

Community Development in Cameroon
SSC-320 “Community Development - Seminar”

TTh 9:00 – 10:20

During the “service learning” (total of 72 hours), under guidance of the instructor, students complete a study project

(Meeting times/days may vary based on availability of guest lectures and site visit hosts.)

4 semester credits

Instructors : Peter Agborbechem Tambi, PhD, Education Faculty, University of Buea
Kelly Brannan Trail, MEd, Antioch Education Abroad, Antioch University

Course Description

Community development (CD) is planned internal intervention to generate change for the purpose of enhancing people’s quality of life. However, there is often disagreement as to what is meant by an enhanced quality of life, who decides this, and how it is achieved. We will explore the theoretical perspectives of community development, including the three primary approaches: Technical Assistance, Self-Help, and Interactional. We will examine which types of community development are taking place in Cameroon and how this relates to the overall development strategy of the country. We will highlight CD in the areas of education and health, with an emphasis on the role of women and youth. Emphasis is placed on community-driven development that is culturally, economically, and environmentally sustainable. Each student will engage in a service learning project with a local organization, allowing them to make connections between the classroom and practice in the community.

Course and Program Objectives

- Understand the relationship between community development and the development strategy of Cameroon.
- Develop the special communication and cross-cultural skills necessary for effective interactions with non-profit organizations at the local level.
- Acquire the skills and knowledge for evaluation of a community and the effectiveness of local development projects.
- Understand the theoretical perspectives of community development and how they may be applied in both domestic and international contexts.

Requirements/Evaluation

- Winter readings and written responses
- Participation/attendance in service learning placement (5 hours per week)
 - Field Observations and Journaling
 - Service Learning Reflection Paper
- Class attendance and participation in discussions
 - Includes scheduled calls/online mtg’s with Kelly Trail
- Attendance and participation in site visits
- Evaluation and Recommendations of a Mamfe or Dschang Project
- Response Papers
(Assignment details can be found at the end of the syllabus)

Required Readings:

Textbook:

Green, G. P., Robinson, J.W. (Eds.) (2010). *Introduction to community development : theory, practice, and service-learning*. Sage Publications. ISBN: 9781412974622

Articles/Selections from Textbooks:

Che, M. (2008). Domestic and international power relations in a Cameroonian mission school system. *International Journal Of Educational Development*, 28(6), 640-655. doi:10.1016/j.ijedudev.2007.09.001

“The Stranger’s Eyes” by Joyce Carleson (Reprinted from *Notes on Anthropology and Intercultural Community Work* 20:34-38, 1995).

<http://www.sil.org/anthro/articles/TheStrangerSEyes.htm>

“Reflections on ‘The Stranger’s Eyes’ from the Viewpoint of ICW/CD.”

<http://www.sil.org/anthro/articles/ReflectnsOnThStrngrSEpntOfICWCD.htm>

Johnson, J. C., Avenarius, C., & Weatherford, J. (2006). The Active Participant-Observer: Applying Social Role Analysis to Participant Observation. *Field Methods*, 18(2), 111-134. doi:10.1177/1525822X05285928

Agheneza, Z. (2008). Reasons Causing Failure of Projects for the Development of Woman in Africa: Evidence from Cameroon. *Ahfad Journal*, 25(2), 116-149.

Njoh, A. J. (2006). Determinants of success in community self-help projects: The case of the Kumbo water supply scheme in Cameroon. *International Development Planning Review*, 28(3), 381-406.

Cullen, A. E., Coryn, C. S., & Rugh, J. (2011). The Politics and Consequences of Including Stakeholders in International Development Evaluation. *American Journal Of Evaluation*, 32(3), 345-361. doi:10.1177/1098214010396076

Ratner, Shanna (2012). “You Get What You Measure: A Process to Determine and Measure Progress in Community Development.” *CD Practice*. (An on-line publication of the Community Development Society). http://www.comm-dev.org/attachments/070_CDPractices.pdf

Mayoux, L. (2001). Tackling the Down Side: Social Capital, Women’s Empowerment and Micro-Finance in Cameroon. *Development & Change*, 32(3)

Selections from Todaro, M.P.; Stephen, C.S. *Economic Development*, Eighth Edition. Pearson: New York, 2003:
The Gender Gap: Women and Education

Yuvenyonge, Sakah Lydia, “Gender Conflicts and Natural Resources on the Kumbo Plateau, Northwest Region of Cameroon” in *Conflict Prevention, Management, and Resolution*. University of Buea, 28 Jan 2009, 11pgs, Buea, 2009.

