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Provisional Agenda Items Nos 4,5,6,7,8

UGANDA STATEMENT  
ON  
COMMUNITY DEVELOPMENT PROGRAMME

COMMUNITY DEVELOPMENT UGANDAA. ADMINISTRATION

1. The portfolio of the Minister of Social Development includes the Community Development Division (with Urban Social Welfare and the Probation Service) and the Division of African Housing. The Minister of Social Development is responsible for Policy matters with regard to community development and, as a member of the Executive Council, co-ordinates the activities of his Ministry with the work of other Ministries.

2. The staff at the Ministry of Social Development consists of a Permanent Secretary who is in administrative control of the Ministry and is the principal adviser to the Minister. The Community Development Division is controlled by the Deputy Secretary to the Ministry. The Deputy Secretary has on his staff a Principal Welfare Officer responsible for Urban Social Welfare and the Probation Service, and an Adviser on Women's Work. An Assistant Secretary completes the administrative side of the Community Development Division at Ministry level.

3. Nsamizi Training Centre, which is the central training establishment for Community Development in the Protectorate of Uganda, has a Principal in administrative control with the usual administrative and teaching staff that a large establishment of this nature demands.

4. Uganda is divided into four provinces and sixteen administrative districts. At district level, there is an establishment of two Community Development Officers, male and female, with a descending hierarchy of junior male and female staff under the titles of Assistant Community Development Officer, Senior Community Development Assistant and Community Development Assistant.

5. In Uganda emphasis is placed on the devolution of responsibility, and local development plans are formulated and executed by the District Team. The District Team usually comprises the District Commissioner as Chairman, the Agricultural Officer, the Veterinary Officer, the Education Officer, the Community Development Officer, the District Engineer, the Co-operative Development Officer and the Rural Water Development Officer. The District Team, at its frequent meetings, approves local community development schemes, and technical assistance is always forthcoming from the professional officers.

6. As high priority is given to leadership training, each district in Uganda is being furnished with a Rural Training Centre which is under the control of the Community Development Officer and available on request to other professional officers of the District Team.

7. The Urban Social Welfare and Probation Section is treated as a separate entity under the direction of a Principal Welfare Officer. Local Welfare Committees are being set up in the major towns and the Social Welfare staff service these committees. Committees are composed of members elected by voluntary agencies and Government officers nominated by the Ministries concerned.

#### B. FINANCE

8. The Community Development programme is financed from the Protectorate Government sources. There is an annual recurrent expenditure of approximately £232,000. Capital expenditure over the last 12 years has been mainly expended on the building of the central training establishment at Nsamizi and of Rural Training Centres at district level. Nsamizi Training Centre which is probably unique in Africa was erected and equipped at a capital cost of £300,000. Rural Training Centres are, at district level, much simpler in construction and cost on an average £15,000 a Centre. In addition to capital and recurrent costs the Central Government has provided £100,000 a year up to 1956/57 and subsequently £37,500 a year for village self-help schemes. This sum is distributed annually in proportion to population to all districts and is administered by the District Commissioner with the assistance of the Community Development Officer and the District Team.

9. Work amongst women has progressed rapidly in Uganda during the last ten years and substantial assistance for this work has been obtained through UNICEF. UNICEF aid has taken three forms:-

- (i) The provision of land rovers and motor cycles so that women staff can repeatedly visit the remote areas of the country;
- (ii) stipends for the training of women voluntary leaders at district level;
- (iii) equipment for work amongst women at the Rural Training Centres and demonstration material of all description for women's clubs.

This form of aid by UNICEF has enabled work amongst women to be expanded and intensified.

#### C. PROGRAMME CONTENT

##### (a) LITERACY

10. The desire for literacy does not arise fortuitously. The demand is usually keenest in districts where formal education has been going on for some time. In other districts the nascent desire for literacy has to be stimulated. Ideally, literacy campaigns should be part of a national movement designed to promote a literate population and therefore the policy is one of involving all social institutions in a national drive for a literate Protectorate. Churches and other social institutions are requested to

provide voluntary leaders whilst the Division of Community Development provides literacy kits for sale, trains the voluntary leaders and organises literacy campaigns.

