

ECA/PHSD/PAM/91/12[1.2(OA)]

**UNITED NATIONS
ECONOMIC COMMISSION FOR AFRICA**

**Public Administration, Human Resources
and Social Development Division**

**REPORT ON A WORKSHOP
FOR
LOCAL GOVERNMENT OFFICIALS
ON
IMPROVEMENT OF LOCAL SERVICES
BUEA (CAMEROON)
2-6 DECEMBER 1991**

December 1991

I. INTRODUCTION

1. A national workshop for local government officials on the improvement of local services was held in collaboration with the Pan African Institute for Development (PAID), Buea Cameroon, from 2nd to 6th December 1991. The workshop thrust and activities are within the 1991 programme of assistance to member States.

2. The Director of PAID, Dr. Stephen N. Mbandi, welcomed the ECA resource person and expressed his appreciation of the readiness of Dr. Sadig Rasheed, Chief, PHSD - ECA to respond to PAID's request for resource persons to strengthen PAID's training programmes. He hoped that this gesture by the ECA would be sustained in the years ahead. He elaborated on the areas in which ECA-PAID cooperation could be strengthened. In essence, since PAID training programmes focus on training in social and economic development planning, implementation and management, especially at the grassroots, ECA technical assistance through competent resource persons was considered as most relevant.

3. In response to Dr. Mbandi's introduction and briefing, the ECA resource person shared the sentiments and the aspirations of PAID with regard to the desire for ECA-PAID cooperation in the interest of the socio-economic development and transformation of African countries. He briefed the Director and his staff, Mr. E.S. Boadi and Mr. Jacob N. Ngwa on the mandate and work programme of the ECA in the area of Public Administration, Human Resources and Social Development. It was noted that the ECA is at the disposal of all Africa's development management and capacity building institutions. Requests that are received prior to the finalization of ECA Work Programmes are therefore given priority. Nonetheless, every effort is made to respond positively to requests for technical assistance by Africa's institutions that are concerned with efforts to upgrade and strengthen the development management skills of national cadres.

Aims and Objectives of the Workshop

4. The aims of the workshop were, among other things, to strengthen the efficiency and the effectiveness of local government officials in the management of local services; encourage the interaction of these officials with the local population in the immediate and relevant environment for development services; and popularize the essence of popular participation in the improvement of local services. Popular participation at the local level is seen as a critical factor in the improvement of local services.

5. In order to attain the above aims, the specific objectives envisaged were to:
- a. overview the nature and significance of local services in the context of the overall wellbeing of the population;
 - b. discuss the role and effectiveness of local government officials in the improvement of local services at the village level and the extrapolation of the experience to other rural and urban areas;
 - c. expose the trainees/participants/officials to the practical realities of the life of the population and local services in some Cameroon villages; and

- d. encourage participants to brainstorm on development and local services so as to come up with concrete suggestions on the improvement of local services in the villages in which the course participants were based during the field training phase of the PAID training programme.

Organization and Participation

6. The workshop was organized as an integral part of PAID's training programme for local government officials. The improvement of local services component was therefore organized to fit into the field supervisory schedules of the training programme. The resource persons from PAID were Mr. Jacob Ngwa, Mr. E.S. Boardi and Ms. Lynn R. Stevenson. The ECA resource person's involvement was in the field phase of the programme. Although his focus was to be on the improvement of local services his interventions during discussions were to include all the development issues identified by the course participants and to enrich the deliberations with experiences from other African countries.

7. A total of 45 participants attended the training course as shown in Annex 1. Because of rescheduling, the Bolifamba group could not benefit from ECA resource person's input at the village level. All the groups, however, received the background papers from the ECA. The various groups had settled down to their different assignments with the local population for one week prior to the arrival of the ECA resource person. This arrangement was expected to lend and facilitate the discussion of the issues from a practical rather than a theoretical perspective. PAID resource persons who handled the common core courses in the classroom had already briefed the participants on the field phase and what was expected of the participants themselves and the ECA and PAID resource persons.

Background Papers

8. The following contextual background papers were distributed and/or made available to the participants and PAID by the ECA resource person. The papers were intended to provide both a framework and reference point for issues that were pertinent to the aims, objectives and the field experiences of the workshop. The papers were:

- a. Discussion notes on improving local services: outline of the issues to be discussed;
- b. Notes on monitoring and management of costs and change in socio-economic priorities of the society;
- c. Rural infrastructure for Malawi (Lessons for Cameroon and other African countries with reference to self-help schemes and resource mobilization in collaboration with international agencies such as the ECA, UNDP and UNDTCD);
- d. Public participation in development planning and management ECA/PHSD/PAM/90/4{1.2(i)(d)}, May 1990;

- e. The establishment, effective organization and management of institutions for rural development, ECA/PHSD/PAM/88/10[1.3(a)], November 1988;
- f. Organization and management of specific rural agencies for provision of basic needs: experiences from Botswana, Kenya, Lesotho and Zambia. ECA/PAM/86/1.1(i)(b), December 1986.

Workshop Design

9. The workshop was designed to be practical in all aspects. The design presented in this section, however, deals essentially with the component in which ECA collaboration was envisaged. The ECA input was designed to enrich the field discussions with experiences not only from Cameroon but also from other African countries. Local government officials are generally interested in issues on improving the overall development management processes and services on the local level. Action-oriented approach to development administration, especially at the grassroots is one of the unique features of the PAID training and human resources development programmes. This practical design is self-evident from the workshop proceedings which are summarized hereunder.

Workshop Proceedings: Summary of Presentations

10. The procedures for the realization of the aims and objectives of the improvement of local services were comprehensive. The rationale was that living and working with the local people in the local environment would provide local government and other officials (including NGOs personnel) with a realistic picture of the development problems of local communities in their natural environment. As shown in Annex 1, the villages to which participants were assigned in the Fako and Meme Divisions of Cameroon were Bolifamiba, Bombe, Mbalangi, Bakingili, Boana-Wojoke, Lysoka and Maumu.

11. During the preparatory phase for the field studies PAID undertook the following activities:

- a. Orientation of the local population and government authorities on the commencement of the field work. A Press Release to this effect is shown in Annex II of this report;
- b. Briefing of participants by PAID resource persons on various issues and the importance of the experiences to be acquired. Annex III shows the schedule of the preparatory activities for the village development studies programmes;
- c. Distribution and discussion of Village Studies Guides (VSD) prior to the departure of the participants to the field. See Annex IV for details;
- d. Distribution and explanation of the field (village studies) Supervision Schedule and the outline of the objectives to be attained. The issues covered are as per Annex V;

- e. Mandatory recording and maintenance of a Diary of daily activities undertaken by trainees/participants during the Village Study. Guidelines for this purpose are as per Annex VI. Sample of entries into Diary is as per Annex VII; and the Grading System which is based on the Diary entries is shown in Annex VIII;
- f. Based on the issues at (e) above each group of participants was mandated to write a Village Study Report as per format in Annex IX for evaluation by PAID resource persons based on criteria outlined in Annex X.
- g. Participants were also mandated to undertake Village Census and analyze the data to determine population characteristics and the development implications in accordance with the format in Annex XI as well as the Housing Census format in Annex XII;
- h. At the end of the Village Studies, participants are expected to hold a seminar with the villagers and other authorities. Annex XIII Summarizes the seminar issues. The seminar itself is a mechanism for feedback to those concerned with local level development and transformation;
- i. A development plan has to be compiled by participants based on the totality of the village studies activities including the seminar deliberations. The format for the Village Development (VDP) is shown in Annex XIV;
- j. To ensure that participants do not become casualties, PAID provides them with guidance, tips and prophylactic medicines as appropriate. Annex XI summarizes some tips on "How to stay healthy in the field."