President's Commission on Sustainable Development (1997). Sustainable Communities Task Force Report - Executive Summary. Washington D.C. On-line:
<http://clinton2.nara.gov/PCSD/Publications/suscomm/suscoexe.html>

Bridger, Jefferey C. and A.E. Luloff (2001). "Building the Sustainable Community: Is Social Capital the Answer?" *Social Policy*. 17(3),458-72.

"Toward Defining 'Sustainable Development' in the SIL Context." By Bud Larsen. Summer Institute of Linguistics, 1999. <http://www.sil.org/anthro/articles/sustain.htm>

NJOH, A. J. (2011). Citizen Participation and Sustainability: Lessons from Cameroon. *Development*, 54(3), 376-383. doi:10.1057/dev.2011.55

Alasah, A. A. (2011). The impact of government policy on grassroots level community development initiative in the Northwest region of Cameroon. *Community Development Journal*, 46(2), 196-212.

Orock, R. (2007). Gender equality – whose agenda? Observations from Cameroon. *Development In Practice*, 17(1), 93-97. doi:10.1080/09614520601092220

"Cameroon's Youth Leaders Offer Advice on Reaching MDGs for Education, Gender Equality," The World Bank, 9 Sept. 2010. <http://go.worldbank.org/7JFWBWVDH0>

Center for Global Development. "Education and the Developing World." (www.cgdev.org)

Forgha, Njimanted Godfrey, "The Paradox of Higher Education Investment and Economic Development in African: An Econometric Investigation," in *Conflict Prevention, Management, and Resolution*. University of Buea, 28 Jan 2009, 11pgs, Buea, 2009.

Ahmed, Akhter U. (2004) "Impact of Feeding Children in School: Evidence from Bangladesh." International Food Policy Research Institute, Washington, DC.
<http://www.wfp.org/sites/default/files/Impact%20of%20Feeding%20Children.pdf>

Selections from *Economic Development* (Todaro, M.P.; Stephen, C.S.)
The Central Roles of Education and Health
Education and Health as Joint Investments for Development
Improving Health and Education
Investing in Education and Health: The Human Capital Approach

Selections from *Economic Development* (Todaro, M.P.; Stephen, C.S.)
Agricultural/Rural Development

Schedule/Themes

Assignment details are outlined at the end of the schedule.

Assignments are listed in the week in which they are due. So, look ahead to the following week to determine which assignments to work on now.

Pre-Departure (Students complete BEFORE arrival in Cameroon)

Readings: (To be completed **before** arrival in Cameroon)

1. I suggest you bookmark the following websites and peruse them at least weekly:
<http://www.bbc.co.uk/news/world/africa/> allafrica.com cameroononline.org
2. Information on Cameroon (history, government, languages, etc.): Choose your own readings
from reliable online sources, books, and articles based on what really interests you.
The Embassy website provides some good background: <http://www.ambacam-usa.org/cameroon.aspx>)
3. Green, G. P., Robinson, J.W. (Eds.) (2010). *Introduction to community development : theory, practice, and service-learning*. Sage Publications.
Chapter 1: Developing Communities (pg. 1-9)
Chapter 2: A Historical View of Community Development (pg. 11-34)

Assignments:

Due Feb 25: What is community? What is Community Development?

***** Chapters listed below are from the *Introduction to Community Development* book**

Week One (March 11): Cameroon, Community, Community Development

“How Cameroon Became a Bilingual Country?” (Lecture by Dr. Tambi)
Cameroon’s colonization and independence

Basics of ‘Community’ and ‘Community Development;’

Readings:

Che, M. (2008). Domestic and international power relations in a Cameroonian mission school system. *International Journal Of Educational Development*, 28(6), 640-655. doi:10.1016/j.ijedudev.2007.09.001 (pg. 640-645 only)

Chapter 1: Developing Communities (pg. 1-9)

Chapter 2: A Historical View of Community Development (pg. 11-34)

Meet with Service Learning Organization (time/date to be set individually)

Week 2 (March 18): U.S. Community Development; Outsider Roles, Participant-observer

Begin Service Learning Placements; share initial reflections

‘Community Development in the U.S.’

Community Development Projects: Outsider roles; being a participant observer, journaling

Readings:

“The Stranger’s Eyes” by Joyce Carleson (Reprinted from *Notes on Anthropology and Intercultural Community Work* 20:34-38, 1995).

<http://www.sil.org/anthro/articles/TheStrangerSEyes.htm>

“Reflections on ‘The Stranger’s Eyes’ from the Viewpoint of ICW/CD.”

