

tion system. All this is for the good. But it would not be possible sometime to organise a joint conference of A.A.E.A. and A.T.E.A. members?

These are a few possible ways in which links could be established. A few, especially those concerned with national organisation and planning, involve major policy decisions, but others could be started, on a small scale, by educators getting together and seeing where they can co-operate. The question of which should come first, attitude change or practical links, is a chicken-or-egg type of argument; they depend on each other.

What must not be forgotten is that the kind of links suggested here are only means to an end, an eventual goal which is the improvement of the quality of life, in all its aspects, of all the people. The parent of an unemployed school-leaver is not interested in formal and non-formal educators shaking hands and passing joint resolutions at a conference. He may be more impressed, however, if he sees these people combining to try to provide his son with useful further training, and himself and his family with opportunities to improve their standard of living. These are the kind of links that will matter most.

It is difficult not to conclude, in agreement with the words by Professor Harbison quoted at the beginning of this article, that the best hope of breaking out of the present crisis in education is through the most effective combination of the skills and resources in both the formal and non-formal aspects of the total educational process.

#### FOOTNOTES

1. F. H. Harbison. *A Human Resource, Approach to the Development of African Nations*. Overseas Liaison Committee of the American Council on Education, 1971, p. 14.
2. J. R. Sheffield and V. P. Diejomaoh. *Non-Formal Education in African Development*. New York: African American Institute, 1972, p. 206.
3. Report of the Third International Conference on Adult Education. Tokyo: Unesco, 1972, p. 59.
4. Report of the Fifth Commonwealth Education Conference. Canberra: Commonwealth Secretariat, 1971, pp. 6-7.
5. R. Clarke. "The Concept of Literacy," in 7th Symposium of the East African Academy Nairobi: East African Academy, 1969.
6. P. S. Tregear. "The Community School" in *Education in Rural Areas*, London: Commonwealth Secretariat, 1970.
7. A. Wandira. University-Leven continuing Education for Manpower Development in Africa. Keynote address to the UN-ECA Seminar. Addis Ababa, September, 1973.
8. An experiment of this kind has been taking place at one of the smaller teacher training colleges in Malawi, supported by the University Centre for Extension Studies.

## TANZANIA MASS EDUCATION CAMPAIGN

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### INTRODUCTION

The rapid development of the rural areas of African nations has been a high priority since independence. Numerous politicians and planners have emphasized the fact that strong agricultural growth is a key to long lasting economic development and that continued stability and participation requires a rapid effort to bring about a better quality of life in the rural areas. Tanzania's development strategies are by now well known. Tanzania has expressed in the *Arusha Declaration, Socialism and Rural Development*, the *Second Five Year Development Plan* and *Education for Self-Reliance* the desire to create a strong economy based on increased agricultural production and priority to the 95% of the population living outside the towns.

Other African nations while perhaps striving for economic development through other than socialist models never-the-less have expressed their concerns with providing the majority population in rural areas with the basic requirements of good health and an increased consciousness of their own power to bring about development. With the challenge of providing stimulating, relevant information for large numbers of people in the rural areas, the Institute of Adult Education began in 1969 to explore various possibilities. Organized radio listening groups were first tried on a small scale by the Institute working on its own in 1969 when a radio series was designed to explain the meaning of the Second Five Year Development Plan, Tanzania's first socialist plan, to about 60 study groups. This first attempt was followed in the next year by a slightly larger experiment concerned with the meaning and importance of the election of 1970. In 1971 the Institute invited the Ministry of National Education and the Co-operative Education Centre to participate and a large scale radio study group campaign was launched which was based on the accomplishments of Ten Years of Independence. In 1971 campaign, called *Wakati wa Furaha* (A Time For Rejoicing) reached about 20,000 people in 1,600 study groups. This campaign was evaluated closely in terms of whether it reached the intended rural audiences, whether or not knowledge was transmitted through the method and what the major problems with the campaign's strategies were. On the basis of this evaluation and the experience in two previous projects the Institute felt prepared to attempt a mass campaign which would have wide impact in the rural areas.

## ELEMENTS OF A RADIO STUDY GROUP CAMPAIGN

A mass campaign requires certain basic elements in order to be able to carry out effective work; these include:

1. A national co-ordinating committee
2. Radio programmes
3. Printed Materials/study guides
4. Trained study group leaders
5. Group leader's Manuals
6. Supervision