Outline of Issues Discussed

12.

- a. Overview of the nature and significance of local services: the scope and range of local services; the human-centred approach (criteria for the monitoring and evaluation of local services) and implications for sustainable development;
- b. Institutional framework for the administration of local services: demographic patterns, trends and the programming of rural/urban institutions for local services;
- c. Measures to improve the impact, efficiency and effectiveness of local services (the integrated approach to resources management at the local level): issues and constraints;
- d. Environment, development and the revenue problems of the population and local authorities.

13. The scope and range of local services depend on the aspirations, goals, and resourcefulness of the people themselves as well as the resources and level of technology available to the society. It could be argued that people have different aspirations in life and

natural resources are not equally available in all parts of the world. Nonetheless, no matter our own part of the world, it can also be argued that all human beings require basic needs such as food, housing, clothing, health care and employment in order to survive. Therefore, people and their community may set certain goals which, if attained, would bring about decent living conditions for all. Some of the objectives of the local level services may include the following:

- Improvement of the general wellbeing and living conditions of the people without any exception;
- Ensuring access to economic opportunities and reasonable income for every person in society without any form of discrimination;
- Enabling every person to acquire knowledge and skills that would stimulate initiative;
- Good health for all; healthy environmental conditions and habits;
- Enabling environment for healthy interpersonal relationships, personal and community development;
- Access and availability of Basic Human Needs (BHNs) for all; and
- Popular participation in decision-making, development planning, implementation, and management.

Scope of Local Services

14. As already pointed out, each society/community has natural resources which indicate the contours of its production frontier. However, with improved know-how and know-why (or science and technology), a society's production frontier could be shifted forward and upward. Put differently, it is possible for a society to enjoy greater and better prosperity through the resourcefulness of the people, technology improvements and efficient management skills. For the sake of convenience, local services could be enumerated as follows:

- a. Employment services ----formal and informal (self-employment) employment;
- b. Education services -----family, society and formal education;
- c. Health services -----personal and community health;
- d. Housing services -----Public and private; urban & rural;
- e. Community welfare services----family counselling, child welfare, the handicapped, registration of marriages, births & deaths, recreation facilities, etc.
- f. Good government-----decentralization, especially through devolution; creation of the climate and the enabling political and socio-economic

environment for individual and community initiatives that are conducive to the development of the individual and the whole society.

15. The functional classification of local services could be presented as below:
- a. **Economic services sector comprising:** Agriculture, Forestry & Fisheries services; Mining & Quarrying; Industry (manufacturing & other processing); Trade/Commerce; Financial; Tourism & other personal services;
 - b. **Infrastructure services sector comprising:** Town, Rural and Regional Planning and Development; Water Supply; Electricity; Transport, Posts and Telecommunications services; These are supportive of all other services sectors;
 - c. **Social services sector comprising:** Education & Human Resources Development; Health care and Social Welfare; Housing & related services; Spots, Culture & Recreation; Community Development and Broadcasting services. The motives are essentially social in nature but the results have economic and developmental implications;
 - d. **Protection and Administrative Services Sector comprising:** Maintenance of Law and Order; National Defence; National Socio-economic Policy formulation; Administration (Civil Service); National Employment Services.

Analysis of Local Services Administration

16. In analyzing the institutional framework for the provision of local services it is important to focus attention on factors that can contribute to the efficiency and effectiveness of the services instead of on the name of the institution or the elegance of the structure and titles of the personnel. The following sample questions would contribute to meaningful analysis:

What are the objectives to be attained (what factors, for instance, may have led to the emergence or introduction of the service)?

What were the basic considerations in designing the organization structure for the administration/management of the service?

What are the resources implications of the service?

What is the spatial (geographical) distribution and the accessibility of different socio-economic groups to the service?

What are the measurement of performance criteria/indicators?

What evaluation should be undertaken and why?--(Evaluate for impact, efficiency, and effectiveness vis-a-vis the predetermined objectives and as guide for improved performance and future planning).

Nature of Employment Services: An Example on Analysis

17. Labour Exchange Offices are Clearing Houses for Employers and Employees. They are relevant to the balancing of demand and supply in the labour and employment market. Do they do what they were established to do? How can they be improved?

Are there career counselling services in homes/school, etc?

Are Youth Service Corps available and doing a good job? Do they develop common ties among the people to do things that create employment including opportunities for mobility within the same country without parochial prejudices?

Are there Vocational Training Facilities through Apprenticeship in formal and informal sectors of the economy?

What are Trade Unions, Employers' Associations and other NGOs doing to promote employment generation?

Are there Neighbourhood self-help services geared to employment creation?

18. Central Government, Local Government, families, the society/community, the business community, state-owned enterprises and other private and public sector producers should all be parties to the administration of employment services. Are the formal organizational structures and administrative systems suitable for the realisation of the practical objectives of this integrated approach to the administration/management of local services? Why should the evaluation of employment services be considered very important?

Local Services and Management of Costs and Changing Priorities

19. Whereas every LGA staff would like to do the utmost to ensure that there is development, the resources available to the society and the staff are limited. These resources include finance, assets such as buildings and equipment, and facilities for the development of human resources and resourcefulness. Thus, given the scarcity of resources vis-a-vis the demands of society for improvements in the material and cultural wellbeing of every person in the community, it is the responsibility and duty of local government officials and personnel to find better and more efficient ways and means of managing available resources and the changing demands of the population.

Management of Costs and Change

20. The management of costs and change is one of the most important ways of improvement of local services. Yet it is common knowledge that almost all LGAs are, most of the time, unable to pay for the services they would like to render to improve the quality of life of the society. Local Councils, for example, generally find it difficult to even pay the wages and salaries of the Council employees.

21. The keeping of proper records of the costs and benefits of local services would enable LGA staff and officials to monitor the magnitude and implications of costs and resources to society. It would, in the circumstances, be possible to determine affordability of the local

authorities and to advise the population accordingly. It would also be easier to plan the resource mobilization efforts and the contributions expected of each person in society.

Economic (Commercial) and Social Welfare Services-Costs Management

22. It is not that easy to have a clear cut division of local services into commercial and social welfare services. It all depends on the policy and objectives of each government and its LGAs. However, economic services are those which the local authority renders with the express objective of making profits social welfare services are those rendered without expectations of profit. It is important to note that all services involve costs. In other words, it is important for every person in society to know that there is no such thing as a free service. All services must be paid for by someone in the society. In the same vein, both economic and social welfare services contribute to the development of people and the society. In terms of costs, therefore, there are costs involved in both economic and social welfare services. The main differences lie in the benefit objectives and the beneficiaries of the services.

23. The following broad classification of services would, nevertheless, give some indication as to the nature of services generally rendered by Local Councils:

Examples of Commercial (Economic) Services

- Markets
- Public transport
- Restaurants and guest/rest houses
- Farms & Ranches
- Trading enterprises
- Telephones
- Electricity & Gas

Examples of Social Welfare Services

- Clinics for immunization and prevention of communicable diseases;
- Water supply
- Schools
- Roads & bridges
- Recreation facilities
- Agricultural training
- Job creation training

Responsibility of LGAs for Services

24. It is obligatory for local councils to know the services that the people want and to make sure that there is maximum mobilization of revenues and other in-kind resources for the provision of the services. Proper book-keeping and costing of services would enable officials to let the people know the costs of the services they want to enjoy. Popular participation in decision-making at all levels of government would put people in a position to appreciate the contributions that they themselves must make toward the improvement of local services.

25. It should also be noted that urban and rural councils need improved economic and commercial services. Their priorities may differ but urban priorities must not be allowed to encroach on rural priorities. There must therefore be equitable balance of financial resources allocation between urban and rural authorities. It is a fact, for example, that rural areas provide the food, labour, exports, and markets on which urban areas depend. It is also true that urban authorities have easier access to the central government authorities and to relatively better sources of financial resources than rural local government authorities and the rural population.

