if I were asked - despite the inter-dependence - which component might be the most important one, I would spontaneously answer: "The group leaders' training." What does it matter if the books are good, but the group leaders fail? What does it matter if the materials are in the villages, if the group leaders don't care about them? What does it matter if...?

The group leaders are the most important persons in the programme. So the group leaders' training is the most important part of the preparations.

The first part of this training is to prepare the district organizers to become good trainers for the to-be group leaders.

7.1 Preparing the district organizers to become good trainers for the proposed group leaders.

By now you must have all books available, i.e. the Group Leader's Handbook and the Participant's Manual. You also need the audio programmes, already copied onto cassettes.

Gather the district organizers for a three to four day combined seminar and workshop.

There are basically three things they have to learn, because these are the three things they are going to teach the group leaders:

- I) The pedagogical skills of how to run a study group meeting.
- II) How to handle the cassette tape recorder.
- III) How to fill in and at the end count up the figures on the attendance list.

7.1.1 The pedagogical training.

In order to make it as practical as possible, appoint one of the district organizer as a group leader and ask him or her to run meeting one with the others acting as participants. The role play should perhaps be prepared to

some extent by appointing one very talkative member, another as clown, one person who is very very shy, and so on. Do the role play outdoors, under a tree. And see to it that the district organizer/group leader runs the meeting exactly in accordance with the Group Leader's Handbook. This will give you one more chance to note possible changes/improvements which then can be passed on verbally to the group leaders.

When the whole meeting has been run in this way, you should with the district organizers discuss how it worked out.

Remember to encourage the critics to come up with some positive judgments as well.

Run through all the meetings this way, so that each of the district organizers has had the opportunity of acting as group leader at least once.

7.1.2 How to handle the cassette recorder.

This should also be part of the above role play. The district organizers must know how to change the batteries; how to put in the cassettes properly; how to find certain passages on the tape, and so on.

The training is necessary because for many of the group leaders in the villages the cassette recorder will represent a new and unfamiliar technology, especially new in the sense that they are responsible for handling and operating it.

Pay particular attention to the red button, the one for recording, to make sure that they don't press it by mistake and inadvertently wipe the programme off the cassette.

7.1.3 How to fill in and by the end count up the figures on the attendance list.

If training is needed in connection with the cassette players, it may be even more needed here. You must have a number of blank attendance lists available. Get the district organizers to fill them in several times, marking the attendance for each meeting, and then finally counting up the attendances for each meeting and for the programme as a whole.

Here you have a good opportunity to provide your

"The red button, properly used, can have some advantages as well...One of our group leaders was not only a good group leader, but also a very good musician. He played a number of instruments, wrote music, conducted a choir, and so on.

When we during the group leaders' training "warned" about the red button - "never touch it!" - he was not impressed at all. Contrary, it just increased his curiosity.

After careful research and some practicing (at home, after the training, on private cassettes he had arranged to get from somewhere) he became quite good in recording, only using this very small, in-built microphone in the cassette tape recorder. When he felt being good enough he started to use it, i.e. began to make recordings, with his participants, who also enjoyed this very much.

After a couple of weeks he presented a tape to me with a number of songs, the choir accompanied by several instruments, all music he had composed for the study group programme.

He always used part of the meeting time with his study group practicing new songs, improving the performance of previous ones.

These recordings he then used pedagogically very well when explaining mistakes, suggesting improvements during play backs for the participants.

This way he got a couple of actually very nice recordings.

Several of his songs were used by us in a later study group programme, both as signature tune and in the audio drama. This certainly was a "spin-off" effect we had not counted with...

(I hope I don't have to mention, that his group also very nicely completed their rock-well!)"

Mr. I. Nyundo, district organizer.

colleagues with a small incentive. To do this work now, and even more later when compiling overall figures, they will definitely need a simple electronic calculator which you should supply.

7.1.4 The costs of the group leaders' training.

You already have an overall budget for the group leaders' training. What you now need is individual budgets for each district organizer. This is an excellent opportunity to practice proper budgeting. The problem you, or rather they, will face is usually a quite unexpected one.

I assume that you will have arranged in good time for the total amount for the group leaders' training - in terms of the overall budget you have prepared earlier - to be available in cash somewhere in your office. At this stage, you will probably be holding quite a large amount of money.

You start guiding your district organizers through good budgeting practices for the training of the group leaders. This will include for example:

- * Transport to and from course venue.
- * Breakfast, lunch and supper per day.
- * Stationery.
- * Social activities linked to the programme.
- * Allowances for the course participants.
- * Allowances for the district organizers running the training.
- * Transport costs for the district organizers.
- * Miscellaneous.

When the budgets are ready (and their total figures roughly correspond to what you have budgeted for as a whole and have available), you have to distribute the money to the district organizers. They need the money in cash so that they can make all the payments in the villages on the spot. This will mean that your district organizers, the junior officers in the establishment, will receive cash in their hands which often is equivalent to many years salaries.

The temptation will be there to misuse the funds.

They will also be the target for others, perhaps family or colleagues, who have pressing needs for money.

When at the very beginning I stated the importance of creating a very good relationship with your local colleagues, I also had in mind the responsibility you are giving them with the handling of all this money. In my eight years experience of work in this area, I have had

one district organizer who ran away with all he got - and was never seen again. And I still also blame myself for that. What I mean is that you also take on a responsibility and obligation when you put such a burden on another person who has never been trained in handling so much cash.

I still think, however, you should do it after a quiet and serious discussion about the responsibilities which are involved. They let you down, when they cheat.

And naturally there will be some cheating. In Zambia, the most common cheating appeared with the receipts from filling stations. People working there even asked you, how much you wanted them to write on the receipt...

In Tanzania, "agreements" were made - on one occasion which I discovered - with the restaurant owner in a village. He simply put up fake, higher prices on the bills, sharing the "profit" with one of my local colleagues.

This big cash handling might also create pressure from superior officers who get to know about it. There may be pressures in the district or at regional level to hand over the funds to senior officers for "safe keeping"; or they might want to borrow money or simply try to get it in a direct criminal way.

One of the problems for the district organizers is actually to keep the cash safely. I always advise them strongly to pay as much of the money out as soon as possible to whoever is supposed to receive it, so that the risks are minimized quickly.

(In Tanzania, I was informed later, it was not correct to handle money in the way presented above, i.e. it was obviously not in line with Government regulations. However, I was never informed about how to do it instead...)

7.2 The group leaders training.

As I have emphasized above a number of times, you should give this activity extra attention, particularly because it is now run by the district organizers alone, without your direct support.

We have always organized the contents roughly in the same way as the training of the district organizers

for this task, i.e. as outlined in the previous chapter. You must, however, include one important part in the beginning about the pedagogical idea of the study group programme. This is important not to be too theoretical. But never forget to take up this theme as part of the discussion after each role play as well.

