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PROBLEMS OF THE EFFECTIVE USE OF
RADIO FORUMS/CLUBS IN RURAL AFRICA

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PROGRAMMES FOR RADIO-FORUMS/CLUBS
(TARGET GROUPS: CHILDREN, WOMEN, ETC.)

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INTRODUCTION

Nearly two decades have elapsed since the mass media received the recognition of having a high potential in helping speed up the process of development in the Third World. Within this same period, man has successfully landed on the moon and transmitted back to earth information about its surface. But despite these accomplishments, we have not been able to use radio effectively enough in the battle against disease, ignorance and poverty. What this signifies as we approach the close of the twentieth century is that mankind is failing in applying available technology in the search for solutions to urgent human problems. Furthermore, this suggests that mankind is more occupied with other matters than the development and deployment of satisfactory communication war-heads in the battle against the destitution in which over half of mankind exists today.

The communication process is perhaps the essence of humanity: its thought, its development and the one single characteristic which establishes its superiority over the rest of nature. Recent and contemporary history, however seem to suggest that the effort of man to uplift the status of man is not really being accorded the high priority which it deserves. One would hope, therefore, that in a seminar of this nature an opportunity would be offered to think things over not narrowly within the given subject but within the interrelatedness of things and the critical human issues with which we are faced today.

Most of the participants in this seminar know the value of radio from formal education, from personal experiences and from the experiences of others in other parts of the world. But, as in many other things, African countries in the main part as far as radio is concerned, have put the cart before the horse. Although it is true that a remarkable effort has been and continues to be made in making radio sets available to African populations, only minimum attention is paid to the quantity and quality of information relevant to the development process. Thus, in making radio play a more useful and essential role, much remains to be accomplished. Indeed, the expressed purpose and content of this very workshop suggest this crisis.

Although the assigned topic of this paper is "Programmes for Radio-Forums/Clubs (target groups: children, women, etc.)", the view is held that a clear description of the context in which such programmes make any sense should be made. The first section of this paper will therefore present a viewpoint on social transformation or development. The second section is an attempt to put radio in perspective vis-à-vis this view. Section three is a skeletal presentation of the areas in which subject content can be developed for radio forums/clubs. The fourth and final section presents more a review rather than new suggestions for a strategy to ensure the effectiveness of radio-forums/clubs in the development process.

SECTION ONE

SOCIAL TRANSFORMATION: EDUCATION FOR DEVELOPMENT

The process of development remains basically educational. In our context this means the arming of men, women and children with ideas and skills which will facilitate their full and enlightened participation in decision-making, planning execution and evaluation of projects and programmes designed to improve the quality of life. This essentially means that men, women and children, as the

collectivity of persons constituting a nation must have equal access to resources and together contribute consciously to the process of development. The emphasis is laid on the quality of participation and contribution which should be an end product of the educational process.

We hasten to clarify what our notion of the educational process is lest we are accused of believing that education is a panacea to the problems of African countries. The concept of development or social transformation arises from a situation which we simply analyse as a dissatisfaction with the performance of populations in their effort to solve the problems of the societies in which they live. The educational process therefore starts from the creation of awareness of the problems related to nation building, to the acquisition of skills by populations - skills which must constantly be refined for the solution of existing and other ensuing problems. The major preoccupation of education in this sense is therefore an undisguised attack on traditional behaviour patterns. A modification, alteration or substitution of these must occur as educational outcomes.

This posture lends one outstanding thought which has been and is still missing in many plans, namely, that the focus of development should be people. The absence of this focus is no doubt responsible for the failure of or non-realization of goals well laid-out in many a plan and project. If we accept that people matter most, we are then forced in our educational programmes, especially those intended for rural populations, to assist people change those patterns of behaviour which continue to subjugate them in the bondage of disease, ignorance and poverty.

Behaviour (B) we simply define as the action of a person that can be perceived by others. It has three major components viz. means (M) attitude (A) and knowledge (K). Thus,

$$\begin{array}{lcl} B & = & M + A + K \\ \text{Behaviour} & = & \text{Means} + \text{Attitudes} + \text{Knowledge} \end{array}$$

Where :

B = an action by an individual which can be perceived by others and is therefore assessable, quantifiable

M = the aggregate of physical and tangible things (resources) required to perform the specific action.

A = the requisite feelings, sentiments, disposition necessary in the individual towards a thing, an idea or person in order to accept or reject it on the basis of its known value at a point in time.

K = two types

1. Theoretical knowledge or information which broadens the individual's intellectual horizon by

(a) creating an awareness of alternatives existing within or outside of one's immediate environment.

(b) technical information about these alternatives.