Budgeting and Financial Management as Instrument for the Improvement of Local Services:

26. Budgeting and financial management are very important instruments for the improvement of local services. It is therefore important for each department/office to have and to manage the budget for each service. To be efficient and effective, budget and financial management staff must be trained in the public relations required to mobilize revenues/other resources as well as in the practical aspects of keeping accurate accounting/book-keeping records. In effect, all LGAs personnel who deal with revenue collection, purchasing, settling/paying bills and managing a vote or service must be trained in the relevant aspects of good record-keeping.

27. Services would be considered to have improved if they can be seen to have achieved or are achieving the predetermined goals within the budgeted resource limits of the LGA. The latter should be ready to use local rates to finance a service if the local people so desire and are willing to pay for it in kind (such as through community labour) or have the authority of the local government to expect supplementary funds or subventions.

Budget Preparations:

28. Each country has its own financial year for budgeting and public financial management purposes. The financial year needs not coincide with the calendar year. Generally, it is the duty of the officers of LGAs to prepare and present a budget and the work programme of the LGA annually. The budget and work programme must cover all the services to be rendered by each Local Council/Local Authority for the inhabitants within the LGA jurisdiction.

29. The budget is simply a financial plan in which services are listed, quantified and costed. Each set of figures in the budget is usually supported by documents in which details can be verified or adjustments made in the budget requests. Information on capital items, payrolls, activities and services to be undertaken must be shown in separate supporting documents. A programme or revenue and other resources to be mobilized to support expenditure must be provided. Items of resources that need approval must be presented. Thus, revenue items such as market fees, rates, trade licences, motor park fees, and subventions must be clearly spelt out as part and parcel of the budget.

30. As a management tool, the budget provides information that would guide the work of the LGA officials throughout the budget period. It also gives the public the opportunity to appreciate the financial implications of the services they expect from their local authority. The

contributions expected from the public must be communicated to the public in order to be able to justify a cutback or expansion in services. Transparency of LGA actions is one of the ingredients of good government we discussed earlier. A good local authority official should be able to explain to the people about why money is being requested from them. Costing through the budget would, thus, facilitate the determination of how much to charge for services, how much to levy as taxes, and how services can be implemented efficiently and cost effectively.

31. The management of change is central to the work of all local government officials. Training, including refresher courses, is absolutely necessary for any official who would like to keep abreast of emerging developments in management practices and the efficiency of local services. The management of change involves, among other things, planning, administration/management, financial management (resource mobilization, allocation and management), training and motivation of personnel, and the evaluation of performance. In terms of financial costs, the bottomline should be that all services should break even.

Workshop Evaluation

32. The questionnaire for the evaluation of the workshop was discussed with Mr. Jacob Ngwa, the PAID coordinator of the training programme. It was felt that because of the unique design of the workshop, the use of evaluation questionnaires would be inappropriate. Therefore, the evaluation was done through question- and-answer discussions with the workshop participants. Through this methodology it became evident, for instance, that the course participants were hitherto not familiar with current topical issues such as the African Charter for Popular Participation in Development and Transformation; the African Alternative Framework to SAPs (AAF-SAP); and the essence of environmental factors in sustainable socio-economic development and transformation.

33. The participants expressed their disappointment with the brevity of the duration of the workshop. They had hoped that the ECA resource person would continue for at least two weeks. They were assured that the ECA would take their expectations into account when next there is an opportunity for ECA and PAID to collaborate in the organization of similar workshops. The participants were also satisfied with the brainstorming approach used to encourage them to come up with concrete suggestions on ways to improve the management of local services in the respective villages to which they were assigned.

CONCLUSION

34. The Director of PAID and his staff expressed profound satisfaction on the outcome of the workshop. They were pleased that Dr. Sadig Rasheed had designated an experienced and competent resource person who was able to share his experiences on the improvement of local services in African as well as other countries. ECA's experience and expertise on development initiatives at the grassroots and popular participation are in alignment with PAID's thrust of training and human resources development programmes. The Director, therefore, indicated that he would address a letter to the Executive Secretary of the ECA in connection with ECA-PAID cooperation in 1992 and beyond. The ECA resource person was requested to convey PAID's appreciation to Dr. Sadig Rasheed, Chief, PHSD. In due course PAID would make specific requests for ECA's technical assistance in 1992. It was hoped that Dr. Rasheed would continue to respond positively to PAID's future requests in this regard.

Annex I
Pan African Institute for Development
West Africa, P.O. Box 133, Buea, Cameroon

Participants in the
1991/92 Village Study
(Groupings)

Group 1: BOLIFAMBA VILLAGE

<u>Name</u>	<u>Countries</u>	<u>Departments</u>
1. Ms. Kinyang Esther Ngoh	Cameroon	Community Development
2. Ms. Abdulai Agnes	Ghana	Coops. and Women and Dev.
3. Ms. Banda Charity R.	Malawi	Min. of Local Govt.
4. Mr. Musa John Z.	Nigeria	Cooperatives
5. Mr. Ogunleye Gapriel A.	Nigeria	Social Dev. and Youth
6. Mr. Kaindaneh Stephen	S. Leone	Rural Water & Sanitation
7. Mr. Njowde A.	Kenya	Resource Survey

Group II: BOMBE VILLAGE

1. Ms. Mengue Mbah S.A.	Cameroon	Community Development
2. Mr. Adjei Sampson A.	Ghana	Social Welfare
3. Mr. Chirwa Benson I.M.	Malawi	Local Government
4. Ms. Akinwole Eniola O.	Nigeria	Culture & Social Welfare
5. Mr. Muse Fatai O.	Nigeria	Budget & Planning
6. Mr. Smith Sam A.	S. Leone	OIC
7. Mr. Mamlamba Joof	Gambia	Local Government

Group III: MBALANGI VILLAGE

1. Mr. Kome Mathias E.	Cameroon	C R T V
2. Ms. Ayew Gloria A.	Ghana	Agriculture
3. Mr. Chumbu Dixie M.	Malawi	Local Government
4. Ms. Akinyemi Eshilokun S.	Nigeria	Budget & Planning
5. Alhaji Adamu A.	Nigeria	Communiy Development
6. Mr. Sakanya Henry S.	Zambia	Social Development

Group IV: BAKINGILI ILLAGE

1. Ms. Nba Ngum P.	Cameroon	Community Development
2. Arthur-Baiden W.K.	Ghana	Town & Country Plan
3. Condwe John F.	Malawi	Local Government
4. Ms. Wanjiru Susan M.	Kenya	Resource Survey
5. Adetimilehim M.O.	Nigeria	Social Dev. & Welfare
6. Chilema Arhny N.	Zambia	Agric. Information

Group V: BOANA-WOJOKE VILLAGE

1.	Ms. Kang Justine S.	Cameroon	Community Development
2.	Mr. Kui Ahenkan	Ghana	Community Development
3.	Ms. Susan Ukalabi A.	Cameroon	Treasury Department
4.	Mr. Mughogho Goodwin B.	Malawi	Local Government
5.	Mr. Davou Dung V.	Nigeria	Community Development
6.	Ms. Olowu Agens O.	Nigeria	Social Dev. & Youth

Group VI: LYSOKA VILLAGE

1.	Mr. Ngu amuel Bacha	Cameroon	Agriculture
2.	Ms. Ngoh Angeline	Cameroon	Min. of Justice
3.	Mr. Nsor David A.	Ghana	Community Development
4.	Mr. Yotamu Geoffrey E.	Malawi	Local Government C.
5.	Ms. Fatudimu Olushola	Nigeria	Community Development
6.	Ms. Olugunna Adeyinka O.	Nigeria	Social Dev. & Youth