<http://www.sil.org/anthro/articles/ReflectnsOnThStrngrSEpntOfICWCD.htm>

Johnson, J. C., Avenarius, C., & Weatherford, J. (2006). The Active Participant-Observer: Applying Social Role Analysis to Participant Observation. *Field Methods*, 18(2), 111-134. doi:10.1177/1525822X05285928

Assignment: Begin Service Learning Journals

Week 3 (March 25): Preparing and Evaluating Community Development Projects

Determining Community Needs; Participatory Evaluation; Measuring Progress

Readings:

Agheneza, Z. (2008). Reasons Causing Failure of Projects for the Development of Woman in Africa: Evidence from Cameroon. *Ahfad Journal*, 25(2), 116-149.

Njoh, A. J. (2006). Determinants of success in community self-help projects: The case of the Kumbo water supply scheme in Cameroon. *International Development Planning Review*, 28(3), 381-406.

Cullen, Anne E., Chris L. S. Coryn, and Jim Rugh. "The Politics And Consequences Of Including Stakeholders In International Development Evaluation." *American Journal Of Evaluation* 32.3 (2011): 345-361. *Academic Search Complete*. Web. 26 July 2012.

Ratner, Shanna. “You Get What You Measure: A Process to Determine and Measure Progress in Community Development.” *CD Practice*. Issue 18, 2012.

Assignment Due: Response paper – “Contributing Factors to Successful Community Development”

Week 4 (April 1): Three Approaches to Community Development

The 3 approaches to CD

Readings:

Chapter 4. The Technical Assistance Approach

Chapter 5. The Self-Help Approach to Community Development

Chapter 6. The Interactional Approach to Community

Week 5 (April 8): Development in Cameroon

Primarily lecture based this week

Development strategy of Cameroon; political and economic factors; geography; Anglo-phone/Franco-phone issues; key leaders; etc.

Assignment: Submit response paper – “The Three Approaches to CD”

Week 6 (April 15): Role of Women in Community Development

Development Geared Towards Women; Importance of Including Women in CD Initiatives

Readings:

Mayoux, L. (2001). Tackling the Down Side: Social Capital, Women’s Empowerment and Micro-Finance in Cameroon. *Development & Change*, 32(3)

Selections from *Economic Development* (Todaro, M.P.; Stephen, C.S.)
The Gender Gap: Women and Education

Yuvenyonge, Sakah Lydia, “Gender Conflicts and Natural Resources on the Kumbo Plateau, Northwest Region of Cameroon” in *Conflict Prevention, Management, and Resolution*. University of Buea, 28 Jan 2009, 11pgs, Buea, 2009.

Guest Lecture: Dr. Abonge Christine, Professor in the Faculty of Women and Gender Studies at the University of Buea. “Women and Community Development.”

Week 7 (April 22): Sustainable Community Development

(benefits current population without negatively impacting future generations culturally, environmentally, or economically.)

Definitions of sustainable community development, common perceptions

Readings:

President's Commission on Sustainable Development (1997). Sustainable Communities Task Force Report - Executive Summary. Washington D.C. On-line:
<http://clinton2.nara.gov/PCSD/Publications/suscomm/suscoexe.html>

Ch. 16: “Sustainable Communities: Sustainability and Community Development”

Week 8 (April 29): Environmentally Sustainable Development

Environmental sustainability; Your service learning placements and the connection to sustainable CD.

Readings:

Bridger, Jefferey C. and A.E. Luloff (2001). “Building the Sustainable Community: Is Social Capital the Answer?” *Social Policy*. 17(3),458-72.

Site Visit: Cameroon Ecotourism Organization (Buea), whose objective is to develop and promote sustainable tourism in the Mount Cameroon Region with the goal of contributing to the improvement of living standard of local communities.

Assignment: Share notes on Community Development projects in Mamfe. (*Week subject to change, depending on timing of Mamfe visit.*)

Week 9 (May 6): Economically Sustainable Development

Developing economically sustainable CD projects

Readings:

“Toward Defining ‘Sustainable Development’ in the SIL Context.” By Bud Larsen. Summer Institute of Linguistics, 1999. <http://www.sil.org/anthro/articles/sustain.htm>

NJOH, A. J. (2011). Citizen Participation and Sustainability: Lessons from Cameroon. *Development*, 54(3), 376-383. doi:10.1057/dev.2011.55

Assignment: Response paper - ‘Sustainable Community Development’

Week 10 (May 13): Grassroots and Youth Movements

The role of grassroots efforts in CD; impact of youth on development; how the government affects these movements

Readings:

Alasah, A. A. (2011). The impact of government policy on grassroots level community development initiative in the Northwest region of Cameroon. *Community Development Journal*, 46(2), 196-212.