2. Practical knowledge or skills related to these alternatives which the individual must acquire in order to perform differently. This represents the performance or action area, which is a precipitate of attitudes possible only if the means are available to the individual.

Let us for a brief moment, take a look at this concept and its implications in practical application. A government recognizes that there is a high rate of non-school going children and the need exists for the construction of village schools through self-help. A policy statement is made and radio is immediately employed (based in the city), to disseminate the theory that communities can help themselves by constructing their own school buildings. The advantages of formal education are quickly enumerated in a bid to reverse the traditional attitudes of parents towards the value and role of children in society.

Meanwhile, a committee is set up in the capital to propagate the advantages of self-help and to coordinate activities with minimum consideration for the value of dialogue right from the beginning with those who own the problem and whose involvement and action can bring about the envisaged and desired outcome. Communities respond positively to the call, perhaps a few to start with, demanding to know more about the scheme.

At this point it is realised that the concept, however honourable, demands much more than the plans and formulations of the policy-makers. In responding to the call, the communities demonstrate a willingness to abandon at least some traditional attitudes towards children and accept formal education as a necessity for their children. They are ready to give up land, time and energy to construction work. They even volunteer to provide food daily for all workers through independent taxation in cash or kind - a partial provision of resources (means), human, financial and physical available at the local level.

As work progresses, it is discovered or belatedly realised that the construction of a school building has considerations which demand special types of materials and skills not available at the local level; such means and skills prove to be expensive when introduced extraneously. Government has made no provision for this. Things come to a stop. The community inflicts additional demands on itself, a situation which it cannot long endure. Frustration, indifference, recalcitrance and sometimes sporadic quarrels and violence break out. A temporary solution is sought, such as building a roof with local materials on walls which are wide and, rectangular, uncharacteristic in the area and for which no local skills and experience exist. The result is a one-year school building whose roof sags in and in which no parents are willing to take the risk of having their children sit under.

What started off as an excellent concept ends up as a failure and a burden to the community. The ripples of repercussions infiltrate other communities and

persist through decades. Radio did its job and the members of the community still listen to what their national station says. But with what credibility? In a country in West Africa, one can see walls of unfinished hospitals, dilapidated community buildings and school children sitting in tree shades near contorted buildings attesting fully to the fact that adequate means (resources) had been in a short supply during construction. This may not be true in some countries, but as an example it serves our purpose to demonstrate that messages through radio can and should be linked to action and that without requisite means to rural populations, the results of such actions could at best be ephemeral. Development, however, calls for sustained progress.

This points to a responsibility which mass media establishments should assume with no reservation. They should consider themselves as an important element of service to the impoverished clientele groups whose consumption of messages is best manifested in well planned action. They should, therefore always scrutinize messages and ask the question, "what is this supposed to achieve, how, when, where and by whom?" Their responsibility should not be limited to the mere transmission of messages when related to forums and clubs. Additionally and importantly they should exercise a deep concern for the relevance of such messages and more so to discern the validity of content at any point in time in relation to action programmes. In short, content for radio forums/clubs which is intended to stimulate action to improve the quality of life must be thoroughly differentiated in time and space from the political propaganda which is so prevalent in African radio broadcasting.

The concept of education for development presented here is not new but needs greater and carefully planned application in development efforts. It is particularly relevant in development programme and projects for rural areas where the bulk of the suffering millions reside. Its most distinctive feature is its orientation to people with whom problems are associated and in whose realm of activity alone can adequate solution to these problems be applied. Of special importance is the emphasis on skill-acquisition, to enable people act according to desirable ways related to innovations. It is only at this action stage that complete and objective evaluation can be made of any and all types of projects and programmes and reliable feedback obtained for further meaningful planning. Education for development should therefore be compulsorily linked to realistic action programmes.

The interdisciplinary Integrated Approach is one of the current strategies applied in development efforts. Its recommendation of a wholistic view on problems is realistic and commendable but it needs a greater emphasis on behavioral outcomes than it currently advocates. Since it finds greater application in rural development projects, its main objective remains the speedy bridging of the gap between the urban dwellers who are increasingly becoming affluent and the rural people who are caught up in the vicious cycle of destitution, attributable to internal factors as well as external ones well beyond their understanding and control. A closer inspection of this situation and an ample examination of trends do suggest that the most acute bottleneck in development is the scarcity of means to rural people rather than the conservatism and traditionalism they are occasionally accused of. This statement should not be misconstrued or considered as conflicting with our earlier indication that traditional behaviour should be the major focal point of attack in development programmes and projects.

It is one thing to consider traditionalism as the crucible which enshrines those elements which need alteration or modification to usher development and quite another to consider it as a bottleneck to development. The latter view usually leads policy-makers and planners to make little or no provision for rural transformation while the former view leads to an appreciable estimation of the problem and caters for solutions.