11. The accepted standard for literacy is that laid down by UNESCO.

Literacy work, though given some priority, is looked upon as a means rather an end in itself, as experience has demonstrated that the literacy group inevitably widens its mental horizons to include village development problems as well as the individual's problem of becoming literate.

12. The problem of providing suitable literature in the rural areas for the new literate is being met by the Publication Section of the East African Literature Bureau. Four mobile book vans are constantly touring the country bringing publications from the East African Literature Bureau and other publishers literally to the doorsteps of would-be readers. In addition to publishing, the East African Literature Bureau organises a book box library service and an individual postal library service.

13. Re-inforcing this work is the Uganda Literature and Library Service which is organised by the Community Development Division. Area committees representing the interests of the region meet constantly and review the position with regard to a continuing supply of new literature written within the district and assisting authors to publish their works. Competitions for authors are held and the prize winning manuscripts are published by the East African Literature Bureau. A course for authors has been organised at the Central Training Establishment, Nsamizi and further courses will be arranged in the future. The Regional Committees are now developing a district library service and it is hoped that in the not too distant future, there will be an adequate lending library in each district of the Protectorate organised in conjunction with the African Local Governments.

14. Literacy for adults is prominent in the programme of community development and includes literacy in the vernaculars as well as in English. There are compelling reasons for establishing literacy programmes in a country that is advancing step by step towards self-government. It is essential that individuals and groups have access to reports of the work of district councils and of the central legislature and should be capable of reading and understanding these reports. In addition the impact of culture contact between Europe and Africa is intensified through mass media techniques which in turn creates a demand for literacy. Recently the techniques for teaching adults literacy have been overhauled and new primers and followup readers have been re-written in line with the most advanced techniques of adult literacy teaching. A system for teaching English to adults is being written by two officers of the Community Development Division of the Ministry as

there is a growing demand for instruction in the English language. Adult literacy teaching has been carried out for some time in Uganda and has shown steady if not spectacular progress. In the last year, some 30,000 illiterates achieved a Literacy Certificate after an examination based on UNESCO standards for literacy.

(b) CITIZENSHIP TRAINING

15. Citizenship training in Uganda meets a much wider need than a descriptive account of the administrative machine. It is recognised that in the development of a modern state with its organs of Government, statutory boards and the new social organisation such as political parties that have been introduced into the country, new stresses and strains have been placed on communities that can only be resolved by a type of adult education that will bring understanding and participation from the communities that make up a nation. Citizenship training is therefore concerned with the administrative techniques introduced for developing the major communities and with the effect of these techniques on the home, village, town, tribal and local communities, and aims through analysis and discussion to assist these communities do adapt themselves to a changing social situation. Training in citizenship includes an examination of the indigenous governments that existed in the past, the economy that supported these Governments, factors that are making for social change and the social and economic problems thrown up by the rapid advancement of the people.

16. There is a wide demand for this type of course from every district in Uganda. Voluntary organisations are requested to select their leaders for training in citizenship and on the Government side the local chiefs, who exercise a tremendous influence, are nominated to attend advanced courses in citizenship. The type of course offered is not purely academic as visits of observation are arranged to the Lint Marketing Board, Coffee Marketing Board, the Hydro Electric scheme at Jinja which includes copper smelting, and visits to the modern factories operated in the Jinja industrial complex. When the legislative council is in session, students are taken to listen to debates on Government policy. It has been found from experience that this combination of academic instruction and visits of observation yield the best results.