Group VII: MAUMU VILLAGE

1.	Mr. Nkwelle Jerry E.	Cameroon	Social & Women's Affairs
2.	Ms. Teyeh Martina .	Cameroon	Stamp Duty
3.	Mr. Bala Musa K.	Gambia	Community Development
4.	Mr. Mutwerandu Jameson M.	Kenya	Resource Survey
5.	Ms. Mbah Ogechi H.	Nigeria	Community Development
6.	Ms. Kuteh Mabel B.	S. Leone	Health
7.	Mr. Nmezi Innocent C.	Nigeria	Employment & Labour

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Our Ref. D/402.15a/150/JN/pmi

PRESS RELEASE: 1991/92 VILLAGE STUDIES IN FAKO & MEME DIVISIONS

45 International Course Participants from the Pan African Institute for Development, Buea are currently conducting socio-economic development studies in 7 (seven) villages in Fako and Meme Divisions. The villages are Bakingili, Boana-Wojoke, Bolifamba, Lysoka, Maumu, Bombe and Mbalangi. The village studies, which constitute a field aspect of the Institute's normal training programme began on the 25th of November, and will last until December 21st, 1991.

During these studies the course participants will identify the problems hindering effective and rapid development of the villages, as well as the potentials available for solving these problems. They are then expected to draw up 3-5 year development programmes for the respective villages.

Towards the end of the study, each of the villages is expected to organise a village development seminar during which the results of the studies will be presented and discussed with the villagers as well as with the responsible development agents, technicians and administrative authorities.

The village studies are being supervised by a team of three Senior Staff of the Institute namely: Jacob Ngwa from Cameroon, Elubatel Boadi from Ghana, and Ms. Lynn Stevenson from Canada.

The Director of the Pan African Institute for Development, Buea requests concerned administrative and traditional authorities, villagers and the public at large to kindly assist the course participants so that this years' village studies in Fako and Meme Divisions can be a complete success.

E.S. Boadi
for: Director

Annex III

**Pan African Institute for Development
West Africa
P.O. Box 133, Buea, Cameroon**

**FINAL PREPARATION FOR VILLAGE STUDIES
199/92
PROGRAM OF ACTIVITIES**

<u>Date and Time Responsible</u>	<u>Activity</u>	<u>Staff</u>
Thursday 21/11/91	Introduction to Village Studies The Role of Village Studies in PAID-WA's Overall Training	JN
11.00-11.20 am	Objectives	
11.20-11.30 am	Selection of Villages	RT
11.30-11.45 am	Introduction of Villages	JN
11.45-1.00 pm	Guidelines on Village Studies	EB
1.00-2.30 pm	L U N C H	
2.30-3.30 pm	Information Gathering and Diary Keeping	LS
3.30-4.30 pm	Village Study Report Outline and Report Writing	LS
FRIDAY 22/11/91		
7.30-8.00 am	Village Study Seminars	JN
8.00-8.30 am	Supervision and Evaluation Procedures	JN
8.30-9.30 am	Team/Group Work and Organization Work During Village Studies	AN/JN
9.30-10.00 am	Self Control and Discipline	AK
10.00-10.30 am	Financial Arrangements	JS
10.30-11.00 am	Break for Coffee	Students
11.00-1.00 pm	Preparation of SDP	EB
1.00-2.30 pm	L U N C H	

2.30-3.30 pm

Demographic Census

EB

3.30-5.30 pm

Medical Consultations and
Purchase of Drugs

SATURDAY
23/11/91

8.00-10.30 AM

Issuing and Checking of Equipment

JS/AKAM

10.30-Rest
of the Day

Individual and Group Preparations.
Purchase of food and other field
necessities

MONDAY
25/11/91

8.00 Prompt

Departure for the Field

**Pan African Institute for
Development, West Africa
P.O. Box 133, Buea, Cameroon**

VILLAGE STUDIES - GUIDELINES

PAID/WA Integrated Rural Development (IRD) diploma programme is made up of various classroom and field training activities. The principle of relating theoretical concepts to actual practical situations in the field is the fundamental training philosophy at the Institute.

The Village Study is one of the three specific field training activities within the IRD programme. Following the Common Core component, the initial programme training activity, the Village Study is the first field-based training component in the programme.

The Village Study is a practice-oriented training activity, designed to introduce the participants to the issues and problems of integrated rural development, through the application of Field Research principles. Multidisciplinary teams of about 7 or 8 participants live in a selected village for about four weeks. The team studies the physical, socio-economic and political environment and life in the community. Based on the study findings, a research report is prepared by the team. Towards the end of the field study, the participants present their major findings, and a suggested plan for village development to the Village community, through a Village Seminar.

GENERAL COURSE OBJECTIVE

The Village Study general objective is to train participants in the practical skills of identifying, collecting information about, analyzing and solving problems of rural development. This is achieved through an integrated, multidisciplinary team approach in the field, by applying theoretical concepts to practical field situations.

SPECIFIC OBJECTIVES

To train participants to:

1. Develop a systematic plan to collect practical development-oriented information in a specific village community;
2. Analyze the information, drawing valid conclusions, in order to identify key problems and potentials of development in the community;
3. Develop a realistic, practical and integrated action plan to solve the identified key problems;
4. Write a clear and concise Village Study report, based on the research findings;
5. Present the major findings, and a Suggested Development Plan to the community, through a Village Seminar;
6. Work co-operatively, equitably and democratically, as members of an interdisciplinary team of development agents, to meet the Village Study objectives;

7. Learn about living in a village community through a first hand experience of the actual conditions in rural communities;
8. Work cooperatively with the people in the community during day by day living and in the study activities, encouraging the full participation of all members of the community where possible.

THE VILLAGE STUDY TEAM

Each team of participants is collectively responsible for organizing, monitoring and evaluating the work of the team. Since there is not necessarily only one way to achieve the course objectives, the teams are encouraged to use group meetings to discuss, plan, assign and evaluate all activities of daily living, as well as the specific training activities.

Each team will choose a Chairperson, a Secretary and a Treasurer.

It is strongly suggested that the group allocate the various tasks and duties to specific individuals in a democratic and fair way. Generally, no group member may be exempt from participating in the activities of daily living, or the study activities. The group should also ensure that each individuals special skills and knowledge are properly used throughout the entire Village Study exercise, and that there is no unnecessary duplication of efforts and the maximum participation of all members.

WORK PLANNING

Work should be organized systematically for each time period. It may be necessary to adjust the work plan to adapt to changing circumstances. It is suggested that the work plan be posted in such a way that all team members are aware of what the other members are doing at any time. The use of such methods as a GAANT chart might be useful.

The Village Study commences at the start of the Village Study preparation period, and ends when the final report is submitted to the Supervisors.

The PREPARATION stage is comprised of training activities on campus, to prepare participants for the Village Study exercise. Teams will choose the village for their study from a pre-selected list. Team organization and planning commences immediately the teams are formed.

The objective for the PREPARATION stage is:

- The team will plan and organize their team activities in preparation for the village study

The SECOND stage commences when the teams leave for the field of the first 7 to 8 days in the field should be for the general orientation of the team to the community, including

- 3 -

observation and gathering of preliminary background information about the overall status of the village development. This stage includes the overall planning of the study Research Plan, and the commencement of data collection by the Village Census Survey.

The objectives for the SECOND stage are:

- The team will obtain an overall view of the present **development** situation in the village, and,
- Use this overview to begin to develop a Research Plan for the Village Study;
- Plan and organize the Village Census Survey, and commence collecting data;
- Begin to compile the background information into the "Background" part of the Village Study Report;
- Use this background information to further develop the Research Plan;
- Develop a draft outline for the Village Study Report.