Train the group leaders in cadres of not more than 15, so that the district organizers get enough time to care about them individually as well.

This training should be run “in the field”, away from the home villages of the group leaders, but also not in the capital or in any of the more urbanized areas.

The comfort of the group leaders, both in terms of accommodation and food, is of the utmost importance.

Five days training might be a good duration to start with, with Sunday as arrival day and the following Saturday as the day of departure.

It sometimes happened that female group leaders had some problems with their husbands remaining in the villages. In one case, a husband simply “collected” his wife after two days. Remember, that you have to take account of these traditions, and that for some of the ladies this may be the first time since they have travelled away from home alone.

One of the activities will be the distribution of the materials for their own groups to each of the group leaders. In preparation for this, some good plastic bags might be useful, particularly if it is the rainy season.

7.2.1 Certain costs...

Besides the ordinary costs for food, accommodation and transport, there are in many so-called developing countries a whole range of more or less - especially less - official allowances. What about “sitting allowance”, “drinking allowance”, “entertainment allowance”, “disturbance allowance”, “social allowance”, just to mention a few I have come across over the years.

All of these allowances have no support whatsoever in any official guidelines. But, at the same time, they are being used by everyone, not least by senior officials. They will also be very well known to your participants. You will have certainly come across some of them al-

ready during the meetings with your district organizers.

Sort this jungle out from the beginning, and then be consistent for the rest of your contract period.

I introduced an "overtime allowance" per day for each district organizer, as I asked them to work more than the ordinary, official working hours per day. (The official overtime rate was unfortunately very low, i.e. in this case simply not "attractive" enough for the huge extra efforts they usually were asked to make.) I also had in the budget an item called "social activities", i.e. a certain amount of money for "social activities", but I was always quite liberal in how to define the use of that money.

As far as the district organizers are concerned they are likely to be government officers, i.e. they have a monthly salary which tends to be very low. The workshops and seminars with you are part of their way for actual survival! Don't be too moralistic on this issue. It is so easy to insist on high moral standards when you are rich and well fed and well...

For the group leaders, we arranged an ordinary "sitting allowance", the most common extra payment at least in the east African countries of which I have some experience, to create a small unofficial, but fairly "traditional", source of extra income.

7.2.2 Final preparations for the actual launch of the study group programme in the villages.

Some of the district organizers in the HESAWA programme arranged a kind of official closure of this group leaders' training with some extra festivities and some invited high ranking officials to boost the group leaders one more time.

This worked very well. It ended up like a kind of school term closure with the handing over of the equipment - the books, the cassette recorder and the cassettes, and the attendance lists - to each group leader as some kind of visible and official nomination of now being a real study group leader.

Whatever methods or ideas you and your colleagues may have about this, try at least to find some kind final good morale booster before people disappear back to their

villages to start the study group programme, for real.

7.3 Summary.

We are getting closer and closer to launch.

In this chapter we discussed partly how to prepare the district organizers to become good trainers of the group leaders, and partly how the group leaders' training should be arranged, including budgeting for it.

We stressed that this training is the most important part of the whole study group exercise in terms of future success or failure.

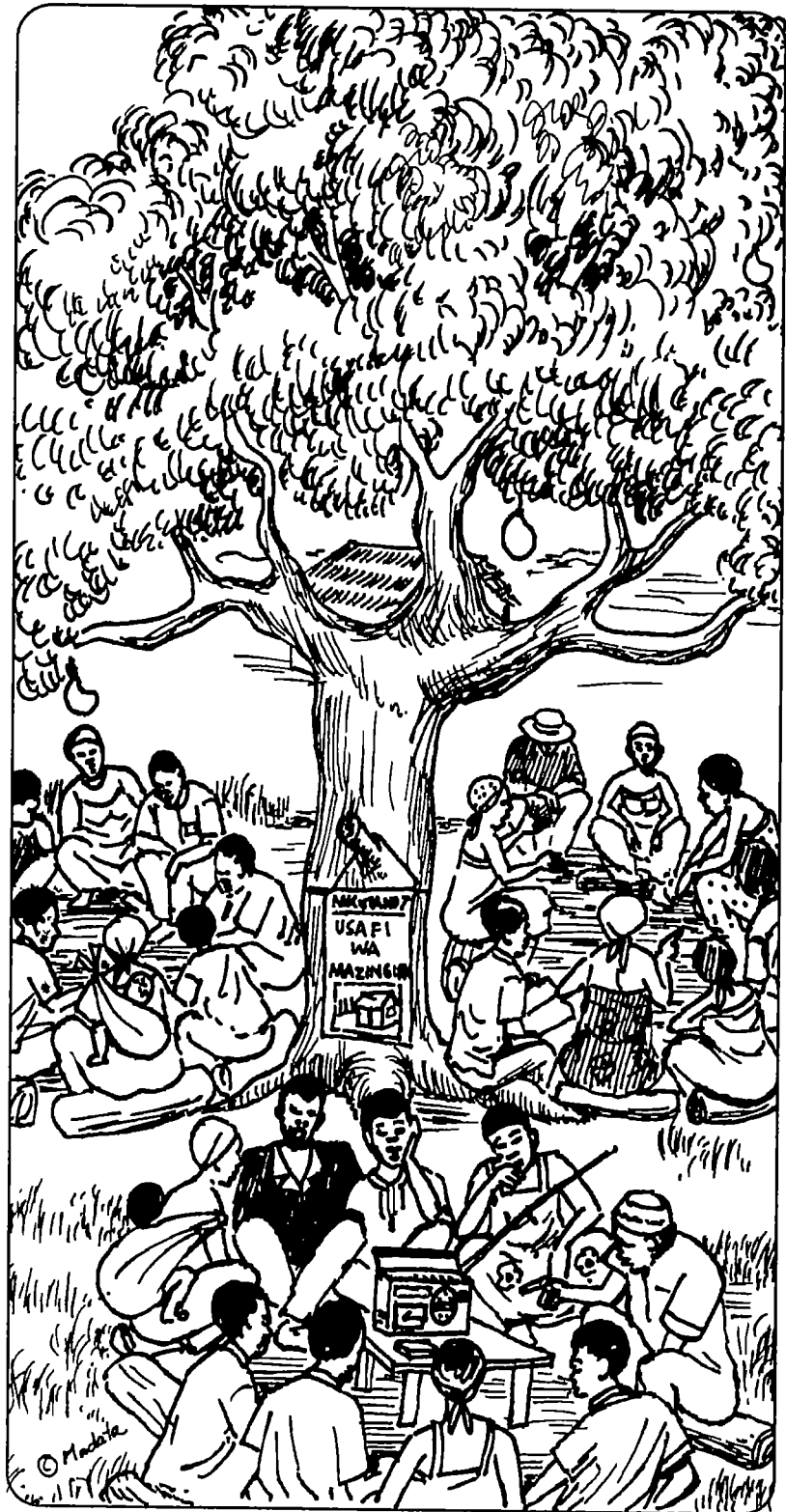
We highlighted the "grey zone" of allowances and suggested you should make a clear decision on that issue and stick to it throughout your contract period.