One therefore finds enough validity in the search for a New International Economic Order which, if achieved, will usher the transfer of financial resources to third world countries. Hopefully, if and when this is realized, efforts would be redoubled by African countries to build up the institutions and infrastructure necessary, including mass media, to speed up development.

In summarizing this section we note that:

1. Social transformation, (development) or parts of it are possible if men, women and children together participate fully and equally in an enlightened manner in all aspects of development.
2. The process by which this is facilitated is through an impartial mobilization of the total human resource which must be subjected to an educational process that stretches from a creation of an awareness of the challenges in contemporary nation building to the acquisition of skills by the mobilized leading to the adoption of new behaviour patterns throughout the gamut of their realm of activity.
3. This new and qualitative participation by men, women and children is possible when the requisite attitudes and knowledge are acquired and even after their acquisition, the availability of means to translate them into action remains crucial.
4. The mobilization of the human resource is dependent upon the integrated efforts of all governmental and other institutions and agencies at the local, national as well as international level.
5. To the poor masses development could simply mean, our continued access to resources which will facilitate our continued translation of newly acquired attitudes and knowledge into action in order to improve the quality of life of our families, our communities and our nations.

SECTION TWO

RADIO IN EDUCATION FOR DEVELOPMENT

Radio, as has already been endorsed can play a more important role in social transformation. Its advantages and disadvantages are well documented. What it can do within the limits of its technological shortcomings is completely left to the discretion of mass media establishments, planners and policy-makers. As a communication medium however, it can be a destructive element of rumour mongering whose effect can be devastating in traditional societies if what it preaches is not related or converted to visible, meaningful action by and with people. Conversely, it can be a reliable partner, a source of knowledge and valuable information to a family or community struggling for self improvement and survival.

Radio's weakness lies in the fact that while it can provide information leading to the development of appropriate, desirable attitudes and/or the acquisition of theoretical knowledge relevant to innovations, it cannot however, provide the means necessary to adopt such innovations. It does not solve problems, as this lies completely within the realm of human activity. Radio is words without deeds. Anything educational heard over the radio that is not related to on-going action programmes or cannot be interpreted into meaningful action by rural populations may produce one or more of the following effects:

1. a heightening of aspirations which, if unfulfilled causes frustration.
2. a loss of confidence in the source of the message leading to a partial or complete rejection of that source.
3. a possible reinforcement of the traditional attitude and/or action which the message originally intended to modify, alter or eliminate.
4. the creation of a fairy-tale world in which the recipients continually live in wishful thinking.
5. the use of the medium for a more immediate and satisfying purpose even if temporary.

How then can radio be used to produce desired development effects? Radio is a one-way communication system. It is well-known that effective communication involves an interaction between two or more parties, a process in which evaluation and feedback occur concurrently. This characteristic is also inherent in the teaching-learning process. The extent to which the adaptation of radio can achieve success in this respect is greatly dependent upon the institutionalization of its functions through national policy and commitment. This calls for the integrated efforts of all governmental functionaries as well as the inclusion of mass media (radio) components in projects and plans because the existence of radio-forums/clubs cannot be left as an option to the individuals who constitute the major target systems of development designs and programmes.

RADIO-FORUMS/CLUBS : CLIENTELE PUBLICS

Mass communication has the distinctive characteristic of addressing its messages to an undifferentiated, heterogeneous mass man. But when radio assumes the function of teacher, certain characteristics change. One of these changes is the assumption of a mission directed to specific groups with specific objectives and purpose. It is therefore essential that a clear distinction is made regarding the specific sub-groups of the mass to whom special content is directed in forums and clubs. These subgroups are what we refer to here as clientele publics. These are clearly defined groups of men, women, children or a mixture of all.

Various criteria can be used to define clientele publics for radio-forums/clubs. A few are suggested and summarized below.

1. Sex: male or female.
2. Age groups : Kindergartens, children, adolescents, young adults, adults, the aged, etc.

3. Marital status: Married, single, divorced, unmarried mothers, widowed, etc.
4. Educational status: Literates, illiterates, elementary or primary school dropouts, secondary or high school dropouts, students, elementary and secondary school leavers, diplomates, graduates, postgraduates, trade apprentices, etc.
5. Economic status: The poor, the rich, the employed, the unemployed, the high-class, the middle-class, the low-class, etc.
6. Ethnicity: Tribes and tribal groupings.
7. Religion: Moslems (Orthodox, Ahmadiyya), Christians (Protestants, Catholics), non-believers, etc.
8. Occupation: Teachers, labourers, bankers, farmers, drivers, doctors, etc.
9. Social Affiliation: Trade Unions, Co-operative Unions, commissions, bureaux, brigades, etc.
10. Geographical location: Ethnic boundaries, political/administrative demarcations, etc.