(c) WORK AMONGST WOMEN

17. A great pioneering effort has been made in Uganda and there are now over 887 established women's clubs. Some form of club is essential as there is no true African village or town in Uganda such as there is in West Africa and women have to congregate from their individual homesteads. With this form of work, it is essential to train hundreds of voluntary women leaders in new skills and techniques and in programme planning so that they in turn

can teach their club members. A handbook on women's work, is published for the guidance of club leaders and the handbook embraces the whole field of home economics at village level. To buttress and support the club movement, courses of three months duration are held for women leaders at Rural Training Centres; the more advanced leaders are sent to the Central Training Establishment at Nsamizi for further training. Closely linked with instruction in home economics in the clubs are schemes for home improvement organised by groups of ten families who work in turn on each other's shambas to improve the physical amenities of the home, to make simple furniture and to improve the environmental hygiene of the shamba. This type of collective home improvement work is very popular and thousands of homes are being improved beyond recognition as the result of teaching in the clubs combined with voluntary work. The voluntary organisations including the British Red Cross and women's organisations formed by the churches are fully integrated into the club movement, and equal training facilities are provided for leaders from clubs sponsored by voluntary organisations. The total programme is co-ordinated and directed by the Adviser on women's work.

(d) VILLAGE SELF-HELP SCHEMES

18. In common with programmes of Community Development in other parts of the world, village self-help schemes have been widely developed, and in 1958 over 1,000 village self-help schemes ranging over bridges, roads, schools, swamp crossings, spring protection, fish ponds and club houses were completed. Reference has been made to the funds provided by the Central Government for village self-help schemes and these village schemes are "pump primed" from this source. In all instances, the self-help schemes meet the felt needs on the part of the communities concerned and voluntary effort is insisted upon before any form of aid by Central Government is given. Technical assistance and expert advice is invariably available from the members of the District Team.

19. Village self-help schemes usually emerge as a result of literacy work or of courses held at Rural Training Centres. It is found that people who have attended literacy classes or other types of courses find themselves with a common interest, that interest being the improvement of their village. At local level, the usual approach is for a group of people to meet and discuss with a member of the Community Development staff their needs in village improvement, and with his or her assistance to assess their ability to meet the needs. A scheme is then put forward to the District Team and, if the scheme is approved, assistance in the form of the more expensive materials or skilled labour is forthcoming from local Community Development funds. Some very large schemes have been undertaken by this method such as swamp crossings and the building of village schools. In the main, the schemes are small as the "shamba system" does not lend itself to a large continuous supply of voluntary labour. Village self-help schemes have been in operation for over 10 years and have now gained wide acceptance in all communities. Naturally the end product of village self-help schemes, the development of self-reliant communities, is kept to the fore and the accent is not on a poor man's Public Works Department.

(e) VOLUNTARY GROUP LEADER TRAINING

20. In Uganda where the shamba system is prevalent (African homestead and farm combined), and there are no true towns or villages in the West African sense of communities, it is essential that new social organisations should be brought into being in order to meet the challenge of a rapidly developing modern state. In order to assist this form of social development, training is given to group leaders with the emphasis on group organisation and programme planning according to the needs of the group concerned. For this type of training an officer with specialist qualifications and experience conducts courses at Rural Training Centres and at courses organised by voluntary organisations. There is a keen demand for these courses and the number of courses held is limited only by the facilities to staff available to the Community Development Division.

21. Although the voluntary organisations mainly work in the developed township areas, branches do exist in the rural areas. It is considered that the best form of assistance from the Central Government to voluntary organisations is through group leader training. After the completion of training in organisation and programme planning, these leaders usually demand and obtain a social background course which follows closely the training for citizenship courses that have already been mentioned.

EXTENSION WORK

22. The Community Development Division is closely associated with the professional departments in their extension work. Community Development staff urge their groups to seek the advice of the Agricultural and Veterinary Officers and to put into practice on their shambas the lessons taught by these officers. In many districts a sustained productivity campaign is in progress supported by teaching films and other mass media. At district level campaigns which include travelling exhibitions and country shows are organised by the Community Development staff. In all these campaigns, the objectives are defined and the content prescribed by the professional department concerned.

23. The Community Development Division uses a wide variety of visual aids which are made locally including films, film strips, teaching posters, flannelgraphs and broadsheets. There are four mobile cinema vans which are used to support programmes of community education and each Rural Training Centre is equipped with a 16 m.m. projector, slide projector, tape recorder, and other forms of audio-visual aids. On the medical side teaching aids including film strips, posters and simple instruction in dietetics are provided by the Health Education Section of the Ministry of Health and these are widely used especially in the women's clubs. For the Ministry of Natural Resources teaching aids are produced by the Community Development Division. The content of the teaching aids is the responsibility of the departments concerned. The use of teaching aids is taught to extension staff of the Ministry of Natural Resources at Rural Training Centres.