Finally, we underlined the importance of a last boost in one way or another for the group leaders before they return to their villages to actually run the study group programme.



THE GROUP LEADERS' TRAINING.

- * **Preparing the district organizers to become good trainers for the group leaders.**
- * **The pedagogical training.**
- * **How to handle the cassette recorder.**
- * **How to fill in and at the end count up the figures on the attendance list.**
- * **The costs for the group leaders' training.**
- * **The group leaders' training.**
- * **Certain costs...**
- * **Final preparations for the actual take off of the study group programme in the villages.**
- * **Summary.**



Chapter 8

Step 9>

Step 8> Running the study
group programme.

Step 7> The group leaders'
 training.

Step 6> Printing the
 materials.

Step 5> The workshop for
 audio production.

Step 4> The study materials
 production workshop.

Step 3> Introducing the study group
 programme in the villages.

Step 2> The first meeting with
 the district organizers.

Step 1> Introducing the study
 group programme.

In this chapter we are going to deal with:

- * What is happening when the study group programme is on.

Step 8: Running the study group programme.

This period is for you, the expatriate adviser, both exciting and nervous. It is now you will - hopefully - see the good results of more than half a year's very intensive work and worry. Your main duty will be travelling, i.e. trying to visit as many groups as possible during their actual meetings over the forthcoming ten weeks.

I promise you: you will have an enjoyable time, and you will be richly rewarded during these meetings with the villagers for all troubles you have had during the last seven or eight months.

The district organizers should do the same. Avoid calling their visits (as well as yours) "supervision". It is anything but that. The visits should be supportive to the group leaders, they should be encouraging to the participants.

The main problem to handle is likely to be providing your colleagues with transport to get around.

Another problem might be to help the groups transporting materials to their sites, if such transport is needed. That was the case in HESAWA with the rock well constructions: sometimes the villagers had difficulties to get the stones, i.e. they had to walk long distances to get them, so they asked for help. They also needed cement bags for the slabs to be constructed; again they required support.

But if this period is properly planned well in advance, and you have stuck to the agreed time schedule, then it should be easier.

Have a good time!

"I have been asked to comment on this handbook, i.e. to contribute with whatever I think would be the most important part to emphasize as far as the district organizers' work is concerned.

I have no hesitation to chose: transport!

Being able to keep in constant contact with the study group leaders is essential for the progress and final success of a programme of this kind.

Everybody says so.

Now, if everybody agrees to that statement one should also agree to provide those, who are doing the work in the field, i.e. the district organizers, with the needed tools: transport. With adequate transport we could visit the groups not only two times per programme, but certainly five or six times. This on-going monitoring would partly boost the activity as such - attendance, regularity, interest, and son on - partly it would be possible to help the groups quickly, if any assistance might be needed, for example when they need an expert-visit suddenly to solve a specific problem, or they might need transport support for getting some tools, or whatever it is they might need.

We could, with adequate transport, also include many more villages in remote areas. Very often it is in those villages were help is needed most - because they tend to be forgotten, because they are so remote.

Almost all district organizers in the HESAWA study group programme got transport by the third programme; that was highly appreciated. Before that we had to rely mainly on walking and on the transport support we could get from the central organization."

Mr. M. Misango, district organizer.



Chapter 9

Step 9> Compiling the results from the study group programme.

Step 8> Running the study
 group programme.

Step 7> The group leaders
 training.

Step 6> Printing the
 materials.

Step 5> The workshop for
 audio production.

Step 4> The study materials
 production workshop.

Step 3> Introducing the study group
 programme in the villages.

Step 2> The first meeting with
 the district organizers.

Step 1> Introducing the study
 group programme.

In this chapter we are going to deal with:

- * Collecting the attendance lists after the tenth meeting; and possibly doing some research.
- * Compiling the results.
- * Writing a report.
- * Preparing for the next study group programme.
- * Summary.

Step 9: Compiling the results.

Compiling both written information from the attendance lists and oral feed back from the district organizers is an exciting exercise for all involved.

9.1 Collecting the attendance lists and equipment after meeting 10; and possibly doing some research.

When the district organizers visit the groups in connection with the tenth meeting and shortly after, they have an excellent opportunity to carry out other tasks. They can, for instance, do some research you might have agreed upon earlier. They definitely must find out what subject area the participants would like to tackle next time. They could try to get some kind of - short! - written report from the group leaders. They must also collect the cassette recorders. (Forget about the cassettes; give them to the group leaders.) They should also encourage the groups and thank them for whatever they have achieved.

When all this, and maybe more which you have agreed upon has been done, the district organizers meet together with you for a compiling workshop.

9.2 Compiling the results.

You will probably have at least three sets of material for this compiling workshop:

- I) The figures from the attendance lists.
- II) The written reports from the group leaders and the research results from the district organizers.
- III) The oral reports from the district organizers.

9.2.1 The attendance list results.

If you have used the type of the attendance list illustrated in the Appendix, you will now be able to do the following things:

- I) Let the district organizers put all their lists in numerical order. If they have done this already, get them to do it once more, just to check that all lists are there.

Some lists might be missing, and this could be for different reasons. Perhaps, they didn't have the time to collect them; or the group leader had lost the list; or

maybe the group ceased to operate, i.e. never completed the programme. Although it is extremely important that all lists are available, i.e. that the reporting is done only on existing lists, you still might end up debating whether or not to include also some missing lists. A very clear pre-condition for that must be that you are totally convinced that the group really existed and completed the programme. Also: you should definitely not ~~accept~~^{accept} more than 5 % missing lists. Finally, you have to mention that in the report.

If you include such a missing list, the best way of doing it is by using the average figures for all the existing lists in that district on the lost one. And if you do it, really emphasize the exception in this case for the district organizer, and point out that it will be indicated in the report. Scientific discipline is certainly not one of the best experiences I have had from my local colleagues over the years when it comes to writing reports...

II) The counting of all columns has to be done. By the end, after checking and counting at least one more time, all the figures should be put together to district total figures.

III) The attendance columns create a problem sometimes. When the totals have been added up, i.e. the vertical ones, then all the district organizers should do a horizontal addition of the total attendances. The vertical total at the bottom of the list gives you the attendance per meeting, i.e. how many participants were present at each meeting.

The horizontal total on the right side of the list gives you the number of meetings each individual participant attended.