This is not an exhaustive list of criteria for the definition of clientele publics. This exercise is however necessary in the production of programmes because it will facilitate a concentration on the unique problems and needs of these sub-groupings and direct attention not only to the type of content relevant to them but also the mode, the level, language and other attributes of presentation and rendition. Taking cognizance of these facts further leads to those characteristics of mass communication which radio loses in the case of forums and clubs. The message remains rapid but only partially transient. The message remains open to reception by the mass but the intended audience, though it may still be largely anonymous to the source, is nevertheless specific in nature to the source. The message is no longer intended for immediate consumption and even if it is, remains a matter for necessary evaluation to assess its effect on the intended recipients. The individual(s) broadcasting the message may largely remain anonymous to the intended audience but serious thought has to be given to his/her (their) authority, status and credibility. At the specific and prescribed moment of presentation the intended audience is no longer free to make a choice of possible channels on a radio set but to tune-in to the channel from which the broadcast is especially made for him/her (them).

It becomes obvious at this point that the development of programmes for men, women and children requires qualitative micro-planning. The plethora of groups to be served, the analysis of their problems and needs, the identification of the linkages and overlap of interests of the various groups and the co-ordination of content to ensure integration and complementarity all point to a task which demands ingenuity, commitment and national sacrifice.

In summarizing this section we note that:

1. Radio can indeed play an important role in improving the quality of life in African countries. However, it does not have the capacity to solve problems. Problem-solving lies squarely in the realm of human actions.

2. Both as a communication system and a teacher, radio has serious shortcomings because it is a one-way communication system. By itself, it is inadequate as a replacement of the teacher in the teaching-learning process which is so vital in the current efforts to improve the quality of life.
3. Radio forums and listener clubs are a device to ameliorate the weaknesses of radio as a teacher. They provide the latitude for guided discussion and exchange of ideas among people who share common problems and seek to mobilize them in applying alternatives in the solution of these problems.
4. The effectiveness of radio forums/clubs is dependent upon the clear differentiation of clientele publics who need relevant information related to action-programmes designed to improve the quality of life. However proper co-ordination is needed to assure complementarity since men, women and children do not operate in isolation.
5. Radio forums/clubs are a matter for national commitment.

SECTION THREE

PROGRAMMES FOR WOMEN, CHILDREN AND MEN

The thoughts expressed above should make two things obvious at this point.

1. That radio-forums/clubs are a complicated matter which requires a national perspective within which they find their relevance.
2. That the development of programmes and content presents a challenge which can best be met within the national context. This is itself dependent upon a thorough knowledge of local conditions and complexities that exist therein.

Guided by these two considerations, and in consonance with the principles already expatiated, one may at best suggest areas in which programmes and content can be developed for the various clientele groups without sounding pretensions that these are adequate for all situations.

Even before attempting to do this, the opportunity is taken here to re-emphasize that the differentiation of clientele publics does not suggest separate development of these sub-groups and therefore the necessity for co-ordination and complementarity of content. This pre-occupation is demonstrated here by a consideration of radio-forums/clubs and the family which is perhaps the paramount basic institution where meaning and consumption of content find expression.

THE FAMILY

The family remains in principle the basic unit to which development efforts are directed expressly or remotely. The sociological factors and implications of this phenomenon lie beyond the terms of this paper. In rural areas, communities may consist of a single family (African sense) or a few families whose members are inter-dependent and whose interaction accounts for the prevailing life conditions in such

communities. In such a situation it is easy to envisage the effect of infiltrating innovations and the repercussions these may have in changing relationships. Programmes for the total group or any sub-group therefore have effects on family-living. A primary consideration in the development of programmes and content is appropriateness in enhancing the quality of the family functions even while expanding its scope under changing circumstances.

Radio-forums/clubs are designed to usher change under the motto "Listen, Discuss, Decide, Act." The inadequate monitoring of change could however produce consequences whose effects are far-reaching and may not be predictable with any degree of exactitude while the zeal exists to achieve such changes.

Human relationships are altered; structural aberrations and socially undesirable attributes may all result as change occurs within a society. In the family, which we may regard as a microcosm of the larger society, new opportunities for women, more children going to school, the adoption of new forms of technology, migration of children to urban centres and the general awakening to new possibilities for family members may all trigger imbalances in the family system in rural as well as urban areas. The quest for adjustment to new situations, the assignment of new functions to the family and the development of its potential and possibilities should be a matter for continuous consideration.