Orock, R. (2007). Gender equality – whose agenda? Observations from Cameroon. *Development In Practice*, 17(1), 93-97. doi:10.1080/09614520601092220

“Cameroon’s Youth Leaders Offer Advice on Reaching MDGs for Education, Gender Equality,” The World Bank, 9 Sept. 2010. <http://go.worldbank.org/7JFWBWVDH0>

Chapter 13. Engaging Youth in Community Development

Week 11 (May 20): Education and Development

How Education Contributes to Development

Readings:

Center for Global Development. “Education and the Developing World.” (www.cgdev.org)

Forgha, Njimanted Godfrey, "The Paradox of Higher Education Investment and Economic Development in African," in *Conflict Prevention, Management, and Resolution*. University of Buea, 28 Jan 2009, 11pgs, Buea, 2009.

Chapter 15. Schools and Community Development

Guest Lecture: Njimanted Godfrey Forgha, Professor in the Faculty of Economics, University of Buea. (Lecture title TBD)

Week 12 (May 27): Interdependence of Health and Education

Role of Health in Development; Interconnectedness of Health and Education in CD

Readings:

Chapter 14. Health: A New Community Development Challenge

Ahmed, Akhter U. (2004) "Impact of Feeding Children in School: Evidence from Bangladesh." International Food Policy Research Institute, Washington, DC.

<http://www.wfp.org/sites/default/files/Impact%20of%20Feeding%20Children.pdf>

Selections from *Economic Development* (Todaro, M.P.; Stephen, C.S.)

The Central Roles of Education and Health

Education and Health as Joint Investments for Development

Improving Health and Education

Investing in Education and Health: The Human Capital Approach

Site Visit: Cameroon Baptist Convention Health Services (CBCHS) in Mutengene

Assignment: Response paper - 'The Impact of Education and Health on Development'

Week 13 (June 3): Rural Development

Rural development and CD; food issues; rural-urban migration; Rural CD in America; Discussion of Mamfe village site visit

Readings:

Selections from *Economic Development* (Todaro, M.P.; Stephen, C.S.)

Agricultural/Rural Development

Chapter 11. Communities in Rural America: Current Realities and Emerging Strategies

Assignment: "Evaluation of and Recommendations for CD Project in Mamfe" due by last meeting this week.

Week 14 (June 10) What's Next in CD?

The future of CD, ongoing/developing projects in Cameroon, future of your service learning projects

Take away points on CD in Cameroon

Readings:

Chapter 18. Emerging Issues in Community Development

Visit and read selections from these websites:

Community Development Society (<http://www.comm-dev.org/>)

International Association for Community Development
(<http://www.iacdglobal.org/>)

Week 15 (June 17): Final Reports/Wrap Up/ Evaluations

Present reports on service learning projects

Assignment: Service Learning Project Reflections Due by Last Meeting
Service Learning Observations/Journals Due by Last Meeting

SITE VISITS:

(Subject to change; Dates TBD)

Dschang/Bamenda area

Bamenda, in the Northwest region, is considered the seat of CD in Cameroon. "It is here that CD is well understood by all and where lessons are being drawn for application elsewhere in the country. The long history of CD in the Northwest dates back to pre-colonial days" (Alasah, 2009, p. 199)

We plan to visit projects of 'Breaking Ground,' a non-profit based in the Northwest region, which seeks out communities who have already identified a need, and helps facilitate their work with funding and technical assistance.

Mamfe

The rural village of Dr. Tambi. Many community development projects are in place in Mamfe, and some are more successful than others. We will tour the village, speak with chiefs and other citizens to find out about projects involving potable water, making gerry, etc.

Mutengene

Mutengene is the town next to Buea. We will visit the Cameroon Baptist Convention Health Services (CBCHS) Complex where their administrative offices for AIDS Care and Prevention Program are located. A representative from CBCHS will give a lecture on community education and health initiatives in Cameroon.

Green Cameroon (Buea)

We will visit Green Cameroon, a locally run NGO in Buea that focuses on conservation and the community. We will learn about their work and visit some of their projects.

Service Learning Organizations (Buea)

As appropriate, we will visit the service learning organizations as a group to learn first-hand about the work of each organization. The student(s) working with that organization will serve as our guide(s).

Assignment Details:

Format: All assignments should be written in 12 pt. font and double spaced.