Meeting		1	2	3	4	5	6	7	8	9	10	Tot.
1	Peter Banda	x	x	x	x	x	-	x	x	x	-	8
2	Georg Mutasingwa	-	-	-	x	x	x	x	-	-	x	5
3	Alice Hassan	x	x	x	x	x	x	x	x	x	x	10
4	Juliet Kahesi	x	x	x	x	-	x	x	x	x	x	9
5	John Thomas	x	x	x	x	x	x	x	-	-	-	7
6	David Warr	-	-	x	x	x	-	-	x	x	x	6
7	Patrik Nyundo	x	x	x	x	x	x	x	x	x	x	10
Total		5	5	6	7	6	5	6	5	5	5	55

V) The right corner figure, i.e. the total attendance, (55), will be used to give you the average attendance per meeting and the average number of meetings attended by each participant. In order to get the figure diversified into the two above mentioned groupings you have to recalculate quickly.

IV:a) Divide the right corner figure with the total number of meetings and you get the average number of participants who attended each meeting. $55 : 10 = 5,5$. On average each meeting was attended by 5,5 participants out of 7.

IV:b) Divide the right corner figure with the total number of participants and you get the average number of meetings each participant has attended. $55 : 7 = 7,8$. On average each participant has attended 7,8 meetings out of 10. Translated into percentage it is the same for both average number of meetings attended per participant and average number of participants per meeting: 78%.

V) When all attendance lists have been counted up you compile the figures into district results, maybe also into regional ones, and then into total for the whole programme area.

VI) Express the total results also in curves and diagrams, preferably the district ones as well. Many of these figures will be very confusing for most of your colleagues, especially for those who have not been dealing directly with the programme. The district organizers usually need quite a lot of training in how to present and explain the results, figures, curves, diagrams, etc. in such a way, that they are understood properly.

VII) High and even average attendance is naturally what we want to achieve. By putting the total attendance figures per meeting together you can easily find out, how the result looks like in your programme. Express it in a curve. Objectives for the next programme should then be to improve the average attendance with a certain number of percentages.

9.2.2 Written reports from the group leaders and/or research results.

Concerning the research results I cannot make any comments as it depends on whether you have carried out research and in that case what sort of research.

As far as the reports from the group leaders are concerned - if you have decided to get such reports - they will need some editing to begin with. This should be done by a professional in that language. That person should be given the task of writing some kind of summary. Maybe he should even concentrate on a summary only, highlighting the odd happenings mainly. That summary should then be translated into English.

I have done this twice, and both times it has been a disappointment, mainly because very little of the excitement was reflected in what was written down. It was hidden in lot of formal and very boring text. The interesting and unusual phenomena I always got orally.

9.2.3 Oral reports from the district organizers.

I consider these reports as the most important ones, especially if you have trained your colleagues to avoid all impressive statements and try to stick to the actual reality as much as possible. Whether you get correct information in this way very much depends on what kind of good and trustworthy relationship you have been able to establish with your local colleagues.

My first interest is always to get to know what subject the participants want to go on with next time. If there is a clear tendency, and the subject area is within your programme's policy frame, then that is fine. The problem arises when you lack clear tendencies or when the subject that is wanted does not fit in with your programme's overall intentions.

In the latter case, you should be on the side of the participants/villagers. You may with some "guided" advise next time get a decision more in line with the programme's idea. But for the sake of honesty in the statement of letting the participants really decide, in my view you should really let them decide. And that might perhaps lead you into some smaller or bigger conflicts with your donors and/or decision-makers - again?

9.3 Writing a report.

A friend of mine has calculated - how accurately I don't know - that the UN-system produces text at a speed of about 15 km per hour A4 sheets, single spaced, 24 hours around the clock, most of which is reports.

Rightly or wrongly, development cooperation has at least succeeded, much more than has ever been aimed for, in the noble art of writing reports! And most of them quickly end up in a file, on a shelf, or in an archive, sometimes without even having been read, or in the best case, having been read by only a few.

The only advice I can give you, if you want somebody else than your district organizers to actually read your report, is to produce it in a quite extraordinary way. How that could or might be done I leave for you to decide.

However, no matter how you are going to write your report(s) I will certainly be very interested in them. And I promise you: I will read them carefully from the first heading to your final word. So, please send me a copy.

9.4 Preparing for the next study group programme.

Time schedule and budget for the next study group programme is what you should prepare during this meeting with your district organizers, including a feed-back visit by the district organizers to the group leaders and their study groups in the villages.

And soon you will meet again with your district organizers, i.e. when the next material's production workshop takes place.

Before that, however, I suggest you should take this meeting opportunity to have a really good party with your district organizers. They are likely to have done a good job. I believe that strongly.

And so have you!

9.5 Summary.

In this chapter we have discussed how to compile the results from the attendance lists, the reports from the group leaders, the findings of the research (if there was any) and how to handle the oral reports from the district

organizers.

All this information should then end up in a report.

Finally we mentioned the preparations for the next study group programme.

COMPILING THE RESULTS.

*** Collecting the attendance lists after meeting 10.**

*** Compiling the results.**

*** How to deal with the attendance list figures.**

*** Other written reports/findings.**

*** District organizers' oral reports.**

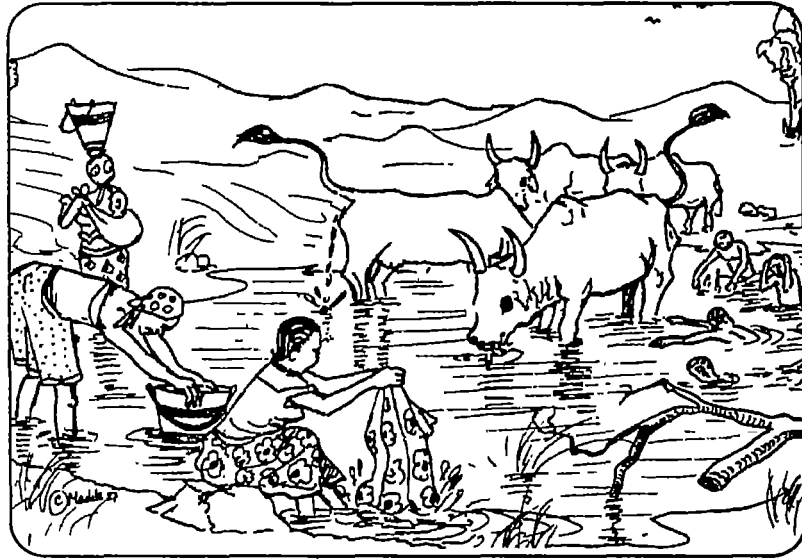
*** Writing a report.**

*** Preparing the next**

study group

programme.

*** Summary.**



On the above picture you can see, how a traditional water source might have looked like and was being used before the study group programme started.

Below gives you an idea how it looked like after the exercise, i.e. when the water source was improved into a rock-well. Later the participants often went on working on the well and improving it further, for example by putting a windlass over the cover, planting more trees around the well, and so on.



Some final, yet not unimportant comments.