D. RECRUITMENT AND TRAINING OF PERSONNEL AND VOLUNTARY LEADERS

(a) Personnel

24. Preference is given to those candidates for the officer grade who hold a degree or diploma although these qualifications have not been insisted upon in all instances and some men and women with a flair for community development though with no professional qualifications, have been recruited.

25. There are two avenues of entry into the officer grade; direct entry on graduation from a recognised University, or entry after selection from within the Service as a Training Grade Officer. Training Grade Officers are African, and of a fairly high academic attainment though not of University level and are required to spend a two year period of in-service training before appointment as officers.

26. Full advantage is taken of conferences and courses organised by the Colonial Office and by international organisations to further the training of officers.

27. For the junior grade, the minimum qualification for entry is now Junior Secondary education. With the continuing raising of educational standards as a whole in Uganda, preference is now being shown to School Certificate holders. For junior officer grades, selection is always made by Boards convened at district level as it is considered essential that all junior officers must be familiar with the social structure of the communities in the district in which they will be working and, of course, junior officers must have a sound knowledge of the local languages. In addition to the academic qualifications already mentioned, the Examining Boards look for qualities of leadership and evidence of voluntary service in applicants for these posts.

28. On entry to the Community Development Division, junior officers both male and female are required to spend up to six months in the field under the guidance of experienced officers before commencing a nine months course of intensive training in Community Development techniques at the Central Training Establishment, Nsamizi. With regard to junior staff, training is regarded as a continuous process and each year courses are organised at Nsamizi Training Centre and at Rural Training Centres.

29. There is a ladder of promotion within the Division and promotion examinations are held yearly which enable junior staff to move from the junior grade to the senior assistant and assistant officer grade. Promotion from the assistant officer grade is either by the attainment of an academic qualification such as a degree or diploma in the Social Sciences, or by becoming a Training Grade Officer and undergoing a two year course of instruction at officer level.



(b) LEADERSHIP TRAINING

30. Leadership training at all levels is a sine qua non of Community Development work and leadership training has a very high priority in the Uganda Protectorate programme of Community Development. Already some references were made to the voluntary group Leader Training and Citizenship Training when the programme content was discussed. The Central Training Establishment at Nsamizi (Entebbe) is the peak of a pyramid of training centres which serve every district in Uganda. An indication of the work of the Nsamizi Training Centre is shown by the following list of courses held during 1958.

<u>Course</u>	<u>Dates</u>	<u>No. on course</u>
Co-operative Secretaries	4. 1.58 - 29. 3.58	17
Wives of Co-op. Secretaries	4. 1.58 - 29. 3.58	9
7th Community Development Assistants	15. 1.58 - 28. 3.58	11
Wives of Community Development Assistants	15. 1.58 - 28. 3. 58	4
3rd Community Development Assistants (Women)	19. 1.58 - 3. 4.58	9
Sports Officers	12. 1.58 - 31. 1.58	27
Citizenship (R.C. Seminarists)	9. 1.58 - 31. 1.58	20
Citizenship (Police)	5. 2.58 - 4. 3.58	23
Women Leaders (Mothers Union)	5. 2.59 - 18. 3.58	26
Works Committee	3. 2.58 - 15. 3.58	18
Teaching Techniques (Natural Resources Staff)	12. 2.58 - 5. 3.58	18
Teaching Techniques (Women Staff, etc.)	28. 2.58 - 6. 3.58	18
4th Course on Legislative Council	3. 3.58 - 15. 3.58	14
Teaching Techniques	7. 3.58 - 14. 3.58	15