Can the mass media establishments in Africa cope with the problem of supporting meaningful programmes for change and still influence the retention of desirable functions of the family? This challenge comes in an era when the acceleration of the integration of women in the development process is receiving global attention and advocacy. This would mean to radio that programmes for men, women and children must take into consideration the total adjustment of the family to new situations.

An attempt will now be made to classify the types of information which we expect radio to give for radio-forums/clubs. The equation discussed earlier would form a basis for such classification. If $B = M + A + K$, then the information required by our clientele publics is as follows:

1. Information which leads men, women and children to realize the resources available to them in their immediate environment and outside it. Related to this is, the "How" and "Where", important aspects among others.
2. Information which creates an awareness of ideas, things, people, and procedures pertaining to alternative courses of action in the solution of day to day problems that afflict family and community life.
3. Information which seeks partial or total rejection of some attitudes towards local artifacts, ideas and procedures the sum total of which encumbers progress and the cultivation of requisite attitudes towards innovations.
4. Information which leads to the acquisition of theoretical knowledge by clientele publics about innovations.
5. Information which pertains to the development of skills relevant to action based on acquired theoretical knowledge about innovations.

This classification presupposes that entertainment and leisure could be combined in the teaching-learning process. The mode of presentation becomes a determinant factor. A skit, a song, a play, a story a panel discussion or other folk media are different forms in which learning and leisure may find a happy marriage. With rural populations in particular an effort should be made to achieve this effect since they do not have enough time at their disposal for relaxation and leisure.

GENERAL SUBJECT AREAS

The identification of subject areas is rendered difficult by the plethora of problems and needs typical of various clientele groups. One can, however, easily summarize by saying that every aspect of life is an appropriate area for radio-forums/clubs content. The necessity arises, therefore, for a selection of specific priority areas for any group whose contributions to the national effort at a point in time are deemed essential and crucial. It should be borne in mind that what is good for example, for rural women may also be good for men because in everyday life we cannot separate these. The universal validity of such content is also enhanced by the fact that clientele publics are not distinct entities as such. Members belong to several groups, cut across lines and overlap each other. The distinction of subject matter areas for specific groups is an exercise intended not so much to set up stereotypes as to be a call to planners and policy makers to study the problems related to these areas and the groups.

WOMEN

Women constitute a large percentage of the under-privileged population of African countries even though they carry a heavy burden and have key responsibilities in the bringing-up of children and in the production, processing, marketing and storage of food, feed and fiber. Before International Women's Year (IWY) there was a drive to improve the situation of this group. This drive has gathered global momentum and its essence is particularly relevant to African countries whose economies are mostly agriculture reliant and in which most women make a substantial contribution. Institutions and agencies are being set up both at the national and international arenas to cater for the full integration of women in the main stream of development, side by side with men.

Radio-forums/clubs for women should therefore be considered by planners from two main points of view viz. (a) that women are an equally potential human resource as men and can execute duties equally efficiently; (b) that because of tradition and built-in institutional biases, women have not had an equal opportunity to achieve as men. It is imperative that in planning for this group foresight is applied so that their evolutionary roles can be catered for. By the same token, the areas in which programmes are designed for them must extend beyond the contemporary functions assigned to them.

UNICEF listed the following as areas in which women and girls can participate in development (adapted). Some of these areas are income-generating as well as meeting the demands of the home for certain goods and services which women can provide.

FOODS

Nutritin education

Agriculture for nutrition and income

Fish and fishing

Gardening

Herbs

Pigs, hogs

Poultry

Rabbits

Beekeeping

Cooking for health and income

Food preparation and sanitary storage

Sun-drying

Salting

Smoking/drying

Bottling - beverages

Storage: grains, pulses, nuts, etc.

Spice preparation

Sanitary home storage

Handicrafts related to foods

Pottery and basketry

CLOTHING

Sewing and knitting

Laundry

Handicrafts: fabrics

Spinning

Weaving

Dyeing, batiking, tie-dyeing, screen printing/stamping

Leather working

Silkworm raising

MARKETING

LITERACY/NUMERACY

FAMILY HEALTH

Child and family care

Safe water supply

Sanitation and Environmental Hygiene

First aid stations (village pharmacy)

HOME MAINTENANCE

Home construction (carpentry - masonry)

Handicrafts related to the home

Wood and coconut carving and bamboo work

Rug making

BUDGETING

LABOR-SAVING DEVICES AND ACTIVITIES

DECORATION/ARTS

Beauty care

Jewelry making and ornamentation

Painting

Flowers

Song, dance, drama

DAY CARE

CIVIC EDUCATION

POPULATION/FAMILY LIFE EDUCATION

CAREERS FOR WOMEN/TRADES AND ALL OTHER PROFESSIONS

COOPERATIVES AND COOPERATIVE EDUCATION

WOMEN'S GROUPS : ORGANIZATION, ETC.