I have just read that “people’s participation” in development cooperation is out of fashion again:

“People’s participation is no longer the priority topic on the development agenda as it was in the 1970’s and early 1980’s. At that time it was hardly possible to discuss rural development in seminars, workshops, books, articles, etc. without discussing people’s participation.

This is no longer so.

As often as people’s participation was mentioned in the past as often is now sustainability or structural adjustment repeated.” 1)

Sometimes I wonder whether development cooperation has become part of some international weekly women’s fashion magazine. Or maybe just an outlet for frustrated academics.

Forget about fashion and semantic querulousness and political opportunism in development cooperation. Let me quote the head of the Swedish Co-operative Center, Mr. Bjorn Genberg, when he “sent away” a group of Swedish experts to Zambia in 1982 (I was one of them):

“No matter what high function you end up in, be it in the Zambian Government structure or in a parastatal one, never ever forget, that you are working for the farmers in the most remote villages in Zambia; let them always be your main concern and hence your guidance whenever you have to make a decision.”

I think that statement is as relevant today as it was then, despite the disputed “popularity” of for example “people’s participation” within development cooperation at different times and occasions.

1) Swedish University of Agricultural Sciences, International Rural Development Center, RD Analysis Section, Uppsala, February 1990, Issue Paper 12, Peoples Participation.

And no matter which agency you are working for no doubt they have somewhere in their nicely formulated policies stated that their assistance should go primarily to the rural population, no matter how defined. Most likely such a statement is to be found even somewhere in the beginning of such proclamations.

There are in this final word three items I still want to discuss:

- I) The cash flow.
- II) Your involvement as an adviser from outside and during a very short period, most likely only about three years. And what I want to discuss more specifically is the subject of Knowledge Development, or what before was called the Transfer of Skills and Knowledge.
- III) A staff development plan for your local colleagues.

I) The cash flow.

I want to discuss this issue because from a pragmatic point of view it is probably the most important matter in the programme cycle. You may do all the rest in a most exemplary way, but if the cash flow is interrupted you end up in big trouble. The most costly activities - and therefore the ones which need the cash flow working most effectively - are the production workshops, the printing, and the group leaders' training. Among these priority must be given to the group leaders' training since that is the activity in which the district organizers are working on their own, i.e. without your presence and the possibility to quickly finding speedy solutions if a serious problem occurs.

The handling of funds is carried out in different ways by different agencies in different countries. However, no matter what the ordinary procedures are, you have to get your own account or other guarantee of direct access to the funds made available in the agreed action plan and budget! Don't accept any other solution; at least not if you are serious about working for and with the villagers and your local junior colleagues! That might sound tough, especially as I have repeated it a couple of times, but you just have to stick to the agreements you have made locally with the villagers. And your only

chance of being able to do that is when you have access to the cash flow and you are empowered to make decisions within the framework of the overall agreement.

Let me give you some examples of the sort of arguments you might hear against the above advice:

"We are a government development agency. We cooperate with the government, which means we have to stick to their procedures and regulations."

Well, if that is so (which in reality very seldom it is; i.e. there are usually formal ways for opening a special account for example) then just suggest abandoning the idea of a study group programme or other mass education project.

"If we are serious in wanting to create sustainability we have to run the programme through the ordinary channels. We have to help the channels to function better rather than creating a separate administration."

That is a good argument. While agreeing to the idea, I would still answer that one should not chose a mass education programme for this type of up-grading an existing but problematic set of administrative routines. There simply are too many people who would suffer from the problems which are bound to arise from poorly functioning bureaucracies.

"Decentralization..."

This is a word of honor.

However, in political and other situations it is very often quite misused.

It usually becomes popular in a political context, when the central administration wants the periphery to take certain costs for whatever it is. Then it is fashionable to talk about decentralization.

In your case what the high ranking district officers want, or those at regional level, or both, is to get access to the cash flow. That's all.

Don't give in!

In order to help your accountant, or whoever it is who will physically see that the money is available when needed, you should at the start, i.e. when the budget is ready and accepted, prepare a special time schedule with

dates marked when certain especially large amounts of money must be available in cash. And when that list is delivered remind the responsible person about it from time to time. There must not be any delay in the cash flow!

II) Knowledge Development.

Standard contracts within SIDA (the Swedish International Development Authority/Agency) usually cover two years, with a possibility of extending for a third year.

No matter what your contract period looks like, you need three years if you want to run the programme along the lines which I have suggested in this handbook.

I also would suggest that at a very early stage you start discussing the possibility of a fourth year's support.

Basically, after three years, your colleagues shall be able to run this type of programme, with all the activities presented here, by themselves, i.e. without you. It would, however, be good, if in one way or another you could be "available" also during a fourth year, in case you might be needed.

If the programme breaks down when you leave after three years, or definitely not more than four, then you have confirmation that you have probably not done the job very well...

The idea of "knowledge development", at least in a Swedish context, was to begin with called "Transfer of Skills and Knowledge". When the semantic experts had done their job, it became "knowledge development".

For once, I agree with the semantics because what we generally do in this type of work is to use and implement a combined new knowledge of how to organize and run an activity like the study group programme. And this new awareness is the result of an inter-action between you and your professionalism on the one hand, and that represented by your local colleagues on the other. It is not just a one-way transfer of your skills to somebody else.

This subject may be very familiar to you as you may be a good educationalist. But let me still remind you if I may: start a discussion with your local colleagues on this issue very early, perhaps in the form of a seminar.

This is what we did within HESAWA:

We analyzed what type of skills and knowledge might be needed to run an activity like the study group programme. We then tried to analyze who within the group, i.e. among you and your colleagues, represented parts of the needed knowledge.

For example, there is a need to know the villagers' habits, language and culture. Certainly that knowledge exists with all or some of your colleagues. In other words, here it is a kind of transfer of knowledge from them to you.

On the other hand, you might represent experience of how to produce a book for semi-literate people, a knowledge your colleagues might lack, i.e. another transfer, this time from you to your colleagues.

And sometimes, or even quite often, an agreement has come out of common discussions between you and your colleagues, i.e. an entirely new awareness or knowledge has been created.

During such a seminar, you should also find out what type of outside support might be needed in order to create the required level of skills and knowledge among your colleagues to be able to run the activity by themselves after three years, or by now maybe only two and a half years. This outside support could be other expatriate or local professionals and consultants to be engaged on a short-term basis. It could mean sending some of your colleagues to some suitable training within the country - or outside the country, the latter naturally being very popular.

This means trying to establish some kind of staff development plan for them.

III) Staff development plan.

There are a number of subjects one could mention as being important to know for productions of the kind you have been doing or are going to do. But basically we are dealing with four main subject areas:

- * Planning and budgeting.
- * Organizing a mass education programme.
- * Producing written educational materials for semi-literate people.

* Producing educational audio materials for non-literate and semi-literate people.

All of these subject areas (with a number of other related topics) are being taught in a course called "Distance Education for Development", run by the International Extension College in cooperation with the Institute of Education at the University of London.