<u>Course</u>	<u>Dates</u>	<u>No. on Course</u>
Traders (Ankole & Kigezi)	11. 3.58 - 2. 4.58	20
Teaching Techniques	17. 3.58 - 23. 3.58	15
Citizenship (Police)	9. 4.58 - 30. 4.58	13
Traders (Buganda)	8. 4.58 - 1. 5.58	20
Women Leaders (Mother's Union)	8. 4.58 - 20. 5.58	22
Basic Co-operative Training	13. 4.58 - 28. 6.58	17
Community Development Assts. (Women) Vernacular Course	16. 4.58 - 15. 7.58	18
Authors	7. 5.58 - 23. 5.58	8
8th Community Development Assistants	28. 4.58 - 29. 8.58	9
Wives of Community Development Assistants	28. 4.58 - 29. 8.58	2
Women Leaders (Muslim)	7. 5.58 - 23. 5.58	19
5th Course on Legislative Council	14. 5.58 - 30. 5.58	18
Citizenship (Police)	10. 5.58 - 8. 7.58	18
Traders (Northern Province)	3. 6.58 - 23. 6.58	13
Law (African Local Government Magistrates)	11. 6.58 - 6. 9.58	14
Wives of Magistrates	11. 6.58 - 6. 9.58	5
Traders (Buganda)	1. 7.58 - 23. 7.58	14
Citizenship (Ordinands)	16. 7.58 - 11. 8.58	18
Introduction to U.K. (Women)	21. 7.58 - 16. 8.58	14
Co-operative Leadership	28. 7.58 - 9. 8.58	16

<u>Course</u>	<u>Dates</u>	<u>No. on Course</u>
British Council U. K. Course	13. 8.58 - 16. 8.58	36
Traders (Northern Province)	30. 7.58 - 18. 8.58	18
Co-operative Leadership	11. 8.58 - 23. 8.58	15
British Council U.K. Course	18. 8.58 - 22. 8.58	38
Co-operative Leadership	25. 8.58 - 6. 9.58	12
Assistant Health Visitors	28. 8. 58 - 19.10.58	4
Traders (Eastern Province)	27. 8.58 - 17. 9. 58	16
Women Leaders (Y.W.C.A.)	6. 9.58 - 19. 9.58	35
Co-operative Leadership	8. 9.58 - 20. 9.58	13
6th Course on Legislative Council	10. 9.58 - 20. 9.58	17
Co-operative Secretaries	15. 9.58 - March 1959	18
Wives of Co-op. Secretaries	15. 9.58 - March 1959	5
Citizenship (Police)	18. 9.58 - 11. 10.58	20
Co-operative Leadership	22. 9.58 - 4. 10.58	17
Traders (Western Province)	23. 9.58 - 15. 10.58	20
Social Background	22. 9.58 - 16. 10.58	20
Women Leaders (Catholic Action)	24. 9.58 - 24. 10.58	20
Induction Course (Training Grade Officers)	30. 9.58 - 8 8. 10.58	7
Football (Training for Gossage Cup Team)	20. 9.58 - 29. 9.58	22
Co-operative Leadership	6. 10.58 - 18. 10.58	9
Citizenship (Police)	21. 10.58 - 18. 11.58	18

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<u>Course</u>	<u>Dates</u>	<u>No. on Course</u>
Women Leaders (Catholic Action)	29. 10.58 - 28. 11.58	20
Co-operative Leadership	20. 10.58 - 1. 11.58	9
Traders (Eastern Province)	29. 10.58 - 18. 11.58	16
Women Leaders (muslim)	17. 11.58 - 17. 12.58	16
Co-operative Leadership	17. 11.58 - 29. 11.58	9
Citizenship (Police)	24. 11.58 - 20. 12.58	24
Women Teachers Refresher	22. 11.58 - 19. 12.58	20
Women Leaders (Luo)	1. 12.58 - 19. 12.58	12
Cricket Coaching (Schoolboys)	13. 12.58 - 20. 12.58	20
Co-operative Leadership	1. 12.58 - 13. 12.58	11
<u>Courses for Senior Officers</u>		
Introduction to Uganda (Police Cadets)	21. 4.58 - 26. 4.58	6
Introduction to Uganda (Administrative Cadets)	9. 11.58 - 22. 11.58	12
Introduction to Uganda (Police Cadets)	1.12.58 - 6. 12.58	8
Community Development Officers	5. 5.58 - 10. 5.58	7
	TOTAL:	<u>1,084</u>

31. Rural Training Centres Provide a variety of courses to meet the need of leadership training in the district and a typical example of leadership courses offered at a Rural Training Centre is demonstrated by the following courses held at the Lango Rural Training Centre during 1958.