WOMEN AROUND THE WORLD

Two PLANS OF ACTION in current use should offer appropriate guidelines to policy makers, planners as well as mass media personnel. The magnitude of the challenge to integrate women fully in development and the areas in which radio can find enough subject matter for women are well documented (copies provided).

The African Training and Research Centre for Women is a regional programme within the ECA whose major responsibility is to assist member States of ECA and to cooperate and collaborate with others in the effort to integrate African women in the development process. Currently, its major activities are centred around the following:

1. Development of national machineries
2. Training and Research
3. Development of a Task Force
4. Population/Family Life Education
5. Village Technology
6. Day Care
7. Agriculture
8. Internships and Fellowships
9. Communication and Publications.

The Centre thus holds the potential of being one with which mass media establishments can cooperate in structuring programmes for women in the region.

As African women assume more responsibilities in the future, greater efforts would be required to assure a balance of their activities with responsibilities in the home. An increase in their opportunities and responsibilities will definitely interfere with their normal domestic duties. Their lives become more complicated as they seek to satisfy their obligations both at work and in the home. To do justice to these responsibilities they must be offered new possibilities.

In this respect, women have a great responsibility towards women. The biases toward and humiliation of women are not a monopoly of men. A strong sector of elite women exists in many countries who show no concern for less fortunate women particularly those in rural areas. A reversal of the attitudes of these women is essential. Sensitizing such groups should be a priority in radio forums/clubs for women.

CHILDREN

'It is a mistake to believe that the child does not need for its development any models and objects of identification, any guidance and direction. The relationship of the mother to her baby does not represent the primal trauma of dependence for the child, as is occasionally stated, but the best basis for its physical and mental development, this also still being so in puberty and adolescence. From the point of view of child psychotherapy these "authorities" represent necessary constants which protect the child from a mental maldevelopment. Amongst the experiences of a child are not merely self-determination and success but also obligation and adjustment'.

Prof. Dr. GERHARDT NISSEN

'What it needs rather is approval and partnership in its wishes and aims, as well as in its strengths and weaknesses, even when it becomes inconvenient to the parents and does not correspond to their ideal. Fantasy, humour, the urge for movement, curiosity, musical talents and the love of adventure, which will reveal to it its future life and which are more important for the family life, but also for every other community than professional proficiency, must all be able to find their expression within the family. If today a high percentage of school children show serious behavioural disorder, this is a frightening alarm signal that the conditions at home do not satisfy the child'.

Dr. ELISABETH FLITNER

The above two quotes serve several purposes for us. Firstly, they reinforce our earlier expressed sentiments about the family. Secondly they demonstrate the type of concern which societies must have over the bringing-up of children. Thirdly they demarcate for us, even if skeletally, those things which a growing-up child needs and should be known by adults. It is obvious that a programme for children, whether it is for formal education, for day care centres, through radio or other channels should reinforce and complement the efforts of parents in the socialization of the child.

Children, however, are a mixed lot who can be differentiated into many more sub-groups such as: kindergartners, school going and non-school going, the handicapped, etc. Developing programmes for African "Children" is further complicated by the fact that an accepted age of childhood in other parts of the world may find African children performing full-scale adult functions at that age, well before marriage. A second look however shows that this may prove to be an ideal situation because programmes for adults will be equally beneficial to the child and more so at that early stage of development.

In every case however, children should be looked upon as:

- (a) human beings in the process of constantly finding themselves;
- (b) social beings who are constantly searching for realization of existence as family and community members;
- (c) as individuals with rights;
- (d) as the bastion of tomorrow's public opinion.

Radio-forums/clubs for children should therefore endeavour to provide for children content which meets their requirement for growing up as well-balanced citizens. Such programmes should dovetail with those traditional aspects of child-raising which society cordially approves of. Much of this exists in African culture and need not be sacrificed. There is, for instance, enough fantasy in African culture that will allow a departure from the Santa-Clause-rolling-on-ice type. This is not a suggestion for an all-out rejection of alien-based content, but it should be regarded as a charity-begins-at-home concept for it is closer to the reality which most African children experience during childhood and through the rest of their lives.

The degree to which radio-forums/clubs for children succeed is dependent upon the extent to which:

- (a) they consider the problems of growing-up and the needs of children at different stages of development;
- (b) content supplements and complements the efforts of parents in child-rearing and in improving qualitatively child-parent, child-community relationships;
- (c) programmes for play, creativity, talent development, formal education, music, art, home and community life take into consideration the eventual possibilities of the child to adjust to reality in its environment;
- (d) parents and responsible citizens are involved in making decisions about such programmes.