The THIRD stage, usually about 10 days, concentrates the team activities on the gathering of more detailed and specific information about KEY PROBLEMS AND POTENTIALS, which have been identified in the SECOND stage.

The Objectives for the THIRD stage are:

1. The team will analyze the information gathered in the SECOND stage, and identify the key development problems and potentials of the village, as seen by the people, and;
 - Examine, in depth, these key problems and potentials, from an integrated, multidisciplinary perspective, and determine the linkages that may exist between them;
 - Based on the conclusions about the linkages between the key development problems, plan, organize and collect whatever additional data and information is needed;
2. The team will write up the detailed FINDINGS, as a first Draft of the Village Study Report and, - analyze the FINDINGS, and reach conclusions about their significance for the development of the Village, from an integrated perspective.

The FOURTH stage, about 5 to 6 days, is concentrated on the development of the SUGGESTED DEVELOPMENT PLAN. This plan is explained in more detail in another document.

The Objectives of the FOURTH stage are:

1. The team will use the FINDINGS from the THIRD stage to develop a SUGGESTED DEVELOPMENT PROGRAMME, for presentation to the people at the Village Seminar - focusing on the relevant findings of the study, identify the priority development issues, as seen by the people, and local development agents.
 - Focusing on these development issues, identify the key problems and the potentials of the community, and also possible constraints to their solutions;
 - Present a realistic SUGGESTED DEVELOPMENT PROGRAMME for the amelioration of the development problems.
2. The team will, taking into account the opinions and reactions of the people at the Village Seminar, revise the SUGGESTED DEVELOPMENT PROGRAMME, and prepare a draft document for the final report.

The FIFTH stage, about 6 days, is on return to the Campus. Under the supervision of the Village Study Supervisors, the team will prepare the Village Study Report, based on the Outline and Draft version prepared in the field. A draft Report will be reviewed by the Supervisors and suggestions made. The team will then finalize the report and submit it to the Supervising team. When the Village Study Report has been typed, the team is responsible for the proof-reading, and corrections, and the drawing of any materials outside of the scope of the typist.

The objective of this FIFTH stage, is:

1. The team will prepare a Village Study Report for submission to the Supervising Team.

Annex V

Pan African Institute for Development -
West Africa
P.O. Box 133, Buea, Cameroon

1991/92 VILLAGE STUDIES SUPERVISION SCHEDULE

I. GENERAL OBJECTIVES

- A. To ensure that all the logistics for the successful execution of the Village Study exercise are in place and functioning properly.
- B. To ensure proper execution of Village Study tasks by the course participants and provide them with corrective feedback on their work.
- C. To ensure the health and welfare of the course participants.

II. THE VISITS AND THEIR SPECIFIC OBJECTIVES

- A. Flying Visit: 26th/27th No., 1991.

Specific Objective:

- 1. To ensure safe arrival and proper settlement in the respective village stations.
- 2. A.O.B.

- B. 1st Supervisory Visits Dec. 2-5 1991.

Objectives

- 1. To examine group installation in the study area, as well as its organization and running.
- 2. To examine diaries for format and correct entries.
- 3. To examine the groups plan of work for the study period.
- 4. To receive proposals for seminar dates.
- 5. A.O.B.

Itinerary

3/12/91	Visit Lysoka (a.m.) and Maumu (p.m.)
4/12/91	Visit Bombe (a.m.) and Mbalangi (p.m.)
5/12/91	Visit Bakingili (a.m.) and Boana Wojoke (p.m.)
6/12/91	Visit Bolifamba (a.m.)

C. 2nd Supervisory Visits - December 9-12

Objectives

1. To examine diaries
2. To examine and discuss key problems and proposed SDP
3. To confirm seminar dates
4. To examine seminar preparations
5. A.O.B.

Itinerary

- 9/12/91 Visit Boana Wojoke (a.m.) and Bakingili (p.m.)
- 10/12/91 Visit Maumu (a.m.) and Lysoka (p.m.)
- 11/12/91 Visit Mbalangi (a.m.) and Bombe (p.m.)
- 12/12/91 Visit Bolifamba (a.m.)

D. 3rd Supervisory Visits - Dec. 16th - 20th

Objectives

1. To examine diaries (if possible)
2. To examine draft reports
3. To examine seminar preparations and attend seminars
4. To discuss and prepare departure arrangements

Annex VI

**Pan African Institute for Development,
West Africa
P.O. Box 133, Buea, Cameroon**

GUIDELINES FOR VILLAGE STUDY DIARIES

One of the tools used in the Village Study experience is the individual and group diary.

The main objective of keeping a diary is to have a uniform method of systematically recording a plan to collect field research data and findings, the recording, analysis and conclusions drawn from the findings.

While the individual diary becomes the record of the activities undertaken by the individual, it is also a "data bank" for the team to draw on during the preparation of the Village Study Report writing.

The Group report acts as a record of the overall group research activities. The Team's planning, at regular Team meetings, is recorded in the Group Diary. The results of the Team's synthesis and analysis of the overall development issues are also recorded in this diary. The Group Diary also serves as a "data-bank" for the Team to use during the Village Study Report write-up.

INDIVIDUAL DIARY

Specific Objectives:

1. To serve as a Team Member's daily record of activities planned and carried out, the purpose of each activity, the objectives met or unmet, the research method used, and the plan for the next day.
2. To record relevant data and information collected by the Team member each day, with relevant analysis and synthesis of the findings, drawing of conclusions, identification of key problems and potentials, identification of the causative factors and links between problems.
3. To serve as a "data-bank" of relevant information for the Team to use in the writing of the Village Study Report;
4. To serve as a self-assessment tool for the Team member to monitor and evaluate her or his contribution to the Team objectives;
5. To serve as an assessment tool for the Team to monitor and evaluate the individual's contribution to the Team objectives.
6. To serve as an assessment tool for the Supervising team to monitor and evaluate the individual's training activities, and contribution to the Village Study research and report.

Important guidelines for the Individual Diary:

1. Each Team member will complete a diary entry for each day of the Village Study. These entries will commence on the 19th November, and finish on the 15th December, 1990, inclusive.
2. The Individual Diary Format will be followed (format follows).
3. It is strongly suggested that the completion of the Individual Diary is carried out before going to bed, each night.
4. When Team members are on cooking duties, the diary should reflect this assignment. However, this assignment does not mean that suitable data collection, analysis, and writing up will not also be assigned by the group to the cooks.
5. When a Team member is ill, and unable to complete the planned activities, the diary should reflect this. If appropriate, a suitable assignment could be reassigned to the ill Team member.
6. Although the Individual Diary is the responsibility of the individual Team Member, it is in the interests of all the Team Members to have well-recorded and kept diaries, so assistance and support, and sharing of Diary information and Diary keeping skills is encouraged.
7. The Individual Diary is assess by the Supervisors at each visit, and an individual mark assigned. This mark contributes to the Individual's overall mark in the Village Study.
8. The diary is not an account of the personal experiences and hardships of the participant. Details of activities of daily living, unless relevant to the study, should not be recorded. Example, do not record "I did my washing today"

FORMAT FOR THE INDIVIDUAL DIARY

1. Date
2. Activity planned, or place of visit
3. Purpose of the activity or visit
Objectives, or Research Question
4. Methods used
How will the data or information be collected?
5. Findings
List in point or note form, but must be complete,
6. Analysis
Analysis of the Findings, as appropriate
7. Your Opinion
About the information analyzed
8. Plan for the next day

THE TEAM DIARY

Specific Objectives:

1. To act as a record of the Team meetings, documenting the frequency, attendance, deliberations, conclusions and assignments of all the team members, relative to the Village Study.
2. To serve as a "data-bank" of integrated information and findings, gathered from the entire team, which will serve as the base of the Village Study Report.
3. To serve as an assessment tool for the supervisors, showing the Team's progress towards the Study Objectives, and acting as a focal point for relevant discussions with the Team about their Findings, analysis and conclusions.