I strongly suggest you investigate the possibilities of getting at least some scholarships from your agency for some of your colleagues. It is a four months course usually offered between April and July each year.

A very clear pre-condition for participation is naturally that the candidate speaks good English. This might help you in choosing suitable people from among your colleagues. That is *inter alia* how the British Council does it, i.e. through a language test. Thereby you avoid favoring somebody.

It still is a delicate choice you have to make. If you have only some ten to twenty district organizers you might look for other training courses for the remaining ones. There are usually excellent ones available both within the country or in neighboring countries once you really start looking for such training.

And the technical audio staff needs special training as well. Discuss that with your educational broadcasting consultant.

All of this should be part of a staff development plan. If you have a large number of district organizers, this will tend to be more general; or, if you have only a few, it could be individualized. Certainly it should be planned together with both your colleagues, especially if you are going to establish individual training schemes, and with their superior officers as well as with representatives of your agency.

You have a tough time ahead. But you also have very exciting opportunities in front of you. And what is best is that you will make a lot of new friends and you will learn a great deal from them and from what you are doing.

And as far as your solidarity is concerned, give it to the villagers and your local, junior staff!

Good luck!

Summary.

Step	1	INTRODUCING THE STUDY	Month 1
Chapter	1	GROUP IDEA TO THE DONOR/FUNDING AGENCY. Preparing the introduction with an action plan and budget. Ordering equipment.	
Step	2	APPOINTMENT OF THE	Month 2
Chapter	2	DISTRICT ORGANIZERS. SEMINAR 1 WITH THE DISTRICT ORGANIZERS. Information meetings in the regions and provinces and districts. Introducing the study group idea to the district organizers. Preparing village meetings.	Month 3
Step	3	INTRODUCING THE STUDY	Month 3
Chapter	3	GROUP PROGRAMME IN THE VILLAGES. Preparing and running village meetings. Organizing the groups.	
Step	4	SEMINAR/WORKSHOP 2	Month 4
Chapter	4	WITH THE DISTRICT ORGANIZERS: PRODUCTION OF THE STUDY MATERIALS Production of Participant's Manual. Production of Group Leader's Handbook. Field testing.	

Step	5	SEMINAR/WORKSHOP 3	Month 5
Chapter	5	WITH THE DISTRICT ORGANIZERS: AUDIO TAPES PRODUCTION. Introduction to educational broadcasting and radio drama. Production of ten audio programmes.	
Step	6	PRINTING THE MATERIALS.	Month 6
Chapter	6		
Step	7	SEMINAR/WORKSHOP 4	Month 6
Chapter	7	WITH THE DISTRICT ORGANIZERS: GROUP LEADERS' TRAINING. Preparing the district organizers to become good trainers of the group leaders. Group Leaders' training in the field.	Month 7
Step	8	RUNNING THE STUDY	Month 8
Chapter	8	GROUP PROGRAMME IN THE VILLAGES.	Month 9 Month10
Step	9	SEMINAR/WORKSHOP 5	Month11
Chapter	9	WITH THE DISTRICT ORGANIZERS: COMPILING THE RESULTS. Compiling the results from the attendance lists. Analyzing other feed back. Report writing. Preparing next study group programme.	

Appendices

Appendix 1: the attendance list.

On the opposite page you have an example of an attendance list used in the HESAWA Study Group Programme. The text is in Kiswahili.

KARATASI YA MAHUDHURIO means **ATTENDANCE LIST**.

Mkoa means **Region**, in this case *Kagera Region*.

Wilaya means **District**, in this case *Bukoba Rural District*.

Kijiji means **Village**, in this case *Katoke Village*, i.e. where the study group programme is being run.

Namba is the attendance list **number**, in this case **11101**; the first figure meaning "Region number 1", the second one "District number 1", the third "Village number 1". The two remaining figures "01" make the group number. This way the attendance list figure was adapted to a computer programme. Now it was very easy to get a list or a certain number of lists to compile figures, and so on.

The two next lines, *Jina la kiongoza...*, give you the names and addresses of the **two group leaders**.

Wanakikundi means **Participants**.

The first column gives you the **names** of the participants, **Majina**. Note here that the group leader(s) get(s) the first number(s). The group leader is an ordinary participant of the group. The total number of participants always includes the group leader(s).

In the next column the group leader has to indicate, by putting an "x" in the correct column, whether the participant is **male/Mme** or **female/Mke**. The sex-distribution is quite important to get to know, especially because most development cooperation agencies are interested in the percentages of female participants.

Umri means **age**, i.e. you have an age group distribution column. You might also ignore such a column; it depends simply what it is you would like to know.

Then follows the actual **attendance** column, where the meetings and the meeting dates are indicated. *J* or *Jumla* stands for **total**. Note that marking "present" should be done by an "x", while "absent" should be marked "0".

Note the right corner figure (**70**) which is the total of both the vertical and the horizontal line.

KARATASI YA MAHUDHURIO

Mkoa: <i>Kagera</i>	Wilaya: <i>Bukoba Rural</i>	Kijiji: <i>Katoke</i>	Namba: <i>11101</i>														
Jina la kiongozi wa kwanza: <i>Mary Kanamugile, Katoke, Bukoba Rural</i>																	
Jina la kiongozi msaidizi: <i>Charles Barongo, Box 35, Bukoba</i>																	
WANAKIKUNDI	(Weka X)		(Weka X)		(Waliopo weka X! Wasiokuwepo 0!)												
Majina:	Mme	Mke	Umri:			M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M10	J	
			>20	>21	>31	>41	7/4	14/4	21/4	28/4	4/5	11/5	18/5	25/5	2/6	9/6	
1 <i>Mary Kanamugile</i>		x		x			x	x	x	x	x	x	x	x	x	x	10
2 <i>Charles Barongo</i>	x				x		x	x	x	0	0	0	x	x	x	x	7
3 <i>Peter Banda</i>	x				x		x	0	x	0	x	x	0	0	0	x	6
4 <i>Georg Mutasingwa</i>	x				x		0	x	x	0	0	0	x	x	x	0	5
5 <i>Alice Hassan</i>		x	x				x	x	x	x	x	0	x	x	x	x	9
6 <i>Juliet Kahesi</i>		x		x			x	x	x	x	x	x	x	x	x	x	10
7 <i>John Thomas</i>	x			x			x	x	x	0	x	0	x	x	x	x	8
8 <i>David Warr</i>	x			x			x	x	x	x	0	x	0	0	0	x	7
9 <i>Patrik Nyundo</i>	x					x	0	0	x	x	x	x	x	x	x	x	8
10																	
11																	
12																	
13																	
14																	
15																	
Jumla: <i>9</i>	<i>6</i>	<i>3</i>	<i>1</i>	<i>4</i>	<i>3</i>	<i>1</i>	<i>7</i>	<i>7</i>	<i>9</i>	<i>6</i>	<i>6</i>	<i>6</i>	<i>7</i>	<i>7</i>	<i>7</i>	<i>8</i>	<i>70</i>

Appendix 2: observation scheme.