Most due dates are listed by the week number, as class meeting dates may vary to allow for participation in local events, university activities, and service learning- related activities. The Instructor(s) will discuss the class meeting dates/times during orientation week.

When a Week is listed for the due date, the assignment should be submitted by the last meeting of that week.

Pre-Departure Assignment

1. Write a short (approx. 1 pg.) response to the questions: What is a community? What is community development? (You are free to reference the readings, but it is not mandatory that you do so. I want to hear your opinions/thoughts.)

Due: February 25 **Submission:** Email to ktrail@antioch.edu

Assignments in Cameroon

Submission: Provide hard copy to Dr. Tambi at your seminar meetings. **Email a copy to Kelly at ktrail@antioch.edu**

Field Observations and Journaling- Service learning

Each day you work in your service learning placement, you should document it in your 'journal.' This can be a notebook or a computer-generated document. Briefly note the date and what you did. Periodically, *at least* every 2 weeks, write a brief journal entry (approx. ½ -1 page) about your experiences. You can note your observations, frustrations, successes, etc. Every entry should make at least one note regarding the connections (or lack there of) between what you are observing/experiences and what you are learning in your courses/readings. This journal will be useful in preparing for class discussions, in processing your experiences, and in writing your final reflection. Be prepared to share information from your entries at each Seminar meeting.

Due: Begin in Week 2. Turn in Complete Journal in Week 15 – by last class meeting. On the 1st and 15th of each month, email your journal to Kelly (ktrail@antioch.edu) either as an attachment, or in the text of an email.

Response papers

Throughout the program, you will be expected to write 'response papers.' These papers should be 1-2 pages long. You should respond to the assigned readings, making note of your impressions, your observations of how the concept(s) presented are applied in practice (ie, in your service learning placement), or your opinions, etc. While there is no right or wrong 'answer,' your essay should be thoughtful and well-written.

Due during the following weeks:

Week 3: "Contributing Factors to Successful Community Development"

Week 5 : "The Three Approaches to CD" (based on Week Four readings/discussions)

Week 9: 'Sustainable Community Development'

Week 12: 'The Impact of Education and Health on Development'

Evaluation and Recommendations of a Mamfe Village Project:

4-8 double-spaced pages. You will visit Mamfe to find out about community development projects in that rural village. You will write a paper that describes the community, the project, your evaluation, your recommendations, and how you would have approached the project start to finish. You should include the following components:

1. Briefly describe the village - geographically, socially, demographically, economically, politically, culturally, environmentally, etc. Identify and analyze the relevant dimensions of the problem.
2. Describe a project (potable water, gerry project, etc., as assigned) – What was the problem? How was it identified? Who worked on the project? How was it implemented? What was the role of the community? etc.
3. Evaluate the project – What is happening now? Was it a success or a failure? How so? What ethical, financial, cultural or other issues were encountered?
4. Recommendation – How do you suggest the community proceeds with the project at this point?
5. Step by Step how you would have handled the project – if your expertise was requested by this community before a project was even developed, what steps would you have taken. Envision your steps from first meetings with the community members, to project identification, to project implementation, evaluation etc.

*This assignment may be substituted for an evaluation of a project in Dschang, with instructor approval.

**Due: After Mamfe Visit – brainstorming notes (share in class);
Final Paper due Week 13**

Service Learning Project Reflection

- In a 3-5 page paper, you will reflect on your experiences and learning in the service learning component of this seminar. Your reflection should include the following elements:
 - o Details of your placement (name of organization, organization's mission, hours you worked, other relevant information)
 - o Description of and reflection on your experiences (what type of work did the *organization* do? What work did *you* specifically do? Did you work on specific projects? Did you attend any special events? Etc.)
 - o Theory vs. Practice (Did you see any of the theories you read about/discussed in action? Was there a disconnect between theories/best practices and what actually worked in the field or not? Do you have any observations on community development strategies that really worked, but are absent in the literature? Etc.)
 - o Overall Assessment (Was the service learning placement valuable to you? What did you learn? How was your experience? Any feedback on AEA working with this organization again? Etc.)

Use these questions only as a guide. You can write your reflection as a cohesive essay, or break it into the parts outlined above.

Due: Week 15

Also be prepared to present your reflection to the class during the final week. This will be a 10-15 min. talk, highlighting the theory vs. practice portion of your reflection.

Antioch University Policies

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others.

All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy.

To access academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/ Or by contacting Kelly Brannan Trail at ktrail@antioch.edu

Reasonable Accommodation for Students with Disabilities

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact Kelly Brannan Trail, Assistant Director of AEA, (937) 769-1016; ktrail@antioch.edu