It is indeed valuable to add that programmes for children, while borrowing from others around the world, should however be deep-rooted in African culture.

The Centre thus holds the potential of being one with which mass media establishments can cooperate in structuring programmes for women in the region.

As African women assume more responsibilities in the future, greater efforts would be required to assure a balance of their activities with responsibilities in the home. An increase in their opportunities and responsibilities will definitely interfere with their normal domestic duties. Their lives become more complicated as they seek to satisfy their obligations both at work and in the home. To do justice to these responsibilities they must be offered new possibilities.

In this respect, women have a great responsibility towards women. The biases toward and humiliation of women are not a monopoly of men. A strong sector of elite women exists in many countries who show no concern for less fortunate women particularly those in rural areas. A reversal of the attitudes of these women is essential. Sensitizing such groups should be a priority in radio forums/clubs for women.

CHILDREN

'It is a mistake to believe that the child does not need for its development any models and objects of identification, any guidance and direction. The relationship of the mother to her baby does not represent the primal trauma of dependence for the child, as is occasionally stated, but the best basis for its physical and mental development, this also still being so in puberty and adolescence. From the point of view of child psychotherapy these "authorities" represent necessary constants which protect the child from a mental maldevelopment. Amongst the experiences of a child are not merely self-determination and success but also obligation and adjustment'.

Prof. Dr. GERHARDT NISSEN

'What it needs rather is approval and partnership in its wishes and aims, as well as in its strengths and weaknesses, even when it becomes inconvenient to the parents and does not correspond to their ideal. Fantasy, humour, the urge for movement, curiosity, musical talents and the love of adventure, which will reveal to it its future life and which are more important for the family life, but also for every other community than professional proficiency, must all be able to find their expression within the family. If today a high percentage of school children show serious behavioural disorder, this is a frightening alarm signal that the conditions at home do not satisfy the child'.

Dr. ELISABETH FLITNER

The above two quotes serve several purposes for us. Firstly, they reinforce our earlier expressed sentiments about the family. Secondly they demonstrate the type of concern which societies must have over the bringing-up of children. Thirdly they demarcate for us, even if sketched, those things which a growing-up child needs and should be known by adults. It is obvious that a programme for children, whether it is for formal education, for day care centres, through radio or other channels should reinforce and complement the efforts of parents in the socialization of the child.

Children, however, are a mixed lot who can be differentiated into many more sub-groups such as: kindergartners, school going and non-school going, the handicapped, etc. Developing programmes for African "Children" is further complicated by the fact that an accepted age of childhood in other parts of the world may find African children performing full-scale adult functions at that age, well before marriage. A second look however shows that this may prove to be an ideal situation because programmes for adults will be equally beneficial to the child and more so at that early stage of development.

In every case however, children should be looked upon as:

- (a) human beings in the process of constantly finding themselves;
- (b) social beings who are constantly searching for realization of existence as family and community members;
- (c) as individuals with rights;
- (d) as the bastion of tomorrow's public opinion.

Radio-forums/clubs for children should therefore endeavour to provide for children content which meets their requirement for growing up as well-balanced citizens. Such programmes should dovetail with those traditional aspects of child-raising which society cordially approves of. Much of this exists in African culture and need not be sacrificed. There is, for instance, enough fantasy in African culture that will allow a departure from the Santa-Clause-rolling-on-ice type. This is not a suggestion for an all-out rejection of alien-based content, but it should be regarded as a charity-begins-at-home concept for it is closer to the reality which most African children experience during childhood and through the rest of their lives.

The degree to which radio-forums/clubs for children succeed is dependent upon the extent to which:

- (a) they consider the problems of growing-up and the needs of children at different stages of development;
- (b) content supplements and complements the efforts of parents in child-rearing and in improving qualitatively child-parent, child-community relationships;
- (c) programmes for play, creativity, talent development, formal education, music, art, home and community life take into consideration the eventual possibilities of the child to adjust to reality in its environment;
- (d) parents and responsible citizens are involved in making decisions about such programmes.

It is indeed valuable to add that programmes for children, while borrowing from others around the world, should however be deep-rooted in African culture.

M E N

Much of what has been said about the family, women and children also appertains to men. For example men need just as much information and training in nutrition, family life education and career opportunities as women. The traditional and institutional superiority of men over women is currently under challenge. This challenge apparently has no objective of emasculating the male from his age-old tower, although many people in low and high places interpret the movement and efforts as calculated towards this end. It is essential to clarify that the global effort to improve the situation of women by distinguished organizations such as the U.N. and its agencies, non-governmental organizations and mushrooming groups of women in countries is not identical with the earlier upsurge of women's lib. The sole aim of the international effort today is a universal attempt to annihilate the foundations on which stand the unwarranted biases against women and violation of their civil rights.