Below you have an example of an observation scheme used in the HESAWA Study Group Programme.

OBSERVATION SCHEME				
(Mark the seating. Mark men [] and women / / Give men figures and women letters.)				
[3]				
[2]	[4]	[5]		
[1]				
[G]	/E/			
[6]	/B/	/D/		
/A/ /C/				
(Mark each time a participant says something, inclusive reading.)				
GL =	1=	2=	3=	4=
	5=	6=		
	A=	B=	C= 0!	D=
	E=			
(Mark the time in minutes each part of the group meeting takes.)				
INTRODUCTION	=	6	Total	
AUDIO LISTENING	=	20	26	
FIRST READING	=	11	37	
FIRST DISCUSSION	=	16	53	
SECOND READING	=	8	1:	01
SECOND DISCUSSION	=	5	1:	06
THIRD READING	=	7	1:	13
THIRD DISCUSSION	=	20	1:	33
ACTIVITYDISCUSSION	=	14	1:	47
WINDING UP	=	5	1:	52

One could for example make the following comments on the results of the observations on the previous page:

The principles of the suggested seating, i.e. a kind of circle, has been followed.

However, person 3 (man) seems to be a little outside and so is person D (woman). This is also confirmed below in the way they have participated: very little. These two persons should be drawn into the circle a little more. I would also suggest, if possible, that men and women mixed a little more; now we have a womens' section and a men's section. That is not good.

Concerning the participation, i.e. the marks given for how often the participants have contributed, inclusive reading, gives several clear pictures: Man 4 is obviously quite talkative and should be kept more "under control", while men 2 and 3 should be encouraged to participate more. The problem during this group meeting was obviously the woman C, who did - for whatever reason - not say one single word during the whole meeting. That must be avoided by all means! Also women A, B and D contributed very little, and that certainly should be changed! As a whole the women kept much more quiet than the men - not especially astonishing, but definitely a task for the group leader to tackle.

The group leader's total engagement in relation to the total engagement of the participants seems good, i.e. he does not talk too much.

The time it took for the meeting seems also ok, and so does the time needed for the different parts. Maybe one should have a look at the second discussion, why it only took some five minutes.

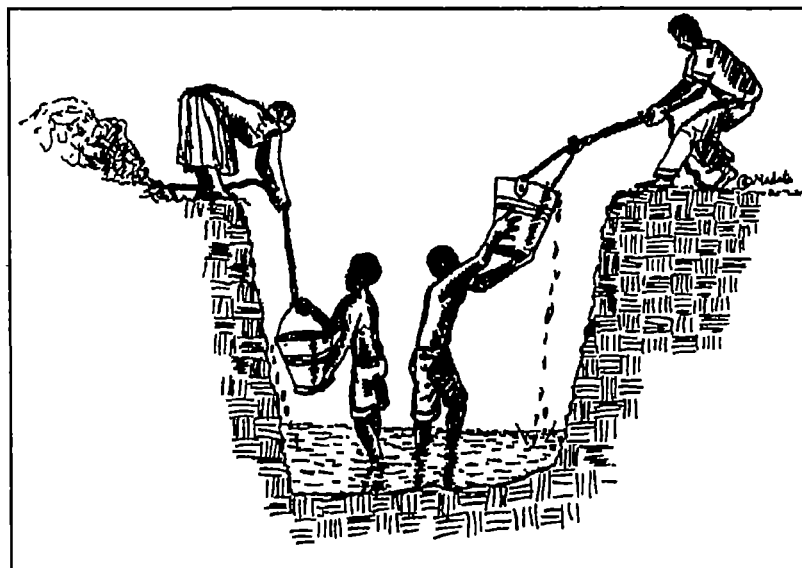
Appendix 3: the rock-well exercise of the HESAWA Study Group Programme in pictures.

(All the below pictures/drawings are illustrations taken from the Study Group Programme 1 materials.)



On the above picture the villagers are discussing which traditional well they are going to improve into a rock-well.

Below: once they have made the decision which one to improve they have to dig out all the water from the well. That is a hard job, and it has to be done quickly.

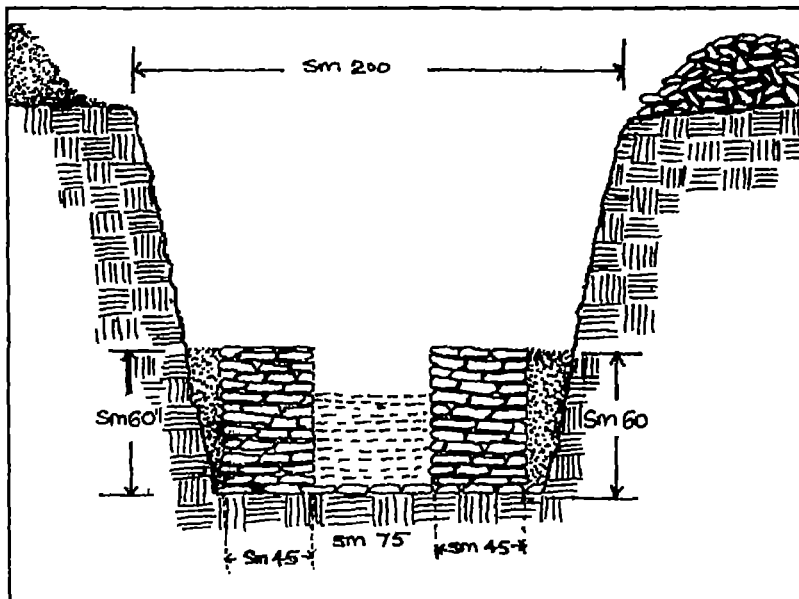


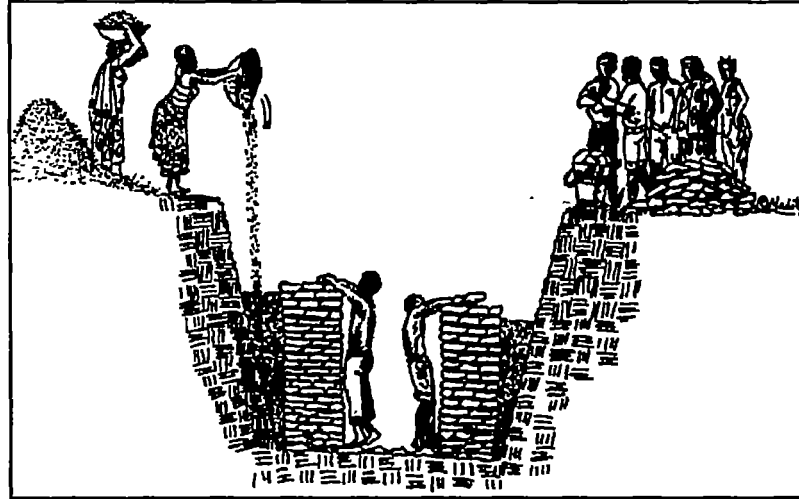


When taking out the water the villagers usually also dug the well a little deeper and gave it the proper shape for rocking.