The importance of co-operation and co-ordination in a mass campaign cannot be over emphasized. It is necessary to involve the relevant Ministries and organizations from the first steps in the planning process. If mass rural participation is the goal then all of the relevant agencies should be represented as working members of a co-ordinating committee. In the case of Tanzania's health education campaign, the agencies who participated in the co-ordinating committee were: Institute of Adult Education, Ministry of Health and Social Welfare (Health Education Unit), Ministry of National Education (Directorate of Adult Education), TANU (The Political Party), and the Prime Minister's Office (Rural Development Division). The committee began meeting 18 months before the first broadcast went out. Long planning and preparation time is necessary especially when materials have to be in the hands of all members by the time of the first radio broadcast. The committee needs to meet about once a month in the early stages moving to once a week during the heavy production periods before the campaign. While not absolutely essential for the operation of all the study groups in an area, the radio programmes never-the-less provide the backbone or skeleton around which a campaign builds. The reason why radio is so important and so useful in rural education is that it is the most widespread communication device available. There are more people that can be reached through radios than can be reached through primary schools or adult education centres of any other kind. In Tanzania the total radio audience has been estimated at 8 million out of a total population of 13 million. Further through the radio programmes it is possible to make sure that all groups have access to the same quality of information.

It is important that the radio programmes be creatively put together and do not consist merely of lectures or straight talks about what the learners should know. The point of the radio programmes is to provide information in a stimulating and entertaining manner so that the group members sitting in various places throughout the country will have a source of raw material for discussion and debate. It should be kept in mind at all times that the strength of the radio study group campaign from a pedagogical point of view is its ability to stimulate discussion and debate among the participants. The

campaign would remain a failure if the study group members merely sit and absorb the messages even if there were hundreds of thousands participating!

In Tanzania's case, there were 12 half hour radio programmes produced. Each programme was broadcast weekly and repeated twice in order to provide maximum flexibility for study group meeting times. The formation of the programmes provided for music and messages during the first 10 minutes as gathering time. The second 20 minutes was fulfilled with interviews and dramatisations, as much as possible the voices and experience of the people themselves. Professional "talks" were kept to a minimum. Special instruction to groups and discussions of critical problems were given space during the gathering time programmes. Printed materials for each study group member provide greatly increased effectiveness in a mass campaign. The principal differences between organized listening groups and a radio study group campaign is the use of printed texts and study guides for each participant. Radio provides stimulation, but its message disappears into the atmosphere and cannot be repeated time and time again for review and discussion. Printed texts, if done in large enough quantities on inexpensive paper provide cheap permanent reference. The text should not be identical to the radio programmes, but can be illustrated with photographs and line drawings to provide still greater clarity. In Tanzania's case the texts for the health campaign were printed in larger than normal simplified Kiswahili so that they might also serve as reading material for new literates.

A study guide can either be incorporated into the text or can be separate. Its purpose is to provide questions for discussion and understanding and to provide a link between the radio programmes and the texts. Study guides are of assistance especially where most of the people participating are not used to studying texts and radio programmes for purpose of giving as much information as possible. In rural areas large amounts of reading materials are not available. Those people who have attended primary schools for the most part were not encouraged to understand their lessons but merely to memorize them. Under these conditions it is necessary to provide study guides.

A study group leader is not a teacher! This may be the most difficult aspect of the campaign to convey to new participants. The reasons for this are clear. The object of this method is not only to provide more effective learning but to increase each participant's awareness of his own ability to affect changes in his life and the lives of those near him or her. A teacher in most countries especially in rural areas is a person who "knows". The learner or pupil is someone who does not know. It becomes the job of the teacher to provide the vitamins of knowledge to the pupils. Pupils respond to this nutritional approach to education by absorbing as much as they can as fast as they can — the one who absorbs quickest is "rich" with knowledge and owes it to the head of the class.

In order to break away from this kind of education which cripples the minds of children and is equally inappropriate for adults, study group leaders are chosen and trained. The leaders are ordinary group members, the only

requirement should be literacy. Literacy is necessary in order to read the texts and the group leader's manuals— Training emphasizes the fact that the job of the study group leader is to stimulate discussion among the members of the group. Suggestions on how to bring out quiet members or how quiet down dominant ones are provided during a programme that can be covered in two or three days. Mock study groups making use of actual programme materials are integral parts of the training. Group leaders are also given instructions and suggestions as to how to move the group from discussion to action. The group leader's manual provides the leaders with a constant reference. As well as containing information on the running of meetings, a group leader's manual also contains all the details on times of broadcasts, topics to be covered each time, what to do if radio programmes are not available and places to go for assistance with problems or questions. As with the texts, the group leader's manual can be produced cheaply on newsprint.

The provision of adequate supervision is not new to radio study group campaigns. All adult education programmes of course function more smoothly with proper supervision. In the case of a mass campaign however supervision has to be carefully planned from the beginning. One of the most important functions of the agencies with extension officers in the field is the adequate monitoring of progress and problems. Field Officers in agriculture, community development, health or co-operatives can fill this important role. The groups are always encouraged to have someone come around and visit them. Even if no problems are encountered, it provides the supervisor with useful feedback on the actual conditions in the field. In Tanzania a network of adult education officers exist. Adult Education Officers are assigned to each ward, (1,750) division (350) districts, (63) and region (18).