Two	Education Officers' Courses
One	Sub-county Chiefs Law Course
Five	Women's Courses
Six	Co-operative Courses
One	Group Leaders' Course
Two	Progressive Farmers' Courses
Three	Direct Election Courses
One	A .L. G. Clerks' Courses
Two	Cotton-Lygyus Spraying Courses
One	Traders' Course

#### E. URBAN SOCIAL WELFARE

32. The work of this section consists of carrying out recommendations made by the Welfare Committees, surveying in detail and making recommendations on welfare problems in the urban and peri-urban areas, undertaking work in connection with the probation of offenders and the after care of prisoners, training social welfare workers in the service of governments, local authorities and voluntary agencies, staffing community centres on African housing estates, assisting in the alleviation of social distress, organising recreation and sporting activities specially among young people. In addition to a staff of Welfare and Probation Officers, there are three fully qualified Sports Officers who concentrate on recreation through sport for the youth of the Protectorate.

33. Apart from the Probation and After Care Service which now extends through the greater part of the Protectorate and follows very closely the United Kingdom pattern, urban social welfare is undertaken mainly by voluntary organisations. Co-ordination of voluntary effort is achieved through the Uganda National Council of Social Service, a body which represents every Protectorate wide voluntary organisation. Grants in aid are paid by Government to the voluntary organisations and this grant takes into account the salary of paid organisers. It is the intention of Government to set up in each urban area a Welfare Committee comprised of Government officials from the Social Services, Ministries and members from voluntary organisations. These committees will be serviced by welfare staff and will constantly review the problems thrown up by urbanisation.

34. Young people on remand or in need of care and protection are accommodated in Remand Probation Hostels and there is an Approved School for treatment of the juvenile offenders.

35. The Save the Children Fund, United Kingdom, has provided a full-time organiser to assist with the work amongst children and a hostel designed to accommodate the very young who are in need of care and protection is in the process of being built. The hostel will be run by a voluntary organisation known as the Uganda Save the Children Fund in collaboration with Government. A wide variety of institutions also assist with the care and protection of the very young including the Church Missionary Society and the Roman Catholic Church.

36. The physically handicapped are assisted by the Salvation Army hostel for the ambulant sick which is organised in collaboration with the Ministry of Social Development.

37. A Youth Council guides and directs youth activities which includes scouts, girl guides and youth clubs.

38. The Uganda Foundation for the Blind, a voluntary society, operated in collaboration with Government, maintains two training institutions for the blind and assists with the development of a school for blind children.

39. A newly formed society has started a course of instruction for deaf and dumb children.

40. On African housing estates, Community Centres are serviced by social welfare staff and these Community Centres contain a variety of clubs to meet the educational and social needs of the people of the estates.

41. A significant development in Uganda has been the success of the Nakivubo Settlement which maintains a very strong link between the students and staff of Makerere University College and one of the poorer sections of Kampala. This Settlement has been in existence for many years and demonstrates what can be achieved through sound leadership directing the fund of goodwill that exists in the more privileged section of the African community such as a student body.

#### F. EVALUATION OF THE PROGRAMME

42. A statistical analysis of district work is obtained through each district reporting on a specially designed pro-forma at quarterly intervals. The pro-forma report requests detailed statistical information on the different aspects of community development work including courses held at Rural Training Centres and the number of village self-help schemes completed. Whilst this statistical analysis provides an indication of what is being achieved and what efforts are proved successful, it cannot by its very nature give a true evaluation of community development work. Uganda, in common with other countries, has limited funds and staff at its disposal for Community Development work and the main emphasis has been on building up organisation training and field techniques. It is considered that evaluation can play a valuable part in the development of a programme, but it is also considered that a true evaluation could best be done by an international agency, and it is suggested that an appropriate international agency should consider setting up an evaluation team that could be called upon to carry out an evaluation request of a member Government.