It stems from the realization that women have the capacity and will to participate side by side with men and perform just as efficiently as men in nation-building, if given ample opportunity, and that in the process of development the total human resource should be tapped and deployed regardless of sex, age or race.

Success in this contemporary endeavour is largely dependent upon the change in attitudes of men towards women. This is not only true in rural and traditional societies but also within the ranks of the elite where such attitudes may be found expressed in more devastating biases and actions against women. The outcome of these attitudes has been the slowing down of development because of deprivation forced upon women leading to failure in mobilizing a large sector of the human resource.

The call is urgent that all means of possible communication should be employed to help men change their attitudes towards women. This should be considered as priority in radio-grams/grams for men. Men should be convinced to appreciate, accept, and accommodate women as equal partners in every sphere of life.

In summarising this section we note that:

1. Men, women and children do not live and function in isolation and that needs and problems of each group link and overlap with those of the other groups. This is fully demonstrated in the family which remains the basic unit to which development efforts are directed remotely or expressly.
2. Information, directed towards target groups should aim at achieving behavioural changes thus the need for action programmes to which such information is related.
3. Subject matter for any and all groups can be drawn from every aspect of living but priorities should be established. Regardless of the clientele group, the content has a degree of universal relevance to every other group in the society. An effort should be made so that programmes and content for specific groups complement and supplement each other.

SECTION FOUR

TOWARDS EVOLVING APPROPRIATE STRATEGIES FOR RADIO FORUMS/CLUBS

Radio-forums/clubs are an attempt to use radio, as an effective weapon in the struggle against underdevelopment in African countries. Certain guidelines in the evolution of a strategy to make this effective and successful should be provided. What follows below is a number of suggestions which are in no way exhaustive or new. The intention here is to provide the basis for a forum which will focus on this particular issue. It is hoped that those who have had ample experience in their country in radio-forums/clubs will contribute and share their experience with us.

1. Radio-forums/clubs require national commitment. Their organization and execution must be tied up with a national philosophy of development.
2. Because of the complexity of clientele publics and the subject matter required for these groups, mass media systems as currently established in most African countries do not possess the calibre of human resources required to cater for the various clientele publics. This dictates that work groups of specialists in various fields must be deployed to prepare meaningful curricula and content for use by radio.
3. Programmes and work groups suggested above should be well coordinated.
4. Programmes for radio-forums/clubs should be oriented towards action programmes. This is especially true of rural areas where a stalemate could result if radio merely provides information without a national commitment to translate such information into meaningful activity to produce visible results.
5. Sectors of the general public should be incorporated in the decision-making process for and planning of radio-forums/clubs.
6. Respected institutions and individuals in various areas should be selected to present subject matter in radio-forums/clubs and to undertake related research.
7. Priorities should be established in the selection of both target groups and subject matter. Serving a cross-section of the population, however, is desirable.
8. Liaison with international agencies and countries experienced in radio-forums/clubs is necessary.
9. Any country must sacrifice some of its on-going radio programmes to make room for forums/clubs.
10. It may be necessary in the final analysis to establish special rural radio stations to serve rural populations, on a national or sub-regional basis.

CONCLUSION

A young man stood over the counter of a provisions store. He could not remember the name of the product which he heard in an advertisement over the radio the night before. He turned to me and asked in pigeon English "Brother, what is the name of the beverage which gives energy and strength to children, men and women?" It was a familiar beverage. I said Bournvita. He smiled, turned to the Indian shoepkeeper and asked for a large tin of the beverage. He walked out, the tin in one hand and the other depositing his change in his pocket. I looked at him for a while as the full implication of this brief drama unfurled to me.

An analysis of this personal experience demonstrates what radio-forums/clubs should be. The young man was inspired by a short message (ad) heard over the radio. He had the means to purchase bournvita for which he had definitely developed a positive attitude. The agent for the product had made a wide enough distribution of his product to make sure that those who listened to the message and believed in the effects of the product on its physique-building ability on the human body would have no problem getting it when and where they wanted. Otherwise why would he waste time and money advertising anyway? "Drink bournvita everyday; bournvita just for you!", the ad says, suggesting with precision knowledge about how to use bournvita.

Radio-forums/clubs are broadcasting for development. They must be a potential agent for the education of people who should be provided opportunities to put into practice newly acquired knowledge to achieve a higher quality of life for families and communities. Without this potent connection between information and action, radio-forums/clubs are an expensive and useless undertaking.

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