#### THE MTU NI AFYA (Man is Health) CAMPAIGN

After the three smaller radio study group campaigns, it was decided that a campaign should be promulgated which would result in direct action to improve the lives of those living in rural areas. After discussion with various agencies and organizations, it was decided that a large scale preventive health education campaign would be most appropriate. Many of the most common diseases in Tanzania can be prevented environmentally before treatment is necessary. With increasing emphasis on preventive rather than curative medicine, the Health Education Unit of the Ministry of Health selected and prepared written materials for the most common *national health problems*. These problems include: Malaria, Hookworms, Dysentery, Bilharzia, Tuberculosis and Water.

#### AIM OF CAMPAIGN

The campaign had three objectives:

1. To increase participants' awareness and encourage group actions regard-

- ing measures which groups and individuals can take to bring about their *own* better health.
2. To provide information about the symptoms and prevention of specific diseases.
3. To encourage the maintenance of newly acquired reading skills by providing suitable written follow-up materials to those who have participated in the national literacy campaign.

#### TARGET GROUP

It was necessary at an early stage to define the nature and number of group members to be included in the scheme. It was decided that since the dangers of communicable diseases are greater in Ujamaa (Co-operative) villages than in other and more scattered rural communities, the main target would be the approximately 750,000 adults living in Ujamaa villages. To this was added the approximately 250,000 adults living in the six districts who have spear-headed the national literacy campaign. A target of one million participants was anticipated. This figure proved to be conservative by the time the campaign actually began and the mass movement aspects of the campaign began to build.

#### PUBLICITY

In order to achieve a mass campaign literacy every opportunity must be seized for publicity. In this case a series of publicity programmes and short announcements were prepared for the national and commercial radio services. Radio and battery campaigns were approached to assist in publicity and several advertisements appeared in the popular national magazine *Film Tanzania* equivalent to *Spear*. All newspapers were kept abreast of development and a special supplement in the national *Daily News* and the *Kiswahili Daily Uhuru* was prepared. Publicity was sought and given by the co-operative education centre through their weekly radio programmes. Health Education and the Ministry of Agriculture also made announcements on their radio time.

In addition posters were produced and distributed through the more than 2,000 training seminars. Perhaps the strongest boost to the campaign came from the Office of the Prime Minister. The Hon. Rashidi Kawawa, Prime Minister of the United Republic made two national speeches stressing the importance of full participation in the campaign. Last, and certainly the most unique form of publicity came from the textile mills of Dar es Salaam. Friendship Textile Company agreed to make several designs of cloth which emphasized aspects of the Mtu ni Afya campaign; altogether three designs

in several colours were produced for commercial sale. When made into wrappers, shirts or dresses, the cloth provided most attractive advertising space!

### STAGED TRAINING SYSTEMS

More than 70,000 group leaders were trained between December 1972 and April 1973. In order to provide two to three day seminars for each of these study group leaders as a staged training system was devised. In the first stage Regional literacy training teams enlarged to include officers from Health and elsewhere were given an orientation on the study group method and the Mtu ni Afya campaign in seven seminars. These teams in turn went to the districts where about 70 seminars for district training teams were held. The participants at the district level included the district adult education officers, rural development officers, TANU officials, district medical officers, agricultural officers and people from voluntary agencies. These district teams in the third stage held about 2,000 two-day seminars to train the over 70,000 study group leaders.

### RECRUITMENT OF LEADERS

There are four methods for study group leaders to be selected. How any individual group leader was selected depended to a great extent on the area and the methods of the local adult education field staff. The first method perhaps the "idea" method is for the group members themselves to organize long enough before the campaign begins and choose one of their own to attend the training seminar. This method did operate and has obvious advantages, but was not the most prevalent. One of the problems in this method is that the publicity and efforts to organize groups often occur as a result of the local seminars. There may not be time before the seminar for groups to choose someone.

Another method of recruiting leaders is to make use of the 10 house cell leaders. Tanzania, through TANU the political party, has a well organized network of local leaders. Every ten households has its Ten house leader. In areas such as the island of Mafia and the Ujamaa Villages of Dodoma where the political organization is efficient and strong, these Ten house cell leaders have been selected for training in discussion group leadership.

A third method of recruiting leaders comes from the radio and other media publicity campaign. The publicity campaign stressed the point that if an individual felt that he or she could organize a group of 10-15 people, they should contact the district adult education officials for details of training seminars. Some group leaders responded to this challenge. Still another method, perhaps the most common method was to have the grass roots' education organizers select prospective leaders. In Tanzania, the head teacher of each primary school is the local adult education co-ordinator. By selecting

those individuals who have been active in local adult education activities to be trained as group leaders, increased participation locally is stimulated and active leaders often emerge. Flexibility in the recruitment of leaders is necessary if national coverage is to be achieved. Provision must be made for local conditions.