Stones and aggregates have to be at the site, before all digging starts.

During the first day's work they should at least come to a stage, where the stone wall reaches a level some decimeters above the water level. If the well has plenty of water, they might even have to go on higher than indicated on the picture below.

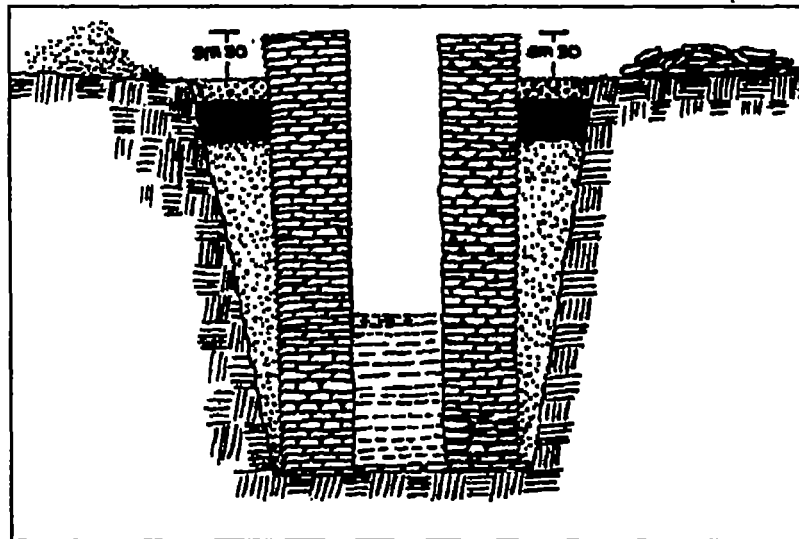


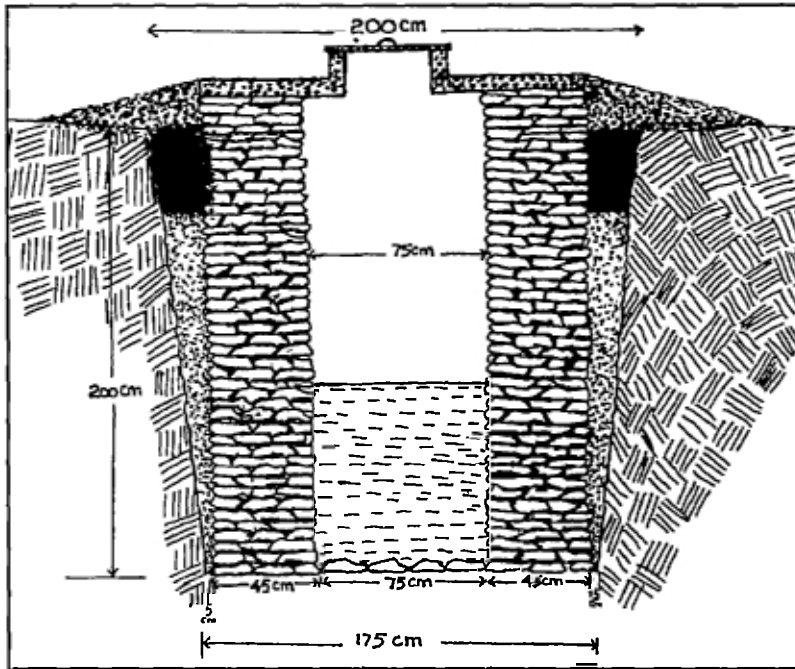


During the next day or days the construction goes on. Plenty of stones and aggregates are needed. This was sometimes underestimated, so they had to break the construction work to get more stones and aggregates. During that stand-still it happened on a few occasions, that the water level rose too high or heavy rain destroyed the upper parts, which were not yet stabilized.

It is important, as shown below, that the stone wall is built some 20 centimeters above the surface, so that proper drainage can be arranged.

In most cases the water level in the traditional wells is quite low. Some even dry out totally during the dry season.





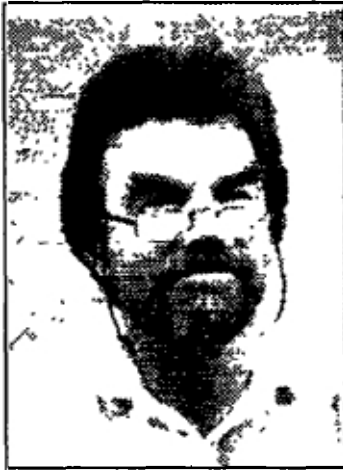
Above you can see the well when it is ready, with a slab and cover.

Below: finalizing the surrounding.





This is the result of the first Study Group Programme in HESAWA; some fifty such improved wells were ready in connection with or shortly after the tenth meeting. One year later there were about 150 such or similar improvements done. This means on average roughly each second group carried out the activities as suggested in the study materials. It also means that each village got on average two such new rock-wells, improved out of existing traditional wells.



Jorgen Baltzer, Swedish, born 1943, fil. kand. (B.A.), which includes *inter alia* Development Science, began as a teacher in the formal sector of education in Sweden, turned over to non-formal adult education in 1971, later tutor and regional principal for an institution for adult education; during that period increasingly engaged in international training activities with many visits to the UN in New York and Washington, to ILO in Geneva, to UNDP-programmes in the Caribbean; since 1981 full-time in development cooperation: first in the Dominican Republic, between 1982 and 1986 as Training Adviser in Zambia (for the Swedish Co-operative Center) in a SIDA-supported programme at the Co-operative College in Lusaka; between 1986 and 1989 as Training Advisor in Tanzania (for Hifab International AB) in the SIDA supported Health-Sanitation-Water programme HESAWA around Lake Victoria; and since 1989 as Training Consultant (for Hifab International AB) attached to the SIDA Development Cooperation Office in Dar es Salaam, Tanzania. Previous publications in the area of development cooperation: "Som jag

såg det" ("The way I saw it") about the cooperation between a Swedish expert and his Zambian counterpart, published by SIDA's Training Center in Uppsala, ISBN 91-586-0071-X.

The "HESAWA Study Group Programme - Libretto" is partly a handbook for those who are going to work with adult education/ mass education in developing countries, and as such a very concrete one, showing step by step how one could organize a programme of this kind (based on how it successfully was done within the HESAWA-programme in Tanzania).

Partly it is, however, also a book about distance teaching for semi-literate people in developing countries, hence of interest for everyone who is dealing with adult education in general and with the non-formal sector, with "popular education", especially.

ISBN 91 586 7120 X