FORMAT FOR THE TEAM DIARY

1. Date
2. Purpose and Objectives of the meeting
3. Deliberations - a summary of the discussion, in note or point form
4. Analysis of the discussion, and by the consensus of the Team draw conclusions about what is to be recorded in the Diary for inclusion in the report.

Plan for the next meeting - record the assignments given to the team member, and the general purpose of the assignment, and the date of the next meeting.

Important Guidelines for the Team Diary

1. The Team Secretary is responsible for keeping the Team Diary. On the day that the team meetings are held, THE TEAM SECRETARY records "Team meeting" as the day's activity in the Individual Diary, and is not expected to complete any further recording. The Secretary's activity for the day is the recording of the meeting record in the Team Diary.
2. Since the team Diary belongs to the group, it is by the Teams consensus that information is recorded or omitted. It is not the responsibility of the Secretary to decide on the content of the Diary.
3. The contents of the Team Diary should not reflect the same information as in a specific Individual's Diary. The team Diary should reflect more the result of the analysis and synthesis of all of the Individual Diaries, drawing conclusions that express an integrated and multidisciplinary approach to the development problems of he village.
4. If necessary, reference can be made to an individuals Diary, for the appropriate information, "see Diary of ... date..." Avoid recopying and duplicating information in the two "data-banks".

SAMPLE INDIVIDUAL DIARY ENTRY

Date: 1991

Activity Planned/Place of Visit:

1. Prepare for census survey, team review of sample selection and sample size methods.
2. Start census survey at 4.00 p.m. -8.00 p.m.

Purpose:

o recheck the accuracy of the sample size and selection for the census survey, in preparation of first data collection.

To start the census survey in First Quarter, goal 5 completed surveys.

Method: Census survey tool

Findings:

1. Some household heads had not returned from the farm at 4.00 p.m., but most were available after 5.00 p.m.
2. Householders know about the PAID students and were willing to answer the questions.
3. Some men were unable to give the names and ages of wife/wives and children, although the women usually knew.
4. For the 5 surveys completed we were unable to get an accurate or estimated family income.
5. Five surveys compiled and summarized showing all male head of households, average family size 7, all were full-time farmers.

Analysis: Because this is a farming community, people are only available for interview after the return home from the farm. Therefore the team will need to readjust the daily schedule so that the census survey can be completed in the evenings.

The chief and council have done a good job of informing the community about the PAID students' study, because everyone was welcoming and helpful when the houses were visited.

SAMPLE TEAM DIARY ENTRY

Date : November 29, 1991

Purpose: To review the 1st day's census survey, and replan, reorganize.

- 2 -

Deliberation

1. Most people were found at home after 5.00 p.m. therefore the team agreed to continue the census survey from about 4.00 p.m. each day, until the sample is collected. Estimated completion of census survey data collection is Sunday 24, 1991.
2. Mornings will be used for a short daily team meeting (9.00 a.m.) during the survey to monitor for problems, mornings will also be used for each team member to compile and summarize the data for their own quarters, and prepare for the evenings' data collection.
3. Most people met spoke English so it is possible to individually complete the household census survey, and not have to work in pairs that included a "pidgin" speaker. This will speed up the process. When a household is met where English cannot be used, the team member will record the house number, and bring the information to the daily meeting. A "pidgin" speaker will be assigned to make the visit. "Pidgin" speaker >

Ms? Enege, Mr, Kum, Mr. Pam.

Analysis : The need to replan the schedule for the census survey, based on the teams findings of the first day of date collection will improve the efficiency of the exercise.

Plan for Next Meeting:

November 30?1991 9.00 a.m.

Reports/discussion with team of census survey exercise. Review of compiled/summarized data to date

OBSERVATIONS AND CALCULATIONS	ANALYSIS AND EXPLANATIONS	LINKS TO OTHER DEVELOPMENT PROBLEMS
<p>VII <u>Migration</u></p> <ul style="list-style-type: none"> - Origins of in-migration. Age and sex of in-migrants at time of migration - In-migration rate (pers/year on average over past 5 years or 10 years. Change in in-migration rate - Destination of out-migrants Age of out-migrants at time of departure - Out migration (per/year on average over past 5 or 10 years). Change in out-migration rate 	<ul style="list-style-type: none"> - Ethnic groups in village age structures for whole village reasons for increase or decrease for M and W correlate migrant groups to non farm employment correlation education level and out migration out migration rate (pers/year on average over past 5 or 10 years change in out migration rate reasons for change for M and W Migration and marriage patterns Spatial distribution of in-migrants (particular part of village?) 	<ul style="list-style-type: none"> - Labour force in in-migration families; effect on village labour; marriage patterns; access to land and land tenure system; income levels in other regions; % growth rates social and economic relationships with other regions - Urban wage labour for school leavers; unsuitability of school curricula increasing work loads for women land tenure: lack of land or inheritance problems in larger families marriage of women outside village settlement patterns and access to building plots
<p>VIII <u>Birth, Death, Infant Mortality And Natural Growth Rate</u></p> <p>Crude birth rate Crude death rate Annual Natural growth rate</p> <p>Population after one year through natural increase</p> <p>Infant mortality rate</p>	<p>cf to other villages, provincial and national rates, to other countries (cf Annex A,B,C)</p> <p>Explain high or low rates. cf natural growth rate to in or out migration balance</p> <p>cf to other villages, provincial and national rates; to other countries.</p>	<p>Health status and sanitation; nutritional status and its causes; food supply and distribution, income levels;</p> <p>local knowledge of common illnesses; availability and acceptability of health care</p>

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VILLAGE STUDY

Date:

Questionnaire No.:.....Of:.....

Enumeration Unit No.:.....

Housing Unit No.:.....

Household No.:..... total Households in Housing Unit= ?

Household Sizes:

Village: Division..... Province:.....

Interviewer's Name and Singature.....

Job Controlled by: signed:

SKETCH MAP OF AREA COVERED

VILLAGE STUDY

SUGGESTED FORMAT FOR THE VILLAGE STUDY REPORT

The following is a suggested format for the Village Study report. While each Village Study Report will be unique because of the uniqueness of the villages and each Team, the overall presentation of the report should, in general, conform to this suggested format.

Each village Team will develop an ANNOTATED OUTLINE of their intended report, and discuss it with the supervisors during the first Supervisory visit. The purpose of this outline is to act as a guide to the writing of the first draft report, which occurs in the field. The second purpose of the outline is assist the supervisors to assess, monitor and evaluate the Team's progress towards the Village Study objectives.

ANNOTATED OUTLINE OF THE VILLAGE STUDY REPORT

The ANNOTATED OUTLINE OF THE REPORT shows the various parts of the report that are intended to be in the Final Village Study Report. It outlines the report along the lines of the following suggested format. However, the OUTLINE is not merely a Table of Contents. Rather, it shows, in an abbreviated and point form, the actual intended content of the final report. The OUTLINE will be further developed as the study proceeds, and more information becomes available. since the purpose of the outline is to guide by all Team Members, and it must be clear, yet in enough detail that any member of the team will be able to use it as a guide to writing a specific section of the report.

SUGGESTED FORMAT OF THE VILLAGE STUDY REPORT

1. **Preface and acknowledgements brief and to the point**
Table of contents
2. **Introduction**

Purpose of the Village Study, (what is/are the reason/s your are in the village?) DO NOT include the purpose and objectives that PAID/WA has as a training Institute for the Village Study.

The scope, describes the dimensions of your study, it is breadth and depth.

Limitations, are those factors which will limit, constrain or restrict this study.

(These are not your personal hardships!)

Research Methods

This is a clear and accurate statement about the methods you used in your study;

- 2 -

to collect data, using research tools;
to select the sample;
to analyze the data, and the Research Plan showing scheduling and timing

3. Background Information

- The physical and environmental setting of the village

- The administrative structures, laws, rules and regulations which affect Village life
- The history of the village and its people
- The cultural, social, religious life of the people
- The village economy
- The village political life
- The educational system
- The Health Care system
- The communications system etc.

This should provide appropriate background for the next part of the report, which described the village development problems and potentials. Therefore it should focus on relevant information, with analysis of that information logically leading into the next part. The background should also be in a condensed and summarized form that shows the links between the various elements of the background.

4. Key Development Problems and Potentials Identified

Arising directly out of the FINDINGS presented in the previous part, the KEY DEVELOPMENT PROBLEMS AND POTENTIALS are identified, analyzed, discussed, and their causative factors identified, analyzed and discussed. This part should clearly show the following:

- the identified priority felt needs of the community
- the identification of the community's development problems
- analysis of the underlying causes of these problems
- the community's potentials and constraints for tackling these problems
- the links between the various needs and problems

- 3 -

- any interrelationships between the causative factors and the different problems
- analysis of the possible implications of these problems on the development of the community

This part leads logically into the suggested development programme, in the next part.

5. The Suggested Development Programme (SDP)

A brief introduction should explain why you have chosen the following SDP. Each separate project within the plan should be presented in the SDP Format (explained elsewhere)

6. Summary and Conclusions

This should summarize the information that has been presented (needs, problems, SDP, and its anticipated effect on the community)

A short conclusion should follow

7. References

Include all sources used in the report, including major sources of oral information, documents, records, books etc. Follow the approved format for references

8. Appendices

All information that is not put into the body of the report but is relevant, is placed in a numbered series of appendices.

**SCORE SHEET FOR FIELD STUDIES REPORT EVALUATION
VILLAGE STUDY TEAM**

C R I T E R I A		WEIGHT %	SCORE
Chapters After SDP	How facts are presented (clarity, precision and logic)	20	
	Relevance of facts (practical and development oriented)	10	
	Effectiveness of analysis and evaluation	20	
	Identification of problems showing causes and linkages	10	
SDP Chapter	Summary of key problems and causative factors	10	
	Development goal, general and specific objective	5	
	Projects and summary of required resources	10	
	Implementation of projects showing phases and constraints	10	
Chapter Report SDP	Monitoring procedures impact and linkages	5	

SCORE SHEET FOR DIARY EVALUATION

C R I T E R I A		WEIGHT %	SCORE
A	Adherence to format	5	
B	Regularity of entry	5	
C	Clarity, precision of presentation of findings	25	
D	Relevance of findings/discussions to purpose/report	25	
E	Adequacy and suitability of analysis and evaluation	25	
F	Evidence of improvement	15	

PE/LRS
Jan. 1991

HOUSE

Housing Unit No. E1	Ownership E2	No. Households in Unit 1D Nos. E3	Relationship to the owner E4	Structure E5	Lighting E6	Cooking E7	Wall and Roof E8	Floor E9	Sanitation Water/Latrine Garbage E10

E2

OF = Offered Free
RE = Rented
SO = Self

E4

NR = Not Related
CHN = Children
SIB = Siblings
CUS = Cousins
FT = Fellow Tenant

E6

Electricity
Kerosene Lamp
Candles
Firewood

E7

Electricity
Kerosene
Gas
Charcoal
Firewood

E5

Concrete
Permanent
Semi permanent
Mud house

E10

Running water
Toilet inside
Toilet outside
No toilet

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**THE VILLAGE STUDY SEMINAR: AN EXERCISE IN
DEVELOPMENTAL MOBILIZATION AND
MANAGEMENT BY OBJECTIVES**

I. Introduction

At the end of the Village Studies a Village Studies Seminar is scheduled. The Seminar brings together the villagers, course participants, frontline workers, and administrative authorities, into a dialogue to critically examine and share ideas on the results of the village study research in particular, and in general, on the development problems, potentials and priorities of the areas just studied. A key objective of this exercise is the establishment of a realistic development programme for the village.

In previous years, the seminars were held here on PAID campus, with 2 to 4 representatives from each village brought in to participate. However, this was found to be too expensive, and produced little impact in terms of popular participation and eventual development action. Now we are holding the seminars right there in the villages, in the hope that the developmental objectives and training advantages of the seminar exercises will be much better fulfilled and maximized.

II. Objectives

The key objectives of the Village Studies Seminars may be stated as follows:

A. To the villagers

1. To provide feedback to the villagers and other relevant development staff on the results of the village studies research.
2. To leave behind in the village a structural (institutional capability for development mobilization and action, and a commitment to specific development objectives and programs. (This objective is of special importance as it constitutes a direct contribution into the development of the village resulting from the village studies exercise, and would, it is hoped, form the basis for future follow up action by either PAID staff or the staff of governmental or other development agencies.) The Seminar may thus also be seen as the goals

(objectives) setting conference of the MBO technique.

B. To the course participants

3. To test the validity of your information and analysis, and practicality and the acceptability of your S.D.P. by the responsible development community.
4. To sharpen your techniques of community mobilization for development action, as well as your ability to communicate development information to rural population.
5. To provide field experience and practice in the Management By Objectives (MBO) technique.

III. Approach

- 1st week: Inform village about the seminar, its purposes, and the role they are expected to play.
- 2nd week: Select date, set up the seminar committee. Identify the important seminar participants and send out the invitations.
- 3rd week: Identify main activities on seminar day, assign responsibilities, and monitor performance. Make up tentative seminar program.
- 4th week: Draw up the final seminar program; Mount the seminar; Write up seminar report.

V. The seminar, as can be seen, is built up progressively during the entire village studies period, and if well done, it can provide a fitting, beneficial and eventful learning climax to the village study exercise. Other relevant details and/or problems about the seminar will be attended to by the supervising staff.

CHECK-LIST OF POTENTIAL HEALTH HAZARDS

WATER

1. Is the water potable?
2. Is the water safe for washing dishes?
3. Is the water safe for personal hygiene?
4. Is the water stored and used safely?
(see separate handout on water)

ENVIRONMENTAL HYGIENE

1. Is there an appropriate place for all garbage disposal?
2. Are there any potential breeding place for mosquitoes?
3. Are other insects, flies, vermin, snakes, etc. potential hazards?
4. Are there tins, cans, glass, etc. lying around the compound which could be a source of cuts?

PIT LATRINE

1. Is the location, quality of the structure adequate?
2. Is it relatively hygienic, and how can it be kept hygienic?

HOUSING

1. Is it suitable to reduce the risks of harboring biting insects in the floors, walls, ceilings, etc. How can it be improved?
2. Is there adequate ventilation when using lanterns, mosquito coils, etc.?

HANDLING FOOD AND WATER

1. Is there a facility for hand washing before food preparation and after using the latrine?
2. Can raw foods and vegetable be safely prepared?
3. Is unused food safely stored and protected for later use?
4. Is all food safely stored and protected from flies, other insects and vermin?

5. Are dirty dishes cleared up quickly and stored under a protection cover when not in use?
6. Are people who are ill, or suffering from cuts or wounds on their hands excluded from cooking duties?

FOOD

1. Is it adequate, nutritious, well prepared?

VILLAGE CENSUS ANALYSIS

OBSERVATIONS AND CALCULATIONS	ANALYSIS AND EXPLANATIONS	LINKS TO OTHER DEVELOPMENT PROBLEMS
<p>I. <u>Family Structure</u></p> <ul style="list-style-type: none"> - Family tree (at least for larger families); - Average and mean household size; - Distribution of pop/family size - % monogamous or polygamous marriage; - % people in monogamous or polygamous households; - Average No. of wives per marriage; - Inter family relations; - Marriage patterns. <p>II. <u>Age and Sex Structures</u></p> <ul style="list-style-type: none"> - Tabulate age and sex by 5 years age groups; - Calculate incident of M/W or W/M by age group; - Calculate M/W ratio for adult population (15-64) and for over all population. 	<ul style="list-style-type: none"> - Compare family structure types of structure (No. of generation; cohabitation of brothers under authority of senior brother; cohabitation of parents; children of kinsfolk present; - Evolution of family structure over time; - Families related through common ancestors, lineage, marriages, migration patterns, brothers, sisters; - Relationships to neighbouring villages through marriage; - Inter ethnic marriages; - Spatial distribution of lineage - Correlation of marriage patterns to ethnic and natural origins. <ul style="list-style-type: none"> - cf to national figures and for other countries - cf to national figures and to other countries (see annex A); to other villages, cf non farm occupations to total labour force cf dependants to retal labour force 	<ul style="list-style-type: none"> - Family labour available for food production/ family (vulnerable failies); - decision making in farming; - schools facilities; - Housing patterns and needs; - Women's work load and child care; - Relation to economic production; - Relation polygamy/social structures; - Land heritage; - Intra village solidarity; of mutual aid labour teams, njangi and coops; - Inter village solidarity and economic relations to other zones; - Migration of women - Access to building land for new family units; - Village socio-spatial structures. <ul style="list-style-type: none"> - in and out migration of M or W; - effect on birth rate (presence or absence of fertile women); - income through non farm occupations; - capacity to produce sufficiant income at villate level - cf to % labour force/family.

OBSERVATIONS AND CALCULATIONS	ANALYSIS AND EXPLANATIONS	LINKS TO OTHER DEVELOPMENT PROBLEMS
<p>X</p> <ul style="list-style-type: none"> - % of dependants (0-14 and 65+) - Draw age pyramid; show excess M or W by age group <p><u>III Nationality and Ethnic Groups</u></p> <ul style="list-style-type: none"> - % of each national and ethnic group - inter ethnic marriage - % natives and strangers <p><u>IV Religion</u></p> <ul style="list-style-type: none"> - % for each sect. 	<ul style="list-style-type: none"> cf potential labour force to total number effectively in labour force (Q8) - General shape; young or old population; gaps % of children/fertile women; in and out migration at different ages - cf to provincial figures; to neighbouring villages; - ethnic group relationships (geographical, linguistic, social...); absence or presence of conflicts; - spatial distribution of ethnic groups (particular part of the village for each group or stranger?) - members of each family and lineage are all of same religion; - correlation christianity to educational levels; - correlation sects and religion to ethnic groups; - correlation Christianity to family size 	<ul style="list-style-type: none"> - land tenure; women's work load and child care epidemics; infant mortality; - presence/absence of in-migration; reasons for in-migration; - intra and inter village solidarities or conflicts; - accessibility to land for strangers; - voice in village affairs for strangers; - housing needs and access to new building plots; - differences in cropping patterns, food consumption; - social solidarities and development potential of religious groups; - religion and mutual and labour teams; - Historical patterns of religious penetration and relationship Christianity to overall social change; % of christians in relation to monetarisation and "modern" consumer habits; Cultural homogeneity, leadership in village activities

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<p><u>V. Employment</u></p> <ul style="list-style-type: none"> - % and types of non agricultural occupations - effective working age of man and women - % unemployed - d day labourers or other categories of farm workers <p><u>VI Formal Education</u></p> <ul style="list-style-type: none"> - Number of children 6-12 years (school age) - Number of children in primary school. - % of school age children in school - change in % with time - dropouts from primary school - formal educational level of adults (% having been to primary school for man and woman) 	<ul style="list-style-type: none"> - cf to other villages and regions - traders and craftsmen are full time or also farmers - younger brothers and adult sons status (self employed or working for elder kin?) - correlate non-agricultural employment and wage labourers to in-migrants <ul style="list-style-type: none"> - cf to neighbouring villages and to national and provincial figures cf % M and M: explain - relate to school fees overcrowded classes; in adapted curricula; parents fear of 'losing' children - correlation educational levels with religious and ethnic groups <p>cf to present school enrolment rates</p> <ul style="list-style-type: none"> - correlate education level to out migration - correlate education level to ethnic group - correlate educational level to number of children 	<ul style="list-style-type: none"> - non-agricultural income sources - promotion of processing activities - availability of land and social stratification - otu-migration <ul style="list-style-type: none"> - children's work load and availability of labour invulnerable families <p>critical appraisal of non adaptation of educational systems to development problems</p> <ul style="list-style-type: none"> - correlation of educational levels to parent employment and income level - loss of traditional knowledge of environment - effect on development activities especially extension services - existence of adult literacy campaign - urban unemployment - depletion of rural labour force and increasing poverty; increasing work load for women - family planning programmes

Nos. B1	Vital Statistics						Migration			Education		Remarks B13
	Name in Full B2	Rel. B3	Sex B4	Date Birth B5	Mar. Stat. B6	Age 1st Marriage B8	Place of Birth B8	Length of Stay Here B9	Tribes B10	Lit. B11	Last Class B12	

B3
 HH = Head of Household
 WH = Wife to Head of Household
 CH = Child to HH
 OTH = Other Ratio to HH
 NR = No. Rel. to HH

B4
 M = Male
 F = Female

B6
 M = Married
 S = Single
 D = Separated or Divorced
 W = Widowed

B11
 Lit = Literate
 Ill = Illiterate

B12
 PX = Primary + Class (x)
 FS = Completed FSLC
 SX = Secondary + Class (x)
 OL = Passed OL
 U6 = Upper Sixth
 UNIV = University + Assign.

HOW TO STAY HEALTHY IN THE FIELD

Living and working in a rural setting can be exciting, tiring and at times frustrating, but in the end, PAID/WA participants usually agree that it is a wonderful learning experience. Firstly, you experience the very environmental, social, cultural and even economic conditions under which Cameroonian village people conduct their lives. Secondly this experience also give you an opportunity to learn more about yourself; how well you adjust to the living condition? How well do you co-operate and work with your colleague as a team to get the work done? How supportive are you will others, who are not coping as well as you? How well do you use your leadership skills? How well do you adjust physically and emotionally to the new environment?

Preparation for field work includes many aspects; but one aspect for which you are entirely responsible is your own special needs, including your health needs while in the field.

Each participant is responsible for preparing themselves for living in a sometimes difficult and often isolated situation. The pre-field work visit to the Doctor is your opportunity to clarify any health problems, seek medical advice and obtain any necessary prescriptions and other drugs.

The remaining health needs in the field are the same for everyone. As you discovered in the Health and Development module, keeping healthy is not seeing a doctor and taking pills, but is to do with your entire environment and your personal behaviour. Each village team is in fact a little community, and therefore, the health of your community is the concern of all the team members. Incidentally, we consider that your community is actually a rather unusually health one, or you would not have been PAID/WA participants!

Your community is responsible for its health during the field work experience. This means you will have to - assess your living situation, - identify potential and real problems, - look for alternative solutions, choose and implement a solution and monitor and evaluate the effects of your action.

As you learnt in health in development, it is easier and less costly in terms of not only money costs, but with less loss of human production and reduced quality of life, to prevent health problems than to treat the disease and its long term effects. your community has an opportunity to take appropriate preventive, health actions to ensure that your quality of life is as high as possible, and that all the team members stay healthy and capable of doing the work required.