### ACTIVITIES OF THE GROUPS

An important difference between the health education campaign and other campaigns attempted previously is the emphasis on action by the group both individually and communally. Some of the activities which groups perform include: filling in wet areas which provide breeding grounds for mosquitoes constructing latrines, clearing vegetation away from houses and killing the snails which carry bilharzia. In Dar es Salaam, the capital, the city council decided that in keeping with the Mtu ni Afya campaign the streets should be cleared of all "street garages". This of course brought an immediate howl from the many mechanics who make a living as street mechanics because they have no garages to work in. Negotiation brought a compromise and a vast clean-up campaign has been launched, with the garages promising a radical improvement in their hygiene and tidiness. In Bukoba, near Lake Victoria, the city officials have agreed to close the markets each week during the Mtu ni Afya broadcast time in order to clean the place. The point is that once the campaign reached a certain critical mass, the responses became more and more wide reaching and spontaneous. The message stressed during training was that each group should leave one monument, one permanent change in their area as a result of the campaign.

### EVALUATION

The continued success of this type of learning depends on thorough evaluation of each campaign. In this campaign the research and planning department of the Institute in co-operation with the Ministry of National Education and National Service has conducted a study of the entire campaign. The evaluation briefly will try and assess the following:

1. Organizational efficiency
  - (a) demographic data of group members
  - (b) rates of attendance
  - (c) numbers and locations of groups
  - (d) problems of distribution, reception, etc.
2. Amount of knowledge learned—This being done with Pre and Post Knowledge gain tests to a sample of groups.
3. Changes in health behaviour—A field survey of eight villages is being done before and after the campaign in order to measure changes in certain observable health practices.

## FINANCE

While a breakdown of expenses is not possible at this time, an estimate of costs can be made. The entire campaign was run with an additional capital input of 1.48 million shillings (roughly U.S.\$ 210,000). A grant for this amount was provided by the Swedish International Development Authority (SIDA) and represents slightly more than 1 shilling (20 U.S.\$, per participant. The largest expense is the provision of printed materials. The campaign produced one million copies of two 48 page illustrated books at a cost of just over U.S. 10 cents per set of two books (.75 TZ). The total printing bill including posters and group leaders manuals was over 800,000 Shillings (approximately 140,000.00 U.S.). It might be added that up until this paper was written no requests had been made by groups for payment of batteries used in the campaign!

## CONCLUSION

The radio study group campaign as developed for adults in Tanzania has proved its worth for several compelling reasons. In the first place, the method has proved its effectiveness in reaching large numbers of people in rural areas who have previously not been reached by either formal education or traditional adult education approaches. The radio is nearly always a first investment in areas once cash surplus begins to appear in the economy. As an educational approach it offers a realistic alternative to traditional teacher student relationships which have been discussed by numerous educators including Paulo Freire, Mw. Julius Nyerere and Ivan Illich. The emphasis in this method is on complete and equal participation of all group members in exploring the relevance and importance of the information distributed by air and print to the reality of each groups existence. This joint exploration results in creation of knowledge which has existential meaning for each and every one of the people involved. Additionally the method has particular relevance for Tanzania in that Tanzania's development strategy places priority on the people's involvement in the discussion of the development plans which will consequently affect their lives. The TANU Party Guidelines of 1971 states that if development is to benefit the people, the people must participate in the planning of their own development. After years of colonial education patterns which have emphasized the position of the teacher as the possessor of knowledge and the students as receivers of knowledge, the traditional African concepts of discussion until agreement is reached have been weakened. The radio study group method is a workable alternative. Still another result of the experience to date in Tanzania is the fact that the method is extremely flexible as far as what can be taught and under what conditions the groups can operate. Two of the Tanzania campaigns have covered political education subjects while the last one has been on health. Plans are being made for future campaigns on subjects such as agricultural methods and nutrition. On a

more specialized basis the methods are being used for book-keeping, the operation of primary co-operative societies and principles of *Ujamaa* elsewhere in Tanzania. It has further been demonstrated that effective groups can function even though only one of the members of the group can read and write. In fact the method has ironically operated in some areas of Tanzania where the radio programmes have not been possible to hear.

Finally, from a financial point of view, the method offers a further advantage. The 1971 campaign which was limited to 20,000 participants cost about 4 Shillings (.56 U.S. \$) per participant. *The Mtu ni Afya* campaign which reached about one million people cost 1.4 Shillings (.20 U.S. \$) per participant. This in fact is an example of the radical savings which can be obtained through the sensitive selection of alternative learning strategies through the mass media. The radio study group campaign is not a panacea by any means. It cannot solve all the adult education problems in Tanzania or elsewhere. It is however a tool of exceptional potential which deserves very close study by all of those in the field